

Our aim is to provide a caring, safe and secure environment in which children can learn, grow and enjoy a well balanced, fun curriculum.



"Tyrannosaurus Rex" by William

"The contribution of the early years provision to the well-being of the children is Outstanding ... Staff provide extremely comfortable, inviting play spaces to enable children to play and learn ... are highly sensitive to all children's individual needs and use encouragement successfully to help all children to develop self-assurance". Ofsted Report 2015

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Our telephone number is

07505 806299

Whenever you need to contact us **please text** if possible.

**We check for messages before opening; at lunch time and before the end of the session, as a minimum, every Monday, Wednesday and Friday in term time.
We will reply to you as soon as possible**

The ringing phone is not always heard and we don't want to miss your message.
(Also, reading texts is quicker - and cheaper - than accessing voicemail.)



Welcome!

We trust this information will give you a feel for the way Footprints operates and help you and your child to settle in quickly .

About our setting ...

Footprints Pre-school Playgroup was established in 2001 by Jayne and Lynne (see, 'About our Staff'). Their vision of a high quality, child-centred, family-orientated setting where everyone is valued and supported is our inspiration.

We are registered to take 24 children aged 3 and 4 years. Footprints has a special, family atmosphere because, as we are only open three days a week and the same children attend each day children, families and staff to get to know each other very well. Also, the staff work on regular days which helps the children feel secure, knowing who will be caring for them each day.

We are situated in the Mustard Tree Community Church, Watsons Road, next to the newsagents' shop. The building is all on one level with a secure, covered outside play area which can be accessed by the children in all weathers. Footprints have the use of the large, carpeted, main room, child-friendly toilets as well as the use of a kitchen (for adults). We are also fortunate to have the added bonus of a waiting room/cloakroom, which is especially helpful on wet days.



Our neighbours in the News Packet are very patient and kind to us. Out of courtesy to them, and so they don't have to pay to reschedule important deliveries - **we ask all parents and carers to please avoid parking in front of the shop.**

When are we open?

Mondays, Wednesdays and Fridays 9.15 a.m. - 1.45 p.m. - term time only.

We operate for a maximum of 38 weeks each academic year. Our dates are closely linked to South Gloucestershire Education's school terms. A list of our term dates is included in this prospectus.



Links with the Mustard Tree Community Church

Although Footprints is not a church-run pre-school, we have strong links with the Mustard Tree. It is a condition of our rental contract that the Chairperson and 25% of Footprints' Committee are members of the church. The church charges Footprints a very reasonable rent and provides most of the "house-keeping" items, which means we can spend more of our income on resources for the children.

John-Mark, one of the church leaders and the Mustard Tree's Community Worker (who many people will know from Coffee Tots) visits us regularly to tell stories, sing, play music and share some of his experiences from other countries. Susan, the Mustard Tree's Youth and Family Worker also spends time with us singing and telling stories (with her famous puppets) to the children.

Footprints' ethos, being based on Christian principles, is caring and welcoming to families of all faiths (and none).

How much will it cost ?



***** GRANT INFORMATION *****

Children are entitled to the Nursery Education Grant from the first week of the 'big' term **which begins after their 3rd birthday***. (so the September, April or January after they are three). We explain how to apply for the grant during your Home Visit or Visit Day.

Once your child receives the grant, it should cover the cost of your fees although exceptions to this can occur when children attend more than one setting.

Until then full fees are payable.

Fees

Few children qualify for the grant as soon as they start pre-school so fees will need to be paid for a while - from a few days to up to 3 months depending on when each child's birthday falls.

Although we welcome payment in full, many people prefer to pay monthly. Fees are paid in advance, on the first Monday of the month: an invoice will be put in your child's drawer to remind you at the end of each month..The hourly rate is £4 per hour which equates to £18 per session.

A child's place will commence on their 3rd birthday. Fees are payable from that date.

Cheques should be made payable to **Footprints Pre-school Playgroup**.

Your child's attendance at Footprints is conditional on continuing payment of fees as requested. The only time you are exempt from paying the fees is if your child is in hospital.

As we are not a profit-making organisation and our income is small, it is essential that fees are paid on time. If at any time you experience difficulties with payment of fees, please discuss this with your Key Person at the earliest opportunity.

Please note that one month's written notice is required of any child leaving Footprints.

Is there a Footprints uniform?

Children need clothes that are safe and suitable for play activities, both indoors and outdoors. These activities can be very messy and might include climbing, crawling etc. Trousers are more practical than skirts for physical activities. Daps or soft flat shoes should be worn at all sessions: please provide a drawstring dap bag with the child's name clearly visible.

On sunny days, we expect all children to wear a sunhat so we ask for one to be kept in their drawer at all times. Parents are responsible for applying sun cream prior to the session. For wet play we request a named pair of wellington boots to be kept in the group baskets.

We encourage the children to become self-reliant so please try to avoid buckles, belts and dungarees as these can be tricky for them during toileting.

We offer Footprints tee-shirts, hats and sweatshirts for sale because:-

- they save 'home' clothes being spoiled by messy play;
- they create a sense of belonging to Footprints;
- they help reduce any feelings of inferiority/superiority based on clothing;
- many parents find it easier not to have to decide each day what their child should wear;

(Footprints staff wear uniform for the same reasons!)



We always request that children wear Footprints tops on outings if they have them.

Please ensure that all items of clothing are clearly named.

* Nursery Education Grant information correct at time of printing. More information at www.gov.uk



Your Child's Day

It is essential that you feel secure about your child's environment and the level of care they are receiving. It is our aim that Footprints' sessions will enable early foundations to be laid and complement those begun at home by parents.

Footprints provide a balance of structured and free play activities that are planned to meet the requirements of the Department for Education's Early Years Foundation Stage Framework (or 'the EYFS'—see next 2 pages for more details). These activities are fun and developmentally appropriate for each child. A wide range of equipment and resources are available to support the needs of every child.

Routine in a child's life is important, whether at home or at pre-school. Providing structure within the session means the child quickly understands when it is snack time, when to tidy up, etc. and this gives them a sense of security. Our main room is also set out in areas of learning and children know that the areas do not change so they are confident in finding their chosen activities and toys. Outdoor resources are also stored in a child-friendly way, in small, labelled boxes in the shed. Within the structure of the session each child is encouraged to access the activities and resources independently with sensitive adult support as required.

Learning to play together, take turns and share helps children develop important social skills and behaviour which will be invaluable to them as they move into school and in the future.





Settling In

Starting pre-school is a significant event for both children and their parents and, although some children may be eager to join in and play, others may be more reluctant.

Wherever possible, we encourage you and your child to attend a Visit Day (one session, prior to starting) to familiarise yourselves with the setting and its routines. This will reassure you and your child that Footprints is a happy, friendly and secure place to be. We also offer home visits as part of the welcoming process.

On starting at Footprints, children are encouraged to stay unaccompanied although we recognise that this may not always be possible. Every child is unique and will take to pre-school in their own way. The leaders will discuss this with you individually and look at the best way forward for you and your child. We always phone you to let you know how their first day is going.



Ideally, your child will be toilet-trained before starting at Footprints. If your child has a problem in this area, *please* speak with the leaders before he/she is due to start. We understand that even toilet-trained children sometimes have "accidents" and we keep a supply of spare clothes for such occasions.



Collecting Children

Please arrive 5 minutes before the end of a session when one of the leaders will inform you of the morning's activities and any other notices.

On your registration form and daily signing in sheets you will be asked to specify the parent/ carers who will be allowed to collect a child. A member of staff **must** be notified of any alterations to this arrangement as no child will be released to an unauthorised adult.

Collection of children on time is vital as it might upset a child to see all the other children leave with their parents/carers and they are likely to worry about you. We understand that there may be times when there are extenuating circumstances but please contact us as soon as possible so that we can explain to your child and reassure them.

Our Uncollected Child Policy states that if the parent/carer has to be contacted more than twice by a member of staff, they will incur a late penalty charge. For more details, see the policy on our website or at Footprints.

Snack and Lunch Times

Please note that lunchboxes are kept in the kitchen but not refrigerated.



Milk, water and healthy snacks are provided for the children. A packed lunch should be brought from home in a clearly labelled container, with a lunchtime drink in a re-sealable bottle.

For health and safety reasons, nuts and nut products are prohibited in lunch boxes and it is essential that any grapes/cherry tomatoes are cut in half to avoid choking. We also ask that children are not given sweets or fizzy drinks.

In order that parents/carers can monitor their children's food consumption, all wrappers and uneaten food will remain in the lunch boxes to be taken home.

We operate a free-flow snack routine, encouraging healthy choices and independence as children wash their hands; pour a drink; choose their snacks; develop skills in peeling/spreading/cutting etc.; choose who to sit and socialise with; clear away and wash up their cups and plates.

The children are expected to sit at their key group table for lunch. They benefit from the opportunity to eat, chat and to build relationships with their peers and their key person. They also learn to open containers/wrappers and to pack away afterwards which helps prepare them for independence at school. (It helps with this if yoghurts are in pots rather than tubes and seals are removed from bottles such as Fruit Shoots if used).

Children's Birthdays and festivals

It is important that children have a chance to share special events with their friends at Footprints. We are keen to mark as many of each family's special festivals and customs as possible so please make sure we know about them.

Footprints is now following the "[Early Years Code of Practice for Food and Drink](#)", so we ask that cake and sweets are kept for parties and/or family celebration at home. This will make it easier for us to plan well-balanced snack menus which are also suitable for children who have special diets (e.g. because of medical conditions or family preference.)

For children who celebrate birthdays whilst attending Footprints (i.e. their 4th birthday), we usually celebrate in the session nearest to their birthday, like this:

- They are asked if they'd like to share any news about their birthday at 'Good Morning' time.
- They are given a birthday card signed "From all your friends at Footprints."
- They receive a wrapped gift - usually a book.
- We light four wicks on our special, huge, red, star-shaped birthday candle.
- We sing 'Happy Birthday to you.'
- They blow out the candle and we all cheer and clap!
- They can then choose whether to open the present and/or card (which an adult will then read with them) or put it in their drawer to open at home.



If you wish, your child could bring a photo of themselves when they were a baby or toddler so that we can all see how they've grown!

If your family does not celebrate birthdays, please discuss with us whether there might be an appropriate time when we could give a gift to your child as one expression of how much they are valued by their friends and everyone at Footprints.

Holiday Souvenirs

Sometimes families like to celebrate a special holiday by bringing something back for their friends at pre-school. This is not expected at Footprints but if you would like to do this, we suggest that you bring in something to show the children what the place was like e.g. a photo; postcard; leaflet or brochure; artefact or map. Some families have kindly given a small item to add to Footprints' resources so that all the children can carry on benefiting from it.



We ask that, if you decide to bring sweets for your children's friends, you please give them to their parents/carers as, because of the [effects of sugar on dental and general health](#), people increasingly want to decide when - or even *if* - they want their children to eat sweets.

Stay and Play

Children benefit greatly when their parents/carers/family members can attend a pre-school session and share in their experiences. At a Stay and Play session you will:



- find out how your child plays and learns at Footprints
- share things that are important to your child at Footprints
- observe your child with their peers
- get to know the staff more
- contribute your own knowledge, skills and ideas to the group
- have fun!



Stay and Play Planner and Guidelines can be found on the waiting room notice board.

(NB. To comply with our registration we are unable to support the attendance of siblings or any other children when parents/carers are Staying and Playing at Footprints).



What is the EYFS Framework?

The information below is from the Department for Education website at www.gov.uk and from the "EYFS Parents Guide" which is downloadable from www.foundationyears.org.uk

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. **A secure, safe and happy childhood is important in its own right.** Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (or EYFS) Framework exists to support all professionals working to help your child, from birth to age 5 years, and was developed with a number of early years experts and parents.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

The Revised EYFS Framework (mandatory from Sept. 2012) sets out:

- The legal welfare requirements that everyone registered to look after children must follow to keep your child **safe** and promote their welfare
- The 7 areas of **learning and development** which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge
- Assessments that will tell you about **your child's progress** through the EYFS
- Expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called the "**Early Learning Goals (ELGs)**"

How will my child be learning?

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**. Children should mostly develop the **3 prime areas** first. These are:

Communication and language;

Physical development; and

Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are: Literacy; Mathematics; Understanding the world; and Expressive arts and design.

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like the curriculum in primary and secondary schools, but it's suitable for very young children,* and it's designed to be really flexible so that staff can follow your child's unique needs and interests."

** The EYFS curriculum is especially designed for the 0- 5 year olds' stage of development. They are not mini school children: their brains are developing faster than they will at any other time in their lives and they need to learn in certain ways and environments in order to lay the sound foundations (especially attitudes, sensory knowledge and vocabulary) required for later, academic-style learning.*

How can I help with my child's learning?

"All the fun activities that you do with your child at home are important in supporting their learning and development, and have a really long lasting effect on your child's learning as they progress through school.

Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the following things with your child it will make a real difference to your child's confidence as a young learner.



If you're looking for new ideas for things to do, why not find out what is on offer at your local children's centre? Many offer 'messy play' activities which you and your child can join in with, and many of the activities they provide are free. Staff can also give you advice about the kinds of books or other activities your child might enjoy at different ages."

Our nearest Children's Centre is Cadbury Heath Children's Centre, Earlstone Crescent, Cadbury Heath, BS30 8AA and their telephone number is 01454 862974

Other places, such as libraries, leisure centres, woods, museums, community centres and places of worship also run activity sessions for 0-5 year olds.

Effective Learning Characteristics

Throughout their time at Footprints, your child will be supported and encouraged to develop effective learning characteristics as a priority. These are:

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 ways in which the child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically - underpin learning and development across all areas and support the child to remain an effective and motivated learner.'

For more information, see "Development Matters in the EYFS" which can be accessed at www.foundationyears.org.uk

Four Guiding Principles should shape practice in early years settings. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- 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/ or carers; and
- children **develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

On the opposite page you can see how we put these principles into practice.

What do all the initials mean?

As well as EYFS, other abbreviations commonly used at pre-schools include:-

DBS = Disclosure and Barring Service. Anyone working with children needs a DBS check to ensure that they have no convictions which would put the children at risk.

SEND = Special Educational Needs & Disability = any learning difficulties or disabilities that make it harder for a child to learn or access education than most children of the same age.

EYIO = Early Years Intervention Officer- the person who co-ordinates the support of children with additional needs within the local area.

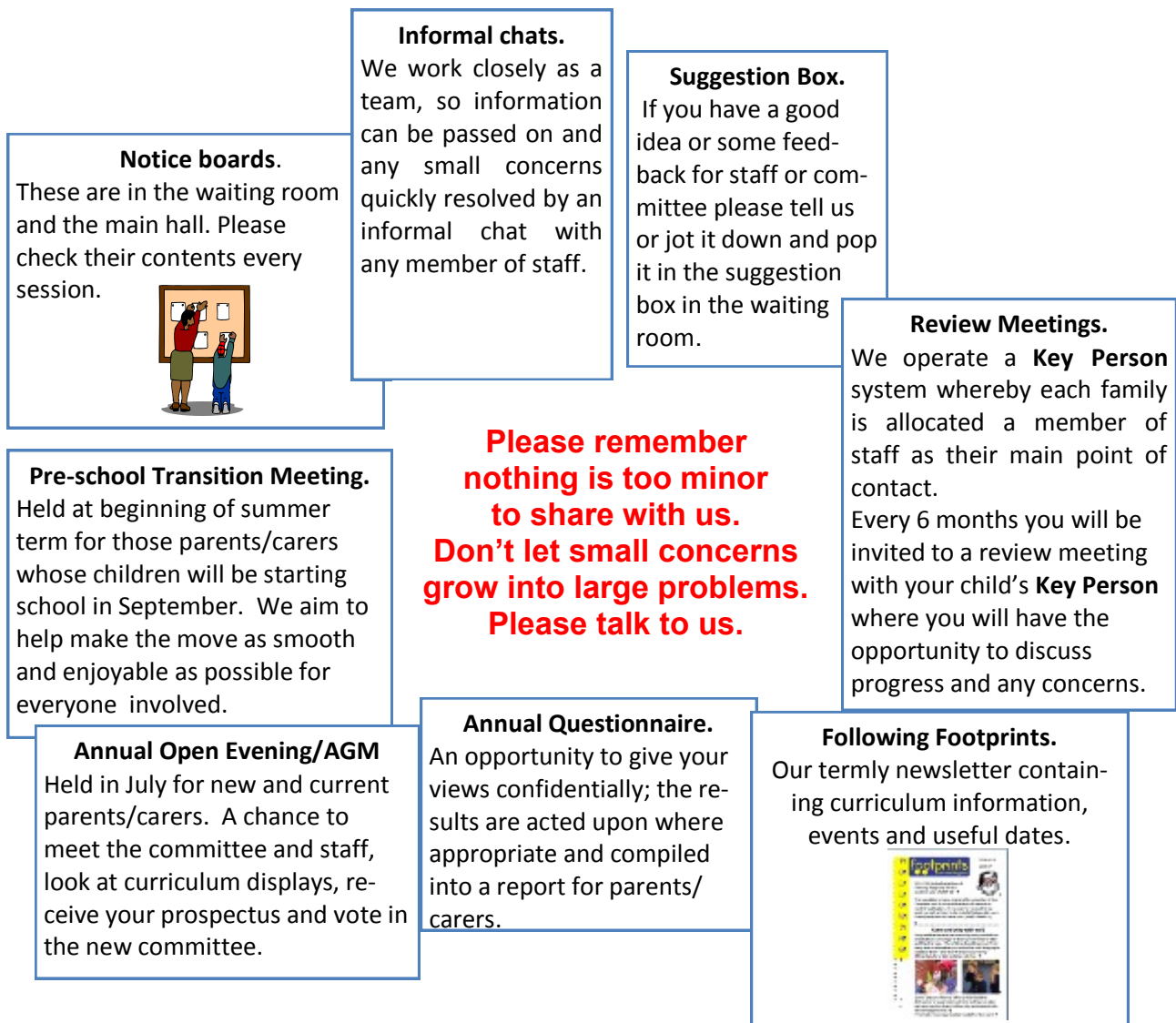
SALT = Speech And Language Therapy

HOW WE PUT THE EYFS PRINCIPLES INTO PRACTICE

A UNIQUE CHILD	POSITIVE RELATIONSHIPS	ENABLING ENVIRONMENTS	LEARNING AND DEVELOPMENT
<p>1.1 Child Development Two-way communication with parents/carers "About Me" form; Key Person relationship Monitoring & planning for child's needs & interests; Formal / informal observations & assessment Inclusive practice and SEN Procedures Staff training; also reading up-to-date publications</p>	<p>2.1 Respecting Each Other Positive Behaviour Management; Golden Rules Circle Time; Staff modelling social skills Valuing diversity: resources, attitudes, experiences Inclusion Policy; Bi-lingual signs & labels Visitors from local community Family-orientated ethos- extended families, child-minders etc encouraged to be involved</p>	<p>3.1 Observation, Assessment and Planning Key person observations: diary & narrative, photos Next steps planning for each child Evaluation of plans; Self Evaluation Promoting Early Learning Goals & principles of EYFS Parent / carer input Early intervention including SEN Support Plans &</p>	<p>4.1 Play and Exploration Small Group Work; free play; whole group play. Flexible, child centred planning Key person observation & assessment Natural materials; sensory resources Evaluation of plans Flexible resources. Free flow to outside space in all but extreme weather.</p>
<p>1.2 Inclusive Practice Warm, welcoming approach to all children, families & visitors; Policies and procedures Promoting equality & diversity with e.g. toys, books, pictures, labels, food, visits, visitors Working with parents/carers; 'About me' form, formal/informal discussion, visual diary Induction & training for staff & volunteers Liaison with other Early Years professionals</p>	<p>2.2 Parent / Carers as Partners Welcome Pack, Settling-in chats & strategies Open evenings, Reviews, Informal daily feedback Fundraising & social events; Committee Stay & Play; 'Wow!' notes Parent / carer Notice Board; Newsletters Feedback Questionnaire Learning Profiles, comments & contributions Support & signposting to other agencies.</p>	<p>3.2 Supporting Every Child Weekly planning based on children's interests & needs; Inclusion: valuing diversity Displays/photos of children & their "work". Attractive environment, changing to support children's needs & interests. Special equipment/resources where necessary. Staff training</p>	<p>4.2 Active Learning Varied curriculum; balance between adult & child-led Observations & next step planning Physical Play opportunities in & outdoors. Multicultural & inclusion resources Stimulating, language rich environment Working together; Adult support</p>
<p>1.3 Keeping Safe Staff Recruitment & Induction; DBS checks & references for staff; Regular staff appraisal. Staff Ratios First Aid training; Health & Safety Policy Safeguarding Children: training, policy & procedures include mobiles & cameras; Fire Drills; Risk assessments; Registration process; Signing in/out; Prevent Duty awareness. Positive Behaviour Management Working with parents /carers Medication & Accident Procedures Children's awareness of safe practices.</p>	<p>2.3 Supporting Learning Parent / carers as Partners; Key person system Staff Training & Induction; Staff rota – adequate ratios & deployment of staff; Support & input from outside professionals, including EYIO, SALT & Health Visitors. Appropriate resources bought or loaned. Use of volunteer helpers. Observations, planning & assessment. Children supporting each other SEN /English as Additional Language resources Positive behaviour management.</p>	<p>3.3 The Learning Environment Safe, secure & welcoming environment promoting emotional well-being; Variety of teaching/ learning approaches; Space to move freely - indoors & outdoors; Safe, clean & accessible equipment & resources; Opportunities to explore the local community Varied & flexible resources – child-accessible Visual timetables; Labels in picture, symbol & language form (incl. languages other than English) Church's Community Workers; music & stories</p>	<p>4.3 Creativity and Critical Thinking Effective planning; Variety of resources; Access to resources; opportunity to choose; Varied curriculum; Using everyday items/objects; Valuing cultures & diversity; Child initiated learning; Children's planning board; Problem-solving; Adult supported learning- sustained shared thinking, Varied styles of learning reflected in types of experiences & resources provided. Children's opinions, suggestions & evaluations are sought.</p>
<p>1.4 Health and Well-being Promoting healthy living; Variety of physical activity opportunities planned and part of continuous provision; Planned & free play time, in & outdoors; Quiet/rest area.; Healthy snacks & drinks; children prepare; Special diets/allergies Promoting independence; free-flow snack time; self-care skills; daily Special Helper role. Encouraging, nurturing ethos.</p>	<p>2.4 Key Person Key person system to provide stability. Friendly, approachable staff build relationships with families - key point of contact for parent/ carer; Settling in procedures; Supporting transitions; Small group time Personal welcome letter to child before start Lunch in Key person groups Home visits before start & as required</p>	<p>3.4 The Wider Context Every Child Matters; Keeping up to date with initiatives & legislation; Communicating with other settings, & professionals & the local community e.g. shopping next door. Transition from Footprints to schools/settings. Working with Ofsted; Visitors e.g. Vets, Librarian, Police officers. Outings e.g. playground, bus to library, local walks, Willsbridge Mill, Farm.</p>	<p>4.4 Areas of Learning and Development Effective Learning Characteristics Personal, Social & Emotional Development; Communication & Language; Physical Development; Literacy; Mathematical Development; Understanding the World Expressive Arts & Design; All underpinned by EYFS Principles and govt specified British Values.</p>

Keeping in touch

We aim to work as partners with parents/carers to provide the best possible care and support to the children and their families – so good communication between home and pre-school is crucial. Listed below are the many opportunities to keep in contact with one another, both formal and informal.



Recording your child's progress

Your child's learning is recorded by a variety of written observations, photographs and examples of their work. These records show how each child is developing and so enable us to plan for them effectively.

Parents are encouraged to share with us their child's achievements and progress too. We keep a memo pad on the waiting room windowsill for parents/carers to jot down any "WOW!" moments they want recorded in their child's folder.

As well as the regular informal chats, there will be a more formal meeting with your child's Key Person to discuss settling in (after 6-8 weeks) followed by the regular Review Meetings (see box above). Summaries of each child's progress are completed after terms 2, 4 and 6 and the folders sent home for sharing and comments.

You can ask at any time if you would like to arrange an additional appointment to discuss progress.

All records are subject to our Confidentiality Policy, are stored in a locked filing cupboard and are available for parents/carers to view at any time upon request.



Health and Safety

First Aid equipment complies with local health, safety and hygiene rules. Welfare Requirements are also in place regarding managing medicine. Details of any medical condition/allergies etc will be requested on our registration form and, if necessary, you will be asked to complete our medical forms. Where appropriate we will prepare a personal Health Care Plan.

In the event of an accident or incident occurring during a session, an Accident/Incident record will be completed which is discussed with and signed by the parent/carer of any injured child. Helen Daley is our First Aid co-ordinator.

We would be grateful if you would bring to the attention of your Key Person any bumps/cuts/rashes etc. which your child already has when you arrive at Footprints.: they will need to complete a Prior Injury form with you. Jayne Bray is our Health and Safety co-ordinator.



Absence

As a condition of receiving the Nursery Education Grant we are required to keep attendance/absence records.

If your child is unable to attend because of ill health, or for any other reason, it is important that you let us know as soon as possible (preferably by text to 07505 806299 on the first day) and complete an Absence form on their return.

If you are planning a holiday, please fill in an Holiday / Absence form as soon as possible in advance of your holiday.

Child Protection

Footprints Pre-school Playgroup has a responsibility to report any child protection issues in accordance with the South Gloucestershire Child Protection Procedure. A copy of this procedure can be found on the notice board in the waiting room.

Copies of our Health and Safety and Safeguarding Children Policies are in the policy file in the waiting room and on our website.

Inclusion

Footprints values diversity, so we support and encourage the inclusion of all children and their families regardless of gender, racial and cultural background, language, sexual orientation, colour, religion, disability or special educational needs. Our Special Educational Needs Coordinator (SENCO), Anne Herat, also has responsibility for Inclusion.

Our policies for Special Needs and Inclusion are available in the policy file and on our website.

Behaviour management

Footprints Pre-school Playgroup provides a caring and secure environment in which children are supported to develop their social skills and their well-being is promoted. We use a wide range of methods to help the children to develop self-discipline, self-esteem and positive relationships in an atmosphere of mutual respect and encouragement. These include: clear, consistent boundaries; adults being positive role models; valuing the children as individuals; positive reinforcement; learning about others' feelings and needs; strategies for sharing and guided conflict resolution.

Lynne Edwards is the member of staff responsible for Behaviour Management. A copy of our Behaviour Management Policy is in our policy file and on our website.

About our staff

We are fortunate to have a well-established, experienced, well-qualified and dedicated staff. All of our pre-school assistants are qualified to level 3 or above and are passionate about Early Years education.

Footprints is committed to the training and development of its staff. First Aid and Child Protection training is undertaken by every member of staff on a rolling programme. Copies of their individual qualifications and essential training certificates are in the "Essential Certificates" folder in the Parent/Carer waiting room.

Each member of staff lives locally and all of them are also parents - with all the range of experiences that brings! As well as all this, they each have worked, or are working, with children and/or families in a variety of other childcare and educational roles.

Jayne Bray, Founder and Administrator : DPP Level 3

Jayne has been a volunteer assistant working with children aged from 3 years to Y5 at Busy Bee Playgroup and Longwell Green School, completing her Diploma of Pre-school Practice placements at Longwell Green Pre-school and Cherry Garden School.



Jayne is a member of the Mustard Tree Church where she held the role of Sunday School Team Leader and taught children from Reception age to Y6 for six years. Jayne was also Coffee Tots toddler group leader for five years, working and building relationships with babies, toddlers and their parents and carers.

Jayne founded Footprints, with Lynne, in 2001 and has been a leader for 15 years. In Sept 2016, Jayne changed her role to Administrator but continues to be involved in the daily life of Footprints and has responsibility for Mathematics.

Helen Daley, Pre-school Assistant and Key Person: DPP Level 3

Helen was a Registered Childminder for three years, caring for children aged 5 months to 4 years. She has been a Pre-school Assistant at Bitton Pre-school since 2003, where she works with children aged 2½ to 5 years.



Helen is also Committee Chairperson at 2002 Kingswood Air Cadets, where she has been part of their voluntary support staff for two years, working with 13-20 year olds.

Helen has worked at Footprints since 2005, starting as a Support Assistant for children with additional needs. Helen has special responsibility for First Aid and Expressive Arts & Design. Physical Development.

Lynne Hambury, Founder, Pre-school Assistant and Key Person: DPP Level 3; BSc (Hons)

Lynne has been a Speech and Language Therapist since 1987, working with both individual children and small groups.

Lynne is also a member of the Mustard Tree Church. She was a Sunday School teacher for many years working with children from Reception age to Y6.



Lynne founded Footprints, with Jayne, in 2001 and she has special responsibility for Behaviour Management and for Communication, Language & Literacy.

Anne Herat, Leader: and Key Person: EYPS; B.Ed (Hons); Post Grad. Cert.

Anne taught children aged 5 to 16 years in London and locally from 1983. until 2009. She was a Registered Childminder for five years and her Early Years Professional Status placement was in a Day Nursery's baby and toddler rooms. Her voluntary roles have included assisting with 5-9 year olds at Hanham Cricket Club and leading Sunday groups at The Mustard Tree Church (Y3 children for a year and Y7-11 children for five years).

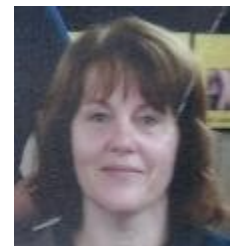


Anne also works for B&NES Council, supporting Nurseries, Pre-schools and Childminders to achieve their Director of Public Health Awards.

Anne has worked at Footprints since 2006, and has been Joint Leader and Safeguarding Lead since 2008. She has responsibility for Inclusion; Personal, Social & Emotional Development; Understanding the World and she is Footprints' Special Educational Needs Co-ordinator.

Trina Preston, Pre-school Support Assistant: NVQ Level 3

Trina has worked with the National Autistic Society, (NAS) supporting children, young people and their parents/carers to take part in play days, family days and youth club. She has also taken courses in Counselling and Special Needs with the NAS. Trina has worked in a Day Nursery, caring for children aged 3 months to 4 years. She has had a Sure Start Family placement and is a Sure Start Approved Family Worker.



As a member of the Federation of Holistic Therapists, Trina has also been a volunteer therapist at the Hop, Skip and Jump Centre, supporting parents/carers of children with special educational needs and disabilities - and sometimes the children themselves.

Trina has worked at Footprints since 2011 and has specific responsibility for preparing the snack bar and managing its routines on Mondays and Fridays.

Alison Jenkins, Pre-school Support Assistant:

Alison is a parent of a child who attended Footprints and she was an active member of our Management Committee from 2012-2016.

She has been employed as a cover assistant at Footprints (mainly on the snack bar) since 2014 and became a permanent staff member in January 2016 as she has taken on the responsibility of running the snack bar and snack routines on a Wednesday.



Alison also works as an Administrative Assistant in the school office at Coniston Primary School 2 days a week and as a Clerical Assistant at Warmley Park School, 1 morning a week, collating annual review paperwork for children with severe learning difficulties.

.... AND PLEASE WELCOME OUR BRAND NEW MEMBER OF STAFF !

Sue Hensler, Pre-school Assistant and Key Person: DPP Level 3 and NVQ Level 3

Sue was employed at Redfield Edge Pre-school for over 16 years, caring for children aged 3 to 4 years. Whilst there, she gained her level 3 qualifications in Early Years care and education. Following the closure of the pre-school in 2014, Sue gained valuable and varied experience in other local pre-schools and nurseries. Most recently, she has been working one-to-one to support a child with autism.

Sue also volunteered at each of her children's schools, working with children from reception to Year 6. Sue enjoys being creative, singing and dancing.



Starting at Footprints in September 2016, Sue has special responsibility for Health & Safety and for Expressive Arts & Design.

Getting Involved

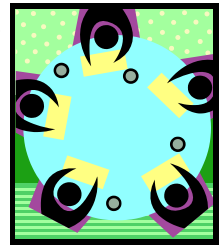
Parents/carers play a vital role in the running of our group and there are several ways to become involved.

The Committee: You are invited to join the committee, which is elected at the Annual General Meeting in July. The committee is responsible for managing the business and legal requirements of the group, including policy making, budgeting, fund-raising and the employment of staff. Footprints' committee is comprised of parents/carers of Footprints children (past and present) and members of the Mustard Tree Community Church. For more details, please see the Committee Information Pack.

A list of current committee members is posted on the parents'/carer's notice board.

Fund-raising: All parents/carers and other friends of Footprints can join the fund-raising group, 'Friends of Footprints' which is lively and fun as well as being essential for maintaining - and improving - the quality of care we provide. Any money raised is put back into Footprints Pre-school Playgroup and is used for equipment, toys and other expenses.

Individuals: We greatly appreciate all the valuable contributions made by individual parents/carers and friends – from helping out during Stay and Play to washing toys, from mending equipment to accompanying outings, from demonstrating special skills and knowledge to donating resources. Everyone has a part to play and can be as involved as they would like to be. If you would like to contribute in any way, please have a chat to a member of staff or a committee member.



Complaints procedure

(This is a summary – for full details please see our Complaints Policy and Procedure)

If you have any areas of concern at all regarding your child's progress or any aspect of Footprints Pre-school Playgroup, please speak with one of the Leaders. Complaints can also be made using the Footprints complaints forms available in the waiting room policy folder. If you are not satisfied with the outcome of your complaint, you can put your concerns in writing to the Chairperson and request a meeting. If you are still unsatisfied, please address your issues in writing to:

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

Tel: Ofsted : 0300 123 4666

E-mail: enquiries@ofsted.gov.uk



What happens now?

Shortly before your child's starting date, we will contact you to confirm: you will receive a Welcome Pack with more specific information for their first day, an invitation to attend a Visit Day together and an offer of a Home Visit to help make the transition into pre-school as smooth as possible.

Meanwhile, if you need further information please see our website at www.fprints.org.uk or text us on 07505 806299.



**We look forward to welcoming you and your child to
Footprints Pre-school Playgroup!**

TERM DATES 2016/2017

AUTUMN TERM Term 1 Monday 5th September 2016 Wednesday 19th October 2016	Term 1 & 2
Term 2 Monday 31st October 2016 Friday 16th December 2016 (2.5 hour session – Christmas party)	41 sessions

SPRING TERM Term 3 Wednesday 4th January 2017 Friday 10th February 2017	Term 3 & 4
Term 4 Monday 20th February 2017 Friday 7th April 2017	38 sessions

SUMMER TERM Term 5 Monday 24th April 2017 Monday 1st May 2017 (May Day) Friday 26th May 2017	Term 5 & 6
Term 6 Monday 5th June 2017 Friday 21st July 2017 (2.5 hour session – end of year party)	35 sessions

The total number of session we provide is 114 sessions, which is the maximum we can provide in accordance with the grant provision. The Nursery Grant Fund is calculated over 3 terms.

PLEASE NOTE: Footprints' term dates are almost the same as South Gloucestershire's school year apart from Footprints finishes a little earlier in October to ensure we do not exceed our 114 sessions.

Footprints Pre-School Playgroup
follows the Early Years Foundation Stage Guidance Principles.

UNIQUE CHILD

e.g. Planning from children's interests and needs; children taking turns to be 'Special Helper' of the day; valuing and supporting each child

POSITIVE RELATIONSHIPS

e.g. Key person system; building friendships; Stay and Play rota; daily feedback; Parent/Carer questionnaire;



ENABLING ENVIRONMENT

e.g. visual aids; free access to resources; safe and secure; well-qualified, experienced staff

LEARNING AND DEVELOPMENT

e.g. wide variety of play indoors and outdoors; visitors and outings; ongoing assessment and learning profiles