



PROSPECTUS

Pitton Village Hall
White Hill
Pitton
Salisbury
Wiltshire
SP5 1DU

Telephone 07785 933966
admin@pittonpreschool.com
www.pittonpreschool.com



Welcome to Pitton Pre-School,

We believe that children learn well when they are happy and having fun. Through play based activities we aim to provide an environment where all children will feel valued and secure. We encourage the children to actively participate in their own learning and foster an atmosphere where they will want to explore and learn more and where their natural creativity is nurtured. We actively encourage positive relationships where children have high levels of self-esteem and self-confidence, developing care and respect for themselves, others and their environment.

We also recognise that parents are the primary educator's of children in their early years and hence believe that it is important that parents feel included and involved in their child's learning and development at pre-school. We encourage strong parent / pre-school relationships where parents feel their contribution is valued.

Our **mission** is to provide a high quality early years environment, ensuring that children are happy and involved with their own learning, and that parents are happy and included in their children's care and education.

To do this we aim to:

- Provide an inclusive, safe, caring and stimulating **environment**.
- Provide a balance of child-initiated and well-planned, carefully structured activities for your child based on his/her individual developmental needs to foster their **well-being, self-esteem and personal development**.
- Provide a well-balanced **curriculum**, that meets the requirements of the Early Years Foundation Stage, in a multi-sensory, varied approach to cater for all learning styles and preferences.
- Have fun!
- Provide regular opportunities for **communication**, where parents/carers and key persons can exchange and discuss information concerning the child's development, and where parents are partners in decisions affecting their child.

We hope you find our brochure informative, however it cannot completely convey the atmosphere and environment of the pre-school, so please contact us to arrange a visit. We will be very pleased to show you around and answer any questions you may have.

We look forward to meeting you.

Opening Hours

The Pre-School is open Monday to Friday during Wiltshire Term Times, except for Bank Holidays. Our opening hours are;

8:00am – 3:00 pm	Monday, Tuesday, Wednesday and Thursday
and 8:00am – 1:00pm	Friday

The pre-school offers several drop off and pick up times within the opening hours. We have limited availability for children to attend from 8:00am – 9:00am.

For those sessions that cover the lunch time, 12:00 – 12:30, parents are required to provide a packed lunch for their children, drinks will be provided at the table. Lunch is a social occasion, where the children have lunch together, with and supported by an adult. This is often a time where we share news and stories from home, reflect on the day and generally share in the fun that we have had during the morning. Adults encourage good table manners and for the children to be independent, helpful and considerate towards each other. Parents and reception teachers have found that this helps when they transfer to primary schools.

We are able to accept children from two years old at most points in the year. We will agree with you the most appropriate starting date.

Fees, funding & free entitlement

We are registered for Free Entitlement funding for two, three and four year olds. Any additional time is invoiced directly to parents, at £4.80 per hour (valid from 1 April 2018).

Two Year Old Funding

You may be eligible for funding for your two-year old.

The criteria for Free entitlement funding for two-year olds in Wiltshire is currently in line with those for free -school meals. Parents can self-refer, based on income alone. Please ask if you require more information, or look online www.wiltshire.gov.uk/schoolseducationandlearning/earlyyearsandchildcare

Funding for 3 and 4 year olds

Funding for three and four year olds is available to all children, currently from the term following their third birthday. The 570 hours entitlement in our setting is for up to 15 hours a week, over 38 weeks of the year.

You may qualify for an additional 15 hours week (570 hours / year). You, and any partner, must each expect to earn (on average) at least £120 a week (equal to 16 hours at the National Minimum or Living Wage). If you, or your partner, are on maternity, paternity or adoption leave, or you're unable to work because you are disabled or have caring responsibilities, you could still be eligible.

You can't get 30 hours free childcare if you, or your partner, expect to earn £100,000 or more.

For further information visit www.childcarechoices.gov.uk

Tax Free Childcare Account

From September 2017, the Government is introducing a childcare account;

- For working families, including the self-employed, in the UK
- With children under 12 (or under 17 if disabled)
- For every £8 you pay in, the government will add an extra £2, up to £2,000 per child

For further information, and to check whether you are eligible and apply please visit

www.childcarechoices.gov.uk

Workplace Childcare Vouchers / Salary Sacrifice

We are able to accept workplace childcare vouchers, and are registered with many schemes. Please ask for details.

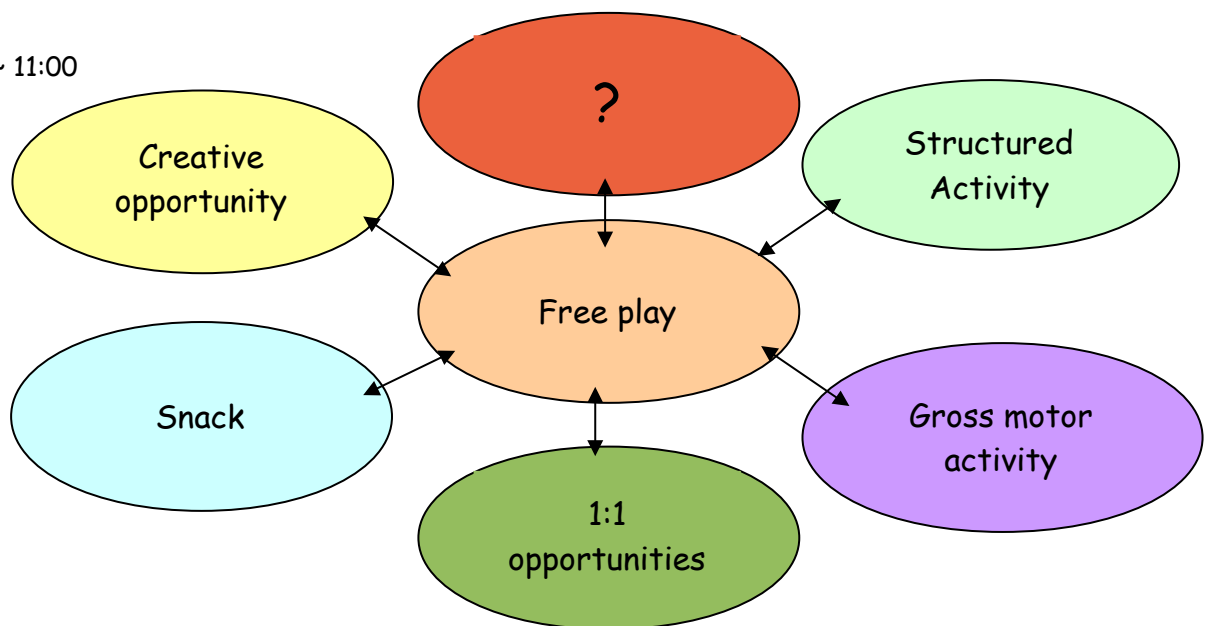
Structure of a typical Day

The structure of the day has been chosen to give children a broad range of opportunities and stimulating activities. There are times for them to make their own choices and times for them to follow an adult's lead; times to play together and times to play alone; times to be quiet and times to make a joyful noise; times to be active and times to rest and reflect. Any of these activities can, and do, take place indoors or outdoors and often flow between the two. Hence in the following pages there is no mention of outdoor or indoor learning.

Our routine reflects the needs of each child. During the early part of the morning the children are able to spend an appropriate amount of time at each activity. Hence the older ones can engage in an activity for much longer than the younger children. We offer a balance of child-initiated, or child-led learning with some adult led activities. This gives children the opportunity to develop a wide range of skills.

Timings are approximate!

9:00 ~ 11:00



11:00 - 11:10	- Tidy Up
11:15 - 11:35	- Eurythmy / Co-operative games / music
11:35 - 11:50	- Circle / Structured Activities
11:50 - 12:00	- Story
12:00 - 12:30	- Lunch
12:30 - 12:50	- Rest time or quiet activities
12:50 - 13:00	- Transition activities
13:00 - 14:30	- as 9:00 - 11:00, but with different activities
14:30 - 14:50	- structured activities
14:50 - 15:00	- story

The routine is flexible and can be adapted to suit the needs of the children in any one session.

Free play

Children coming in to free play have the time to settle into an activity of their choice at their own pace.



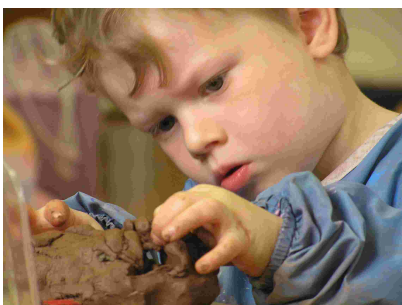
A wide range of activities are provided during free play, some very open-ended, some very imaginative and some more clearly defined. There will be sand or water play, large and small construction, fine motor activities, puzzles, games, role-play, small world play, free painting, free mark making activities, art activities and a malleable activity, as well as others.



There is also a quiet corner with a carpet and cushions where children can relax, enjoy a book, or spend some quiet time with their friends.

The activities are balanced to provide a range of learning and play opportunities which;

- Stimulate and encourage children to explore freely and safely
- Develop their self-confidence, self-esteem and skills for learning.
- Cover all areas within the Early Years Foundation Stage
- Meet the developmental needs of the children attending that session



From free play, children access creative opportunities or 'provocations'. These are open ended activities that build on the children's interests and ideas and are intended to provoke them further - to stimulate their imaginations and ideas. Free play also provides opportunities for adult-led structured activities and very focussed 1:1 support.

This flexible approach allows children the time and space to engage fully with the activities on offer. Some of the older children for example are able to spend up to an hour on an activity, a detailed construction or art work, exhibiting their creativity and imagination, problem solving skills,

communication and maths skills and their pleasure and determination in completing it to their own satisfaction.

Tidy Up

All the children help to tidy up and are encouraged to take care of the resources and their environment. The storage trays and boxes are labelled with pictures and words, and are stored at appropriate heights and locations to enable the children to participate fully. Key persons supervise this activity closely, encouraging participation, independence and self-discipline.

Eurythmy

This is a set of exercises, using bean bags (or beanie toys!), which focus on movement, rhythm and direction to develop both gross motor and fine motor skills. They help children develop movement patterns, curves and straight lines, to cross the mid-line, and learn to distinguish between up/down and left/right. All of these activities develop skills that underline the process of reading and writing.

Physical activities

Physical activities or gross motor activities can take place inside or outside, can be very noisy and energetic or can be quiet and controlled! The activities on offer enable children to develop control of their bodies in a safe and stimulating environment. Activities vary each day and might include dance, music and movement, use of climbing frame and/or balancing equipment, cars and bikes, skittles, balls and bats, stilts, running games and team games and the use of the parachute. Maths games and language games are also included.



In addition, Jill has trained as a yoga teacher and runs sessions with the children on a weekly basis, usually Tuesdays.

The skills of the pre-school staff are supplemented by a creative dancer and ball skills such as Rugby Tots.



Snack Time

This is an important social occasion, where we share milk or water, fruit or vegetables and a savoury snack. Children are encouraged to bring in a piece of fruit to share with their friends at snack time to help build the link between home and pre-school. The children are supported during snack time to provide appropriate role models. As the children develop, their independence is encouraged, for example preparing snack, pouring their own drinks, stacking the beakers and clearing the table.

Circle Time

Circle time provides an opportunity for children to interact in a larger social group. Activities cover the complete spectrum of the curriculum. They are often active social occasions and encourage positive interactions and participation. Examples of circle time vary from acting out a familiar story, sharing our news from home, welcoming a visitor to pre-school, finding out about the world around us, playing a sound game in support of phonic awareness, or working together to problem solve or create something. They may be whole group activities, but more often are smaller to ensure that the activity is appropriate and engaging for all the children involved.

Adult-led Structured Activity

During adult-led activities the children are in small groups, usually with their key person. An adult will have planned an activity specifically tailored to meet the developmental needs of the children in during that session. These activities are fun; usually play based activities that are designed to enable the children to develop and progress. The activities may reinforce an area of specific need or challenge an area of strength, but will always be achievable.

Story Time

Story time is usually at the end of the morning session. As well as stories it includes songs, poems and rhymes, using puppets and props, big books and book/story bags.

There are opportunities for joining in and times when the children are expected to listen. We also use the story square technique where children have an active role in telling the story and where they can retell their own stories.

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Forest School

We use our outdoor environment as an extension of the indoor classroom, building strong characteristics for learning and delivering all the areas of learning and development. Forest School activities are an integral part of our setting and two members of staff have trained as Forest School Leaders. The activities help children build confidence, self-esteem and independence in a stimulating outdoor environment through child-initiated and adult-led activities.



whittling



relaxing, after building the den



nest building

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS), updated in September 2014, is mandatory for all OFSTED registered settings and schools caring for children under the age of 5. It creates a single framework covering children from birth to the September following their 5th birthday (the end of the reception year).

The EYFS builds upon the good practice included in previous frameworks, but for the first time explicitly recognises and celebrates a more holistic view of the child. The EYFS comprises four themes, that express four important principles which underpin effective practice in the care, development and learning of young children.

<i>Theme</i>	<i>Principles</i>
A Unique Child	Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
Positive Relationships	Children learn to be strong and independent through positive relationships.
Enabling Environments	Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
Learning and Development	Children develop and learn in different ways. The framework covers the care and education of all children in early years provision, including children with special educational needs and disabilities.

Further information can be obtained from the pre-school, or from
www.foundationyears.org.uk/eyfs-statutory-framework

The EYFS emphasises that active learning through play and exploration is fundamental in children of this age, to help them develop. It also recognises the importance of creativity and critical thinking in helping children to make sense of their environment and discover new and better ways of doing things. This applies to all areas of the curriculum; number, sciences and an understanding of the world and language as well as those activities traditionally thought of as creative, such as the arts, dance and music. The EYFS identifies 'Characteristics of effective learning',

- Playing and Exploring - *engagement*
 - Finding out and exploring
 - Playing with what they know
 - Being willing to have a go
- Active Learning - *motivation*
 - Being involved and concentrating
 - Keeping trying
 - Enjoying achieving what they set out to do
- Creating and thinking critically - *thinking*
 - Having their own ideas
 - Making links
 - Choosing ways to do things

The pre-school has developed a strong emphasis on creative skills and critical thinking, across the whole curriculum, encouraging children to explore and investigate, to observe and record, to take risks and to persist with their learning. We have been part of the 5x5x5 = Creativity initiative, which supports children in developing creative relationships and creative dispositions, and where adults are able to research children researching the world. The pre-school also uses 'Learning to Learn' strategies, based on Guy Claxton's 'Building Learning Power' to encourage the children to identify their own learning techniques and strategies and further develop them.

The EYFS (2014), contains seven 'Areas of Learning and Development'.

There are 3 prime areas of learning and development,

- personal, social and emotional development;
- communication and language;
- physical development;

and 4 specific areas:

- literacy;
- mathematics;
- understanding the world;
- expressive arts and design.

Each of these areas are broken down into stages. Each stage is typically associated with a particular age range; birth - 11 months, 8 - 20 months, 16 - 26 months, 22 - 36 months, 30 - 50 months, and 40 - 60+ months. There are clear overlaps in these stages recognising the wide variations in children's development. It is important to recognise that all children will progress at a different rate and sometimes in a different order.

The areas of learning often overlap and interlink. In any one activity children will often experience elements from several of the areas. The individual child centred planning that we adopt at pre-school aims to ensure that all children reach their potential. Most of our curriculum is centred on play-based activities. It is now well recognised that the formal approach of Key Stage 1 is not appropriate in the early years and that play is a key way in which young children learn with enjoyment and enthusiasm.

Through play, in a secure environment with effective adult support, children can, at pre-school:

- explore, develop and represent learning experiences that help them make sense of the world;
- practice and build up ideas, concepts and skills;
- learn how to control impulses and understand the need for rules;
- be alone, be alongside others or cooperate as they talk or rehearse their feelings;
- take risks and make mistakes - learning resilience and perseverance;
- think creatively and imaginatively;
- communicate with others as they investigate or solve problems;
- express fears or relive anxious experiences in controlled and safe situations.

The role of the adult at pre-school is crucial in:

- developing a strong emotional attachment so a child feels safe and secure;
- building a trusting relationship with the child and parents;
- supporting children's learning through planned play activities;
- extending and supporting children's spontaneous play;
- extending and developing children's language and communication in their play;
- planning and resourcing a challenging environment.

The detailed, child centred planning at pre-school ensures that each child is fully supported in their development and that each adult is able to make a very positive contribution in developing and extending all children. We regularly review and evaluate our practice to ensure that it is always appropriate and meets the needs of all the children.

What do we want for the children?

Our Approach and attributes for learning

At Pitton Pre-School we believe that children learn most effectively when they are having fun and deeply engaged in their play / learning. Hence we have adopted an approach that relies on skilled staff and expert practice to deliver a child centred curriculum. Each child is fully supported in their development as an individual, engaging their own interests and ideas to enhance their progress.

Fundamental to a child's development is their self confidence and self-esteem. Children who are happy, confident and have a high self esteem usually learn in a very positive, productive and enjoyable manner.

The pre-school practitioners encourage and nurture the children in order to promote their self-confidence and esteem. This in turn leads to other, positive ways in which children approach their learning and new experiences. The EYFS (2014) now identifies three characteristics for effective learning, *engagement, motivation and thinking*. At Pitton Pre-School we extend that to encourage the children to also have other 'positive attributes for learning':

Have fun!

and to be;

- Creative (Original, spontaneous, unique)
- Curious
- Enthusiastic
- Friendly
- Generous
- Helpful
- Independent
- Industrious
- Kind & Considerate
- Mindful (conscious, aware)
- Optimistic
- Persistent (Despite opposition or difficulty)
- Risk take (and an ability to evaluate risks!)
- Quiet (We need to value solitude)
- Resourceful
- Thoughtful

And to;

- Have Good social skills
- Have good self help skills
- be able to resolve conflict
- Set themselves a challenge
- Be good listeners

Our aim is that the children will enjoy learning - a skill of life long importance.

Visits and Visitors

In order to provide a rich, diverse experience for the children, we regularly supplement our pre-school activities with visits out of the setting or visitors to the setting.

Recent visitors to the pre-school include;

- a creative dance specialist
- a weekly yoga session
- a fun-filled, active, learning experience to music
- rugby and football coaching
- a farmer, complete with a cow, sheep and the farm dog
- visits from the local pet centre with a wide selection of possible pets
- the community librarian
- musicians
- parents and members of the local community to share their interests and skills

Visits out of the setting regularly include

- Walks in our local woods and fields
- Walks to the local shop to purchase ingredients for our cooking
- Walks to see nearby animals - sheep & pigs
- Local park & a local farm
- Salisbury Arts Centre
- The Mobile Library,
- Salisbury Library, market and the play park
- the fire station
- venues to support the children's interests, such as Langford Lakes or the Hillier Gardens.

We have developed close links with Salisbury Arts Centre over recent years, through the 5x5x5 initiative, and the Yew Tree Project.

Good Practice

The Bristol Standard

In order to help us continually develop and improve our provision, the pre-school is participating in the Bristol Standard, a self-evaluation project that is externally validated and is endorsed by Surestart's 'Investors in Children'.

We submitted our first entry in November 2005 to the external validation panel and were delighted to have our submission approved and validated. The assessors commented on "an exemplary submission, and that the children were clearly at the centre of our practice". We have continued to submit an annual update to the validation panel, maintaining our Bristol Standard accreditation. The comments from the panel for our submission in November 2012 included "The panel agreed that it must be a joy to be a child in your setting and parents rightly should have every confidence in your practice."

Inclusion development Programme

During November 2007 we were invited by the Primary Strategy Team of the Department for Children, Schools and Families (dcsf) to contribute to training materials which are being released nationally. The resulting DVD and training package features advice and lots of examples of good practice when supporting children who have delays and disorders in their language and communication skills. (Ref: Inclusion Development Programme Supporting Children with speech, language and communication needs: Guidance for practitioners in the Early Years Foundation Stage)

OFSTED Report

Our practice has long been recognised as outstanding. Our latest OFSTED inspection in October 2015 recognised all aspects of our practice as outstanding. A copy of the report can be viewed at www.ofsted.gov.uk, or can be requested from the pre-school.

"The highly qualified staff team has an expert knowledge of how children learn and use every opportunity to extend children's learning"

"They provide a highly stimulating .. environment which sparks children's interest and enables them to experiment, discover and use their own ideas"

"Children show extremely high levels of curiosity" "Children are exceptionally independent"

"Children's needs are met exceptionally well and promptly"

"Outcomes for children are outstanding" "They are exceptionally well prepared to develop the skills for future learning and school"

"Children's behaviour is exemplary. They are exceptionally polite and respectful to each other"

Early Years Professional Status

Committed to developing all the staff at pre-school, Carrie was one of the first to gain Early Years Professional Status. This is a government initiative aimed at encouraging people to take a leading role in raising the quality of early years provision. Carrie is now an assessor for others seeking Early Year Professional Status, and regularly contributes to training and articles for other early years staff. She was recognised as the first Wiltshire Early Years Professional of the Year 2010.

Our Partnership with Parents

Pitton Pre-School actively encourages an ethos and atmosphere where parents work in partnership with the pre-school to further their child's development, and where communication occurs readily between the pre-school and home. We help to foster this culture and build strong pre-school / parent links by

- Sharing information before the child starts
- A settling in period
- A key person system
- Regular communication about the child's day
- Regular opportunities to discuss a child's progress and plan for next steps
- A Parent's board containing relevant and timely information
- Encouragement for parents to contribute their own knowledge and skills
- Frequent newsletters

Before your child starts

We encourage all parents to visit the pre-school. Our registration form requests basic information concerning the child and parents, medical, dietary and religious / cultural information. Once a start date has been agreed, we will also provide you with a book to support the transition process and other information you will need to know about pre-school.

Key person system

Each child has a key person. This is a specific adult who has responsibility for your child's well being at pre-school. They will be the first point of contact for parents and will keep, maintain and share information about your child, including their planning and learning journey.

Settling in

When the child and parents come for their introductory visit they are introduced to their child's key person and encouraged to join in. Supplementary information is gathered, for example information on siblings, pets, experiences, and preferences. This is also an opportunity to share more information regarding the day-to-day operation i.e. the planning and routine. We usually suggest two or three visits, the first of approximately an hour accompanied by a parent, and further ones where we suggest the parent leaves for a short period, say 20 - 30 minutes. However, all children are unique! Fewer or more visits can be arranged to suit individual children.

During each day

The key person is always available at the start and end of each session to share and exchange news with parents and carers. If a parent would like a longer chat this can be arranged for a mutually convenient time.

After your first month

After a short settling in period (usually about 2-3 weeks), the key person will arrange a time to discuss with the parents how their child is getting on, to share any relevant information and to plan some next steps. These discussions are quite informal.

Each Term

We hold regular meetings with parents to discuss how their child is developing, and to jointly agree appropriate next steps. We are also available to talk with parents at other, mutually convenient, times where all involved can discuss any concerns, update records, share news etc.

Recording your child's learning

Pre-school will keep and maintain records that record your child's learning and development whilst they are at pre-school. We welcome parental input to these records, the learning journey, and plans for the next steps in a child's learning. Interests and feedback from home help to ensure continuity for a child, and help us to provide a more appropriate experience. Records are only shared with parents, permission will be sought before records are made available to other agencies if deemed appropriate.

Parent's Board

The pre-school has a parents' board displaying planning, notices and posters to share information with parents and carers. Display boards will supplement this, providing examples of work, photographs and our experiences.

Newsletters

Newsletters are sent home on a regular basis to keep parents informed of the current topic, special events and activities in the pre-school.

When your child leaves pre-school

When your child leaves the pre-school we will provide a 'one page profile' of your child and a document describing their progress towards the Early Learning Goals. These are available to you and, with your permission, are also made available to the reception teacher at school, or to the new pre-school / nursery.

If you are happy

We would encourage you to tell your friends!

We also welcome feedback about things the children have particularly enjoyed (we might do it again!) and constructive comments to help us improve our provision.

If you are not happy

We would encourage you to talk to your child's key person, or to the owner immediately about any concerns you have or any issues you wish to raise, even if they seem quite trivial. The owner will liaise with parents, key person and any other interested parties in trying to find a satisfactory resolution.

Your child's safety

Your child's safety whilst at pre-school is of paramount importance. We therefore carry out DBS (previously CRB) checks on all members of staff, adhere to the correct ratios of children / staff, secure outer doors during pre-school hours and have robust Health and Safety Policies and procedures in place.

Duty of Care

At pre-school we have a duty of care towards your child, a duty to keep him/her safe from harm. If we have concerns about the well-being and safety of your child we will usually discuss this with you and, when appropriate, refer to the Multi-Agency Safeguarding Hub (MASH).

Our Policies and Procedures

The pre-school has developed a complete set of policies and procedures in accordance with the Early Years Foundation Stage Statutory framework. A **summary** is provided here for information, full copies of these are available on request.

Medicines and Illness

Children who are unwell should be kept at home. The pre-school reserves the right to refuse admission to a child who is unwell or to send a child home should the child become ill during the session.

Children suffering with contagious conditions should be kept at home.

Children who have had sickness or diarrhoea should not return to pre-school until they have been clear of the symptoms for at least 48 hours.

The pre-school may administer prescribed medicines, providing it is not the first dose. The child's name should be clearly marked on the medicine and the medicine book completed and signed by the parent before administration.

Behaviour Management

The Pre-School believes that a clear, consistent and positive approach is essential in the management of the children's behaviour. The team members always interact with the children, and other adults, in a manner that always promotes respect and care for each other and our environment.

The aim of our behaviour management policy is to provide a framework within which the team members, parents and children are able to work together, to foster an environment that is

safe,
kind and caring towards each other,
respectful of each other,
respectful of the environment
and where we all have self-discipline, control and fun!

No smoking Policy

Pitton Pre-School operates a NO Smoking policy.

Equal Opportunities

Pitton Pre-School believes that:

- The pre-school activities should be open to all children and families, and to all adults committed to their welfare.
- A setting that embraces cultural diversity is one that will give all children a broader, richer educational experience based on a respect for others.
- A setting that positively promotes learning without stereotyping is one that will foster self-belief and confidence in the wider world.
- An inclusive setting is essential to enable equality for children and adults with special needs.

We aim to ensure that all those who wish to work in, or volunteer to help with, the pre-school have an equal chance to do so, in accordance with all relevant legislation. We promote equal opportunities for children, parents and adults through the following; employment, training, admissions, the curriculum,

learning and teaching styles, resources, activities and facilities, special needs, faith and festivals, language & culture, food, health, meetings and social events.

Safeguarding Children

At Pitton Pre-School it is our priority to ensure that the children in our care are in an environment in which they will be safe from abuse and in which any suspicion of abuse is promptly dealt with in the most appropriate way. A copy of the poster "What to do if you have concerns" is on the parent's board.

Inclusion Policy

Pitton Pre-School aims to provide an accessible, welcoming and stimulating environment to meet the needs of each individual child and their parents. The pre-school aims to maximise inclusion and the entitlement of **all** children to experience a broad and varied curriculum.

Complaints Policy

We would encourage you to talk to your child's key person, or to the owner immediately about any concerns you have or any issues you wish to raise, even if they seem quite trivial. The owner will liaise with parents, key person and any other interested parties in trying to find a satisfactory resolution, and will report back to parents within 28 days. If parents/carers are still unhappy with the situation after they have talked to the pre-school owner they may take the matter to OFSTED.

The address is: OFSTED National Business Unit,
Piccadilly Gate, Store Street, Manchester, M1 2WD
telephone: 0300 123 123 1
e-mail: enquiries@ofsted.gov.uk

The Pre-school Registration Number is EY248260
Pitton Pre-School, The Village Hall, White Hill, Pitton, Salisbury, SP5 1DU

Documentation, Data Protection & Privacy Policy

Pitton Pre-school does hold personal details of children and their parents on computer and paper for administrative purposes; as such we are registered with the Information Commissioners Office, and adhere to the General Data Protection Regulations 2018, (GDPR). Please be assured that at no time are personal details passed to third parties, without your consent. According to the EYFS Statutory Guidance personal records are retained for a period of four years after a child leaves pre-school. Other records may be retained for longer to comply with legal requirements.

All information concerning a child, including hand written observations by key persons, is treated in confidence and is not discussed with any other person without the consent of the parents.

Staffing

All our team members have or are working towards recognised qualifications in childcare and education. We have a deeply embedded ethos of continuing to learn and hence all members of staff regularly attend training courses and conferences to continue their own professional development. Much of this is used in the setting to enhance the provision for the children.

Carrie - Owner /Leader / SENCO/ Key person

Carrie worked in day nurseries locally for 5 years before opening the pre-school at Pitton in 2002.

Early Years Professional Status (2007) & EYP Assessor

Certificate in Education (Concurrent)

(BSc. In Physics and Geophysics & PhD.)

First Aid, Child Protection (Advanced), Food Hygiene, Health & Safety, Safer Recruitment

Emma - Deputy Manager, Key Person & Forest School leader

Child Care, Learning and Development NVQ3

Forest School L3 qualification

First Aid, Child Protection (Advanced), Food Hygiene, Health & Safety

Laura - Key person

Montessori Diploma (NVQ 3 equivalent)

First Aid, Child Protection (Advanced), Food Hygiene, Health & Safety

Danni - Key person

Working Towards Child Care, Learning and Development NVQ3

First Aid, Child Protection (online)

Wendy - back up key person

Child Care, Learning and Development NVQ3

First Aid, Child Protection (online), Food Hygiene

Becky - Key person

Child Care, Learning and Development NVQ2

First Aid, Child Protection (online),

Nicki - Administrator

First Aid, Child Protection (Foundation)

Paula - supply

(BA in French and German, & PGCE in Modern Languages)

Child Care, Learning and Development NVQ2

First Aid, Child Protection (online), Food Hygiene, Health & Safety

Jill - Yoga teacher & Supply

(BA in Classics)

Post Graduate Certificate in Education (Early Years)

First Aid, Child Protection (Foundation), Food Hygiene

Lori - supply

Core Skills

First Aid, Child Protection (online), Health & Safety