

# SUNNYSIDE



## PRESCHOOL

East Grinstead

☎ 07903 703425

[sunnysidepreschool.co.uk](http://sunnysidepreschool.co.uk)

Sunnyside Preschool  
Peredur Centre for the Arts  
West Hoathly Road  
East Grinstead  
West Sussex  
RH19 4NF



# PROSPECTUS

REGISTERED CHARITY NO. 1191013



AN INTRODUCTION TO  
Sunnyside Preschool  
Peredur Centre for the Arts  
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RH19 4NF  
[www.sunnysidepreschool.co.uk](http://www.sunnysidepreschool.co.uk)

07903 703425

[Sunnysidecommunitypreschool@gmail.com](mailto:Sunnysidecommunitypreschool@gmail.com)

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# AIMS AND OBJECTIVES

- ✧ To provide a safe, secure and stimulating environment in which we can enhance the learning of the pre-school children.
- ✧ To ensure that every child has the opportunity to develop his/her capabilities and potential socially, physically, artistically, academically and intellectually.
- ✧ Encourage parents to join in the progression of their child's development.
- ✧ To prepare children for school life, encouraging independence and a sense of worth
- ✧ To work within a framework which ensures equality of opportunities for all children and their families.

# GUIDING PRINCIPLES

- ✧ Through the enjoyment of play, to learn to share, communicate and to develop manipulative skills.
- ✧ To encourage a caring attitude to all things, other people and oneself.
- ✧ To value each child's contribution in all areas of activity, encouraging pride and self-confidence in each individual.
- ✧ To foster an awareness, appreciation and knowledge of our environment.
- ✧ To engender a love of books and language.
- ✧ To enjoy developing skills and gain pleasure from taking part in creative activities of art, music, drama and physical activities.
- ✧ To begin to develop an understanding of numbers and mathematical concepts.
- ✧ To explore, observe, record from first-hand experience.

# WHY CHOOSE SUNNYSIDE COMMUNITY PRE-SCHOOL?

What the experts say:

OFSTED INSPECTION June 2019

"Good"

'Children's behaviour is exceptional. Staff are excellent role models and foster an environment of respect and kindness. Children concentrate extremely well, share without prompting, listen attentively and develop excellent social skills.'

'Staff are nurturing and kind and use children's interest to successfully engage them in activities. Children are encouraged to make independent choices about their play and learning within the stimulating environment.'

'Parents express high levels of satisfaction with the preschool. They compliment the staff's strong communication and their commitment to the setting. They praise the wide range of activities available and the good progress that their children make.'

## WHAT WE OFFER YOUR CHILD

- ✦ A specially tailored curriculum leading to approved learning outcomes
- ✦ Individual care and attention made possible by a high ratio of adults to children
- ✦ Fun and friendship with children and other adults
- ✦ Opportunities for you and your family to be directly involved, in the activities of the group and in your own child's progress

## ABOUT THE PRE-SCHOOL

Sunnyside Community pre-school has been in existence for over 25 years. Having played a part in the local community, we have established links with local primary schools, community police liaison officers and other local bodies associated with the development of pre-school children.

We are a community group run by an elected Management Committee consisting of parents. This ensures that major decision making is in the hands of parents who use the group. The committee is responsible for reviewing both policy and practice, and for the employment of staff. They also organise fundraising. Any support parents are able to offer is welcomed. Our AGM is held in November although parents may join the committee at any time.

The pre-school works to a required standard in areas such as child safety, welfare, staff training and content of play and education.

The premises are visited regularly and inspected by OFSTED representatives to ensure that there is a quality of provision.

Sunnyside Community Pre-school is registered with West Sussex County Council and Early Years Childcare and Development Partnership to receive funding for eligible 2 years olds 3 and 4 year olds.

## STAFFING

We are proud of the high ratio of adults to children in our group. The ratio is a minimum of 4 adults to 24 children. This ensures individual attention to the needs and development of each child.

All our staff are very experienced. There are 6 qualified staff, whom all attend training courses as and when appropriate. All our staff have Paediatric first aid and a strong understanding of Safeguarding.

We run a key person system. This gives each member of staff a particular responsibility for just a few children. Each child has one special adult to relate to, which can make settling into the group very much easier. In addition, the key person is in a position to tailor the group's learning experience to the unique needs of each individual child.

### STAFF

Our staff are as follows:

Manager: Nicola Taylor, Deputy Manager: Lauren Wheeler

Assistants: Sarah Wells, Suzie Eke, Ingrid Budgen, Antonia Smith

# ADMISSIONS/SESSIONS/FEEES

The maximum number of children we have each session is 24. There is a waiting list and each child is considered fairly on his/her own merits.

Children are admitted from two and a half years but spaces are limited.

Weekly sessions are: Mondays & Tuesdays & Thursdays 9.30-12.30 or 2.30pm  
Wednesday & Fridays 9.30-12.30pm.

Fees are £5.75 per hour - £17.25 per 3-hour session for over 3's, if not funded. Under 3's are £6.25 per hour - £18.75 per 3-hour session due to the higher ratio of staff to children required.

Due to an increase in the number of parents not taking up places at short notice, we now ask for a deposit of £35 to secure your place. This will be returned after the head count day.

Fees are paid half termly in advance. You will be given an invoice for sessions to be attended (if your child is not funded) during the first two weeks at pre-school. Fees are payable half termly in advance. Fees continue to be payable if a child is absent due to sickness or holidays. Each child's attendance at pre-school is conditional upon continued payment of any necessary fees. Financial assistance with fees may be available through Social Services in some cases.

15 hours government funding is available the term after your child's 3<sup>rd</sup> birthday. Speak to the Manager who can advise you on when your child will be funded.

We take children who are eligible for 2 year old funding and offer a minimum of 2 sessions where available.

If you wish to remove your child from pre-school, we require a full half term notice in writing.

## INSURANCE

Sunnyside pre-school maintains an insurance policy with the PLA (Pre-school Learning Alliance) in conjunction with Royal Sun Alliance, to cover Employers Liability. The policy is available for inspection by any interested adult, and is displayed on the noticeboard. However, a child with a disability will not be

covered if an injury is caused or contributed by that disability, the child will of course be covered by our policy in all other respects.

## LIAISON WITH LOCAL SCHOOLS

We maintain links with all the local primary schools, particularly The Meads. This has become increasingly important now that all children are offered a foundation stage curriculum. This means that the curriculum offered at pre-school continues on to the end of the Reception Year at primary school.

We invite teachers from local schools to visit our pre-school and we are members of the East Grinstead Foundation Stage Network Group.

## CURRICULUM

### Curriculum

We aim to ensure that by the time our children transfer to compulsory education they have made good progress in all seven areas of learning in the Early Years Foundation Stage. All areas of learning and development are important and inter-connected.

Through getting to know your child we are able plan activities to support your Childs 'Next Steps' of development. We gain information through talking to you, observations, spending time with your child and getting to know their characteristics of learning. The Characteristics of learning are the ways in which your child engages with other people and their environment and underpin learning and development across all areas and support your child to remain an effective and motivated learner.

We have regular contact and good relationships with the local EYCA team, Speech and Language team and the Child development team to ensure that we provide the best possible experiences for the children at Sunnyside.

We have 'free-flow' access between indoors and outdoors for the majority of the session. We use common sense and good judgment in extreme weather conditions but we do ask for you to provide suitable outdoor clothing (waterproofs, wellington boots, sunhat, cream) and changes of clothing.

We pride ourselves in having a Mud Kitchen in the garden with access to a Water Butt, pots, pans, mud, stones, sticks-and anything else we can find to enable us to push the boundaries to enable young children access to the outdoors in an elemental and meaningful way.

More information on the Early Years Foundation Stage (EYFS) can be found via the DFE website [www.education.gov.uk](http://www.education.gov.uk)

# The Early Learning Goals:

The level of development children should be expected to have attained by the end of the EYFS (end of reception year) is defined by the early learning goals (ELGs) as set out below.

## The Prime Areas

### Communication and language

#### **Listening, Attention and Understanding**

Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### **Speaking**

Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### Physical development

#### **Gross Motor Skills**

Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### **Fine Motor Skills**

Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.



## Personal, social and emotional development

### **Self-Regulation**

Children at the expected level of development will: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **Managing Self**

Children at the expected level of development will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### **Building Relationships**

Children at the expected level of development will: Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

## The Specific Areas

### Literacy

#### **Comprehension**

Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate - where appropriate - key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

#### **Word Reading**

Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## **Writing**

Children at the expected level of development will: Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.

## **Mathematics**

### **Number**

Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### **Numerical Patterns**

Children at the expected level of development will: Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## **Understanding the world**

### **Past and Present**

Children at the expected level of development will: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.

### **People, Culture and Communities**

Children at the expected level of development will: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.

## Expressive arts and design

### **Creating with Materials**

Children at the expected level of development will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.

### **Being Imaginative and Expressive**

Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

## ADDITIONAL NEEDS

The number of adults present in the pre-school enables us to provide individual attention for each child. Each child is able to progress at his/her own rate in all areas of development, and this is true for children with and without additional needs. We are experienced in working in close liaison with professionals across the range of additional needs and have a Special Educational Needs Co-ordinator. If you would like to discuss the group's ability to meet your child's additional needs, please talk to the Supervisor or SENCO. Our Additional Needs Policy is available in the parent's portfolio or on request.

## POLICIES

A parent portfolio is available for parents/carers to view at their leisure. The portfolio contains copies of all of our policies and procedures. All our policies are designed to offer the best possible experiences for the children and families in the group. Our policies are reviewed regularly and comments and suggestions from parents are always welcome. These can be emailed to you on request.

# THE ROLE OF PARENTS/CARERS

We recognise parents/carers as the most important people in a child's development. We appreciate parent/carer input and welcome them to attend a session with us. It is hoped that we can draw on their experience and own skills to assist in teaching the children, and broadening their horizons.

As a parent run group, we rely on parents help. Parents are invited to join the management committee, and assist in fundraising.

## HOW CAN YOU HELP?

### Committee

A parent management committee runs Sunnyside pre-school. Become actively involved, join the committee and help in some of the decision making. It's fun, a good way to make new friends and find out what goes on.

### Fundraising

Fundraising is an essential part of pre-school life. You will be asked to help in our fundraising activities from time to time. We operate on a tight budget and frequently need to meet our ongoing costs, purchase craft materials and resources, replace broken equipment or buy new equipment.

### Parent/carer helper

Would you be interested in joining us for a morning session to read with the children, to play or do an activity of your choice? Please speak to one of the staff to arrange this.

## STARTING PRE-SCHOOL

### Early Days.

A child who is tense or unhappy will not be able to play or learn properly, so it is important for parents and pre-school staff to work together to help the child feel confident and secure in the group. This takes longer for some children than for others, and parents should not feel worried if their child takes a while to settle. The pre-school policy on settling expands this subject further.

### ON THE FIRST MORNING

We prefer children to arrive at 10.00am. It is quieter at this time and this helps them to settle. Please bring a drink in a named container. We will provide a snack of fruit or vegetable and a biscuit.

You are welcome to stay at the pre-school for as long as you wish until both you and your child feels confident and secure. This takes longer for some children than others, and parents should not worry if their child takes a while to settle. Your child may bring a comforter or familiar item from home.

You may collect your child before the end of the session if you wish.

### USUAL DALY ROUTINE

Children are met at the door and taken into the setting. They hang up their bags in the cloakroom and take their wellies and coats through to the main room. The children proceed to an activity. See Daily Routine attached.

At the end of the session, parents/carers wait outside the building until a member of staff opens the main door. This door is alarmed during the session time for the safety of the children.

### What to Wear.

In order to feel free to explore and experiment with all kinds of materials, including messy ones, it is best to send the children dressed in clothes which are easily washable or not too new.

Please ensure all clothing/shoes etc. are clearly marked with your child's name. Please provide a spare set of clothing in their bags, in case of accidents. Please provide suitable outdoor clothing, including wellies and water proof trousers. We prefer waterproof trousers and not full suits or dungarees as they are easier for your child to remove when they need the toilet in a rush!

One of our aims is to help your child become independent in preparation for school, to help with this we suggest shoes with Velcro fastenings are the most suitable.

### Refreshments.

We provide the children with a snack each morning. This consists of a selection of fruit and a plain biscuit and milk. We ask parents/carers to provide their child with a drink of water in a named cup.

We hope these guidelines have been of help, further information can be found in the pre-school portfolio, website and welcome pack.

## USUAL MORNING ROUTINE

9.30am	Children met at the door and hang up their coats and bags. Children go to an activity. The register is taken at this point.
9.30am - 11.30am	Craft; free choice activities and key person activities, rolling snack bar.
10.00 - 12.00	Free flow indoor/outdoor play
12.00-12.10pm	Tidy up time
12.10 - 12.20pm	Storytime, singing and show and tell
12.20pm - 12.30pm	Collect coats and shoes and help each other put them on
12.30pm	End of session. Children sit until their parent/carer arrives. Main door opened for parents to enter by staff. Register taken on the way out.

Please note that the session routine is flexible and timings, activities and routine can change.

## USUAL AFTERNOON ROUTINE

12.30-1pm	Lunch time
1- 1.20pm	Story time, singing and show and tell
1.20-2.15pm	Free flow indoors/outdoors free choice activities
2.15-2.20pm	Tidy up time
2.20-2.30pm	Collect coats and shoes, and help each
2.30pm	End of session. Children sit until their parent/carer arrives. Main door opened for parents to enter by staff. Register taken on the way out.

Please note that the sessions routine is flexible and timings, activities and routine can change.