

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

*"a high commitment to ensuring that children are their first priority and their welfare is fully promoted"- Ofsted Report 15/09/2010*



"Felt Man" by Ethan

**Pre-school leaders**

Jayne Bray

Anne Herat

**Pre-school assistants**

Lynne Edwards

Helen Daley

Trina Preston

Footprints Pre-school Playgroup, The Mustard Tree Community Church,  
Watsons Road, Longwell Green, Bristol BS30 9DW  
[www.fprints.org.uk](http://www.fprints.org.uk)

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Our telephone number is: **07505 806299.**

***IF THERE IS NO ANSWER, PLEASE LEAVE A VOICEMAIL OR  
TEXT MESSAGE.***

***The phone is checked for messages before opening, at lunchtime and at  
1.10pm, as a minimum, every Monday, Wednesday and Friday .  
A member of staff will reply to you as soon as possible..***



# Welcome!

We trust that this information will give you a feel for the way we operate and will 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 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 outside play area. Footprints have the use of the large, carpeted, main room along with a craft room, waiting room/cloakroom, and child-friendly toilets as well as the use of a kitchen (for adults).

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. - 1.15 p.m.

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 inside the back cover.



## 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. In return, 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.

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



## How much will it cost you?

The fee for a 4 hour session is £14.12. This equates to an hourly rate of £3.53

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

Fees are paid monthly, in advance, on the first Monday of the month.

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.

If at any time you experience difficulties with payment of fees, please discuss this with one of the Footprints leaders at the earliest opportunity.

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

### \*\*\*\*\* GRANT INFORMATION \*\*\*\*\*

All children will receive the Nursery Education Grant from the first week of the **September/January/April term which begins after their 3<sup>rd</sup> birthday\***. Until then full fees are payable.

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



## 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 that 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](http://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, free play and adult-led activities that are planned to meet the requirements of the Department for Education's Early Years Foundation Stage Framework (or 'the EYFS'—see following pages for more details). We plan activities which 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 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. The resources are also set out in specific areas so that the children become confident in finding their chosen activities and toys. Within the structure of the session each child is encouraged to access resources and activities 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 on into the future.

### Summary timetable of a session:



## Snack and Lunch



Milk, water and snacks are provided for the children. 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 washes up their cup and plate.

A packed lunch should be brought from home in a rigid container clearly labelled with your child's name. Lunchtime drinks should be provided in a re-sealable bottle, (please remove safety covers from bottles e.g. 'Fruit Shoots').

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 as part of their lunch.

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.

The children are expected to sit at their key group table for lunch. They benefit from the opportunity to eat and socialise with their peers and their key person. They also learn to open their own containers/wrappers and to pack away afterwards. This helps them prepare for their reception year at school.

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

## 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).*

## Children's Birthdays

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 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, we usually celebrate in the Footprints 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'

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

**Settling In** We appreciate that starting at pre-school is a significant event for both children and parents and that, 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. We hope this will reassure you 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 real 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.



## What is the EYFS Framework?

The information below is from the Department for Education website at [www.gov.uk](http://www.gov.uk) and from the “**EYFS Parents Guide**” which is downloadable from [www.foundationyears.org.uk](http://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. It 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.”

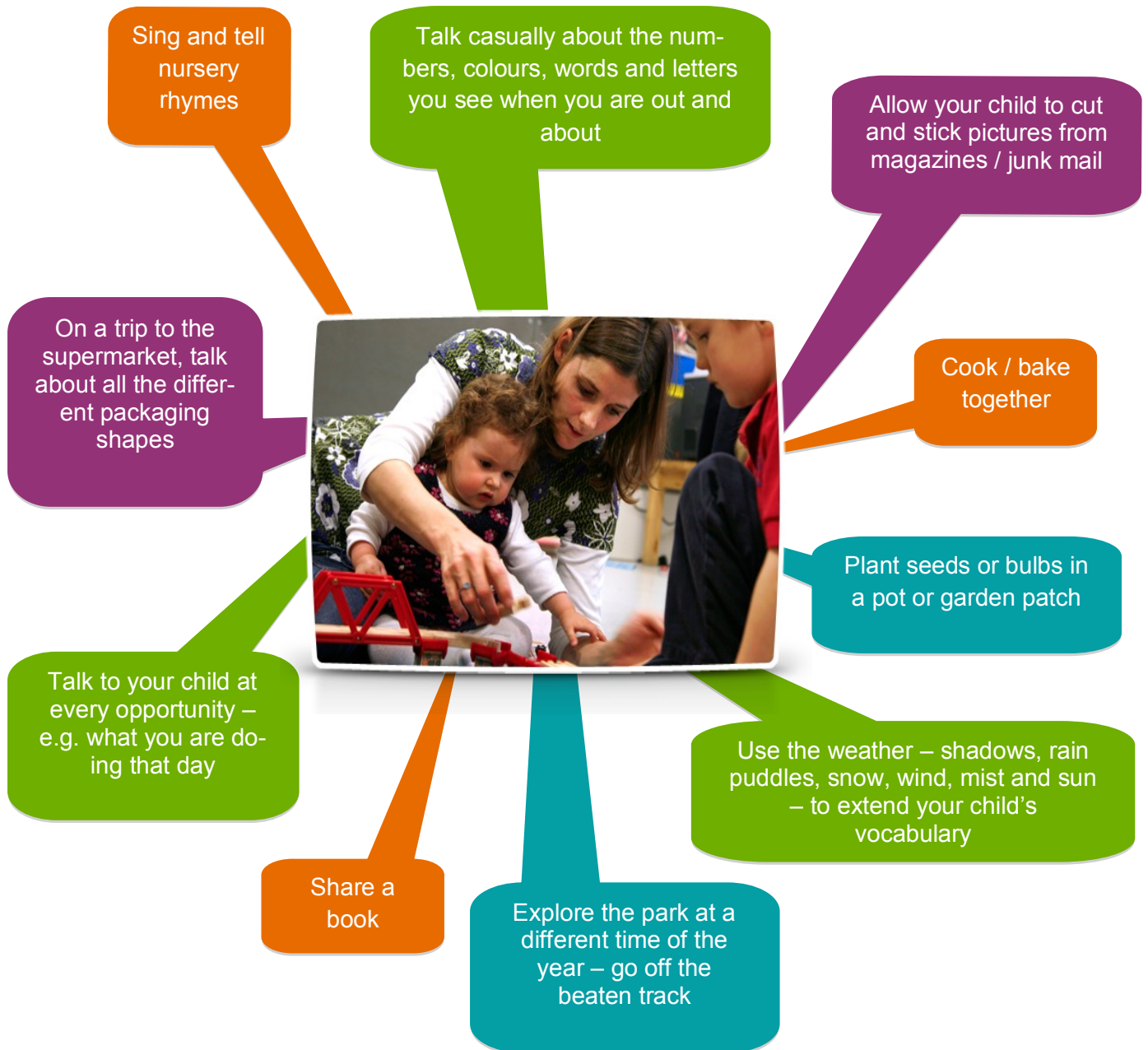
*\* The EYFS “curriculum” is especially designed for the 0- 5 year olds’ stage of development. They are not mini school children: their brains are developing faster than they will at any other time in their lives and they need to learn in certain ways and environments in order to lay the sound foundations ( 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 then 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.”

[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](http://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 put these principles into practice.

## What do all the initials mean?

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

CRB = Criminal Records Bureau. Anyone working with children needs a CRB check to ensure they have no convictions which would put the children at risk.

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

Area SENCo = the person who co-ordinates the support of children with additional needs within the local area.

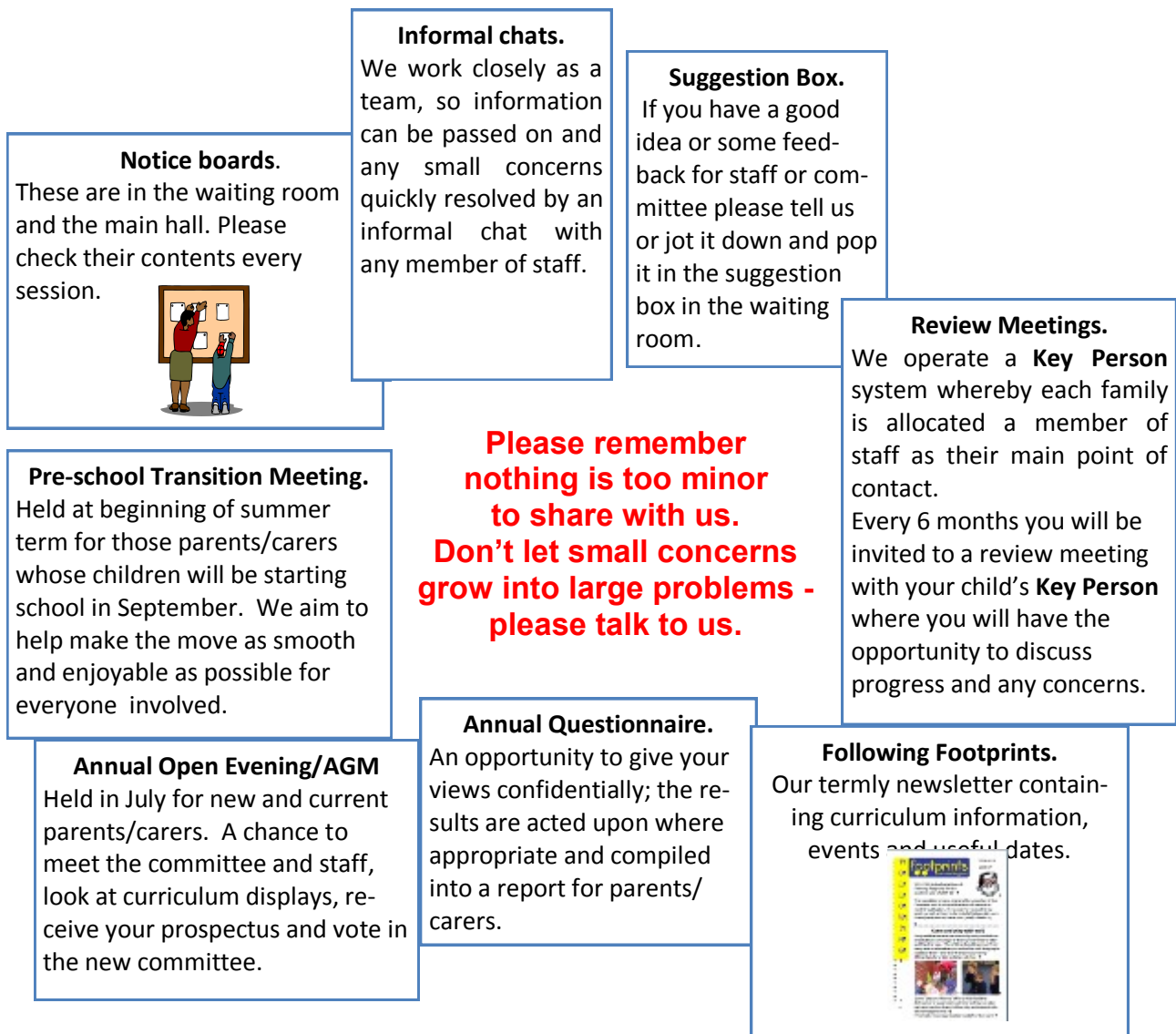
SALT = Speech And Language Therapy

# HOW WE PUT THE EYFS PRINCIPLES INTO PRACTICE

A UNIQUE CHILD	POSITIVE RELATIONSHIPS	ENABLING ENVIRONMENTS	LEARNING AND DEVELOPMENT
<p><b>1.1 Child Development</b> Two-way communication with parents/carers "About Me" form; Key Person relationship Monitoring and planning for child's needs and interests; Formal and informal observations and assessment Inclusive practice and SEN Procedures Staff training; also reading up-to-date publications Liaison with other Early Years professionals</p>	<p><b>2.1 Respecting Each Other</b> Positive Behaviour Management; Golden Rules Circle Time Valuing diversity: resources, attitudes, experiences Inclusion Policy; Bilingual signs and labels Use of MAKATON by staff and children Visitors from local community Staff modelling social skills</p>	<p><b>3.1 Observation, Assessment and Planning</b> Written observations: diary and narrative, photos Areas for development for each child; parental input Promoting areas of learning and principles of EYFS Individual Education Plans for SEN children Reflection and Self Evaluation Early intervention</p>	<p><b>4.1 Play and Exploration</b> Small Group Work; free play; whole group play Flexible, child centred planning Key person observation and assessment Natural materials; sensory resources Evaluation of plans Flexible resources. Free flow to outside space in all but extreme weather.</p>
<p><b>1.2 Inclusive Practice</b> Warm, welcoming to all children, families, visitors. Promoting equality and diversity with e.g. toys, books, pictures, labels, food, visits, visitors Policies and procedures Working with parents/carers; About me' form, formal/informal discussion, visual diary Induction and training for staff and volunteers Liaison with other Early Years professionals</p>	<p><b>2.2 Parent / Carers as Partners</b> Welcome Pack, Settling-in chats and strategies Open evenings, Reviews, Informal daily feedback Fundraising and social events; Committee Stay and Play; Borrow Bags; 'Wow!' notes Parent / carer Notice Board; Newsletters Feedback Questionnaire Learning Profiles, comments and contributions</p>	<p><b>3.2 Supporting Every Child</b> Weekly planning based on children's interests and needs. Inclusion: valuing diversity Displays/photos of children and their "work". Attractive environment, changing to support children's needs and interests. Special equipment/resources where necessary. Staff training</p>	<p><b>4.2 Active Learning</b> Varied curriculum; balance between adult-led and child-led Observations and next step planning Physical Play opportunities in and outdoors. Multicultural and inclusion orientated resources Stimulating, language rich environment Working together; Adult support</p>
<p><b>1.3 Keeping Safe</b> CRB checks and references for staff; Staff Ratios Safeguarding Children: , policy and procedures Positive Behaviour Management Working with parents /carers Staff Recruitment and Induction Fire Drills; Risk assessments Registration process; Signing in/out procedure Health and Safety Policy First Aid training for staff Medication and Accident Procedures Children's awareness of safe practices.</p>	<p><b>2.3 Supporting Learning</b> Parent / carers as Partners Key person system Staff Training and Induction Staff rota – adequate ratios and deployment of staff Support and input from outside professionals, including Area SENCO, SALT and Health Visitors. Appropriate resources bought or loaned. Use of volunteer helpers. Observations, planning and assessment. Children supporting each other</p>	<p><b>3.3 The Learning Environment</b> Safe, secure and welcoming environment promoting emotional well-being Space to move freely – indoors and outdoors Safe, clean, accessible equipment and resources; Opportunities to explore the local community Varied and flexible resources Visual timetables and use of MAKATON Labels in picture, symbol and language form (including languages other than English) Church's Leader- music and storytelling. Opportunities for problem solving</p>	<p><b>4.3 Creativity and Critical Thinking</b> Effective planning; Variety of resources &amp; methods. Access to resources, opportunity to choose; Using everyday items/objects Valuing cultures and diversity Child initiated learning; Children's planning board Adult supported learning Varied styles of learning reflected in types of experiences and resources provided. Children's opinions, suggestions and evaluations are sought;</p>
<p><b>1.4 Health and Well-being</b> Promoting healthy living. Opportunities to practice co-ordination, Active play indoors and out, rain or shine. Quiet/rest area indoors and out Healthy snacks and drinks; children prepare. Special diets/allergies catered for. Promoting independence; self-care skills Encouragement. Special Helper rota Growing vegetables</p>	<p><b>3.4 The Wider Context</b> Every Child Matters - Keeping up to date with initiatives and legislation Communicating with other settings, and professionals and the local community e.g. shopping next door. Visitors e.g. Vets; Librarians. Transition procedures. Outings e.g. playground, library, Bittton Railway, Avon Valley Park, Horse world, Hop Skip &amp; Jump.</p>	<p><b>4.4 Areas of Learning and Development</b> <b>Prime Areas:</b> Personal, Social &amp; Emotional Development; Communication &amp; Language; Physical Development. <b>Specific areas:</b> Literacy; Mathematics; Understanding the World; Expressive Arts and Design. Continuous provision &amp; planned learning opportunities.</p>	<p><b>4.4 Areas of Learning and Development</b> <b>Prime Areas:</b> Personal, Social &amp; Emotional Development; Communication &amp; Language; Physical Development. <b>Specific areas:</b> Literacy; Mathematics; Understanding the World; Expressive Arts and Design. Continuous provision &amp; planned learning opportunities.</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.



## Following 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 daily chats, there are more formal meetings 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 at the end of 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 our attention any bumps/cuts/rashes etc. which your child already has when you arrive at Footprints: there are Prior Injury forms on the windowsill in the waiting room. 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. Jayne Bray and Anne Herat lead Safeguarding at Footprints.

## 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, 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; 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 and well-qualified staff, with each of our permanent staff being qualified to level 3 or above. You can find their individual qualifications 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!

**We thought you might like to know about additional experience they have in working with children and families:**

### **Jayne Bray, Joint Leader :**

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 leader for five years, working and building relationships with babies, toddlers and their parents and carers.

Jayne founded Footprints, with Lynne, in 2001 and, as well as being Joint Leader and Safeguarding Lead, she has special responsibility for Health & Safety, Physical Development and Mathematical Development.

### **Helen Daley, Pre-school Assistant:**

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 for 10 years, 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.

### **Lynne Edwards, Pre-school Assistant:**

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

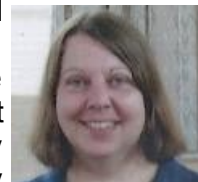


Lynne is also a member of the Mustard Tree Church, where she was a Sunday School teacher for many years, working with children from Reception age to Y6.

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

### **Anne Herat, Joint Leader:**

Anne started teaching in 1983, teaching English to Y7-Y11, supply teaching and being a class teacher for Y1 to Y6 in London and locally. She was a Registered Childminder for five years, caring for children aged 3 months to 5 years and she has also been a voluntary assistant with the 5-9 year olds at Hanham Cricket Club. Anne is a member of the Mustard Tree Church, where she led Sunday groups of Y3 - Y11 children for six years. Her EYPS placement was in a Day Nursery, working with children aged 6 months to 3 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, (one year as South Glos. Council Inclusion Support worker), and has been Joint Leader and Safeguarding Lead since 2008. She has special responsibility for Inclusion; Personal, Social and Emotional Development; Knowledge & Understanding of the World and is Footprints' Special Educational Needs Co-ordinator.

### **Trina Preston, Pre-school Support Assistant:**

Trina has worked with the National Autistic Society, supporting children, young people and their parents/carers to take part in playdays, 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.

## **STAFF TRAINING**

Footprints is committed to the training and development of its staff. Yearly appraisals are undertaken of all staff, as well as supervision meetings, during which time training needs are discussed and highlighted. In order that we are all up to date with all legislation and changes, First Aid and Child Protection training is undertaken by every member of staff on a rolling programme.

You can look at the staff's required training certificates in the "Essential Certificates" folder which is in the Parent/Carer waiting room.

**All staff and officers on the committee are DBS checked in accordance with our Safeguarding Children Policy.**

## Getting Involved

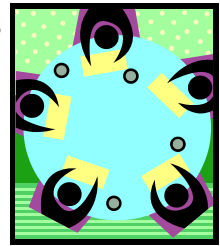
Parents/carers play a vital role in the running of our group and there are several ways to become involved.

**The Committee:** You are invited to join the committee, which is elected at the Annual General Meeting in July. The committee is responsible for policy-making, the business side of the group, fund-raising and the employment of staff. Footprints' committee is comprised of parents and members of the Mustard Tree Community Church. For more details, please see the Committee Information Pack.

You will receive a list of current committee members in the first edition of our newsletter. The list is also posted on the 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 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](mailto:enquiries@ofsted.gov.uk)



## What happens now?

About two weeks before your child's starting date, you will receive a Welcome Pack with more specific information for their first day, an offer of a home Visit and an invitation to attend a Visit Day together. Meanwhile, if you need further information please see our website at

[www.fprints.org.uk](http://www.fprints.org.uk)



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



## TERM DATES FOR 2014/2015

### Term 1

Sept - 3, 5, 8, 10, 12, 15, 17, 19, 22, 24, 26, 29,  
Oct - 1, 4, 7, 9, 11, 13, 15, 17, 20, 22.

**Holiday 23rd Oct - 3rd Nov**

### Term 2

Nov - 5, 7, 10, 12, 14, 17, 19, 21, 24, 26, 28,  
Dec - 1, 3, 5, 8, 10, 12, 15, 17, 19. (19th Dec is 2.5 hour session - Christmas Party)

**Holiday 20<sup>th</sup> Dec - 4<sup>th</sup> Jan**

**Term 1 & 2 = 42 sessions**

### Term 3

Jan - 5, 7, 9, 12, 14, 16, 19, 21, 23, 26, 28, 30,  
Feb - 2, 4, 6, 9, 11, 13.

**Holiday 14th Feb - 22nd Feb**

### Term 4

Feb - 23, 25, 27,  
Mar - 2, 4, 6, 9, 11, 13, 16, 18, 20, 23, 25, 27.

**Holiday 28<sup>th</sup> Mar - 12th April**

**Term 3 & 4 = 33 sessions**

### Term 5

April - 13, 15, 17, 20, 22, 24, 27, 29,  
May - 1, 6, 8, 11, 13, 15, 18, 20, 22.

**Bank Holidays Monday 4<sup>th</sup> May and 25<sup>th</sup> May**

**Holiday 23rd May - 1st June**

### Term 6

June - 1, 3, 15, 8, 10, 12, 15, 17, 19, 22, 24, 26, 29,  
July - 1, 3, 6, 8, 10, 13, 15, 17, 20. (23rd July is 2.5 hour session (End of Year Party))

**Holiday 21st July - Sept**

**Term 5 & 6 = 39 sessions**

**The total number of sessions 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 within South Gloucestershire's school year **but the start and/or end dates are different** in Terms 1, 2, 4 and 6.

**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; daily feedback; Parent/Carer questionnaire; community links



**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