



CHRIST CHURCH CLIFTON PRE-SCHOOL **PROSPECTUS**

www.christchurchpreschool.org.uk

2025

Introduction

We are a community based pre-school, offering quality, affordable child care for children of all nationalities, needs and faiths. Our aim is that we provide the children with a creative and stimulating environment where they can play, learn and experiment. All that we do operates within the Early Years Foundation Stage and we are therefore regularly monitored and assessed by Ofsted and supported by Bristol Early Years Partnership.

At Christ Church Clifton Pre-School it is our aim that the children are surrounded by love, encouragement and care as they learn through play. Therefore we highly value close relationships with parents, carers and the children. It is our hope that Christ Church Clifton Pre-School provides a first step into education and a wonderful introduction to a structured play environment outside the home.

Christ Church Clifton Pre-School is located at Christ Church Clifton. It is overseen by Christ Church Children and Families Ltd which is a registered Charity (1130110). The pre-school has been based at Christ Church for over 45 years.

The pre-school runs Monday to Friday 9.00am to 3.00pm during term times. Our morning sessions run from 9.00am to 12.00pm, and afternoon sessions run from 12.00pm to 3.00pm. Children who stay for lunch bring a packed lunch from home and sit down to eat from 12.00pm to 1.00pm. Children can attend all day or half a day.

We broadly follow the Local Education Authority term dates with some slight alterations at the beginning and end of some terms.





Our Aims:

- To provide affordable high quality care and education for our pre-school children and their families.
- Work in partnership with parents to help children learn and develop.
- Provide a creative and stimulating environment where the children can play, learn and experiment.
- Add to the life and well-being of its local community.
- Offer children and their parents a service that promotes equality and values diversity.

The Early Years Foundation Stage

This is a framework for the learning, development and care of children from birth to five.

The EYFS places the child at the centre and responds to the way they most successfully learn - through play. It is through play that babies and young children learn, grow and have fun. It helps them understand the world and develop socially and emotionally.

In response to the EYFS, staff will always be thinking about fun ways to help the children develop their language skills, what will encourage their creativity, and how to help them tackle small challenges. They will aim to ensure that each child in their care is getting the support they need, and above all is enjoying learning through play.

The EYFS guidance divides children's learning and development into seven areas (three prime areas and four specific areas:

- **Personal, social and emotional development**
- **Communication and Language**
- **Physical development**
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



Personal, social and emotional development -

We aim to give children the opportunity to develop in personal, social and moral spheres. We aim to build their confidence and emotional well-being so that they learn to respect others and develop a positive image of themselves and their own abilities to acquire new skills.

Communication and Language –

We aim to help children develop their communication skills through speaking, listening and understanding. We encourage children to talk about what they are interested in, give them thinking time and help them by introducing new words during play and activities.

Physical development –

We aim to give the children opportunities to develop their fine and large motor skills by providing a variety of equipment and experiences both indoors and outside in the garden.

Literacy –

We aim to encourage an interest in books as a source of enjoyment and information. We also support children's writing and give them a variety of opportunities to experiment with mark-making and letter-formation.

Mathematics –

We encourage the use of mathematical language and provide the children with opportunities to experience mathematical concepts (including numbers, shape, space and measure).

Understanding the World –

We encourage the children to investigate and discover about the wider world, touching on areas of geographical, historic and scientific interest.

Expressive Arts and Design –

We aim to give children opportunities to use their imaginations in art and design, music, dance, imaginative role play and stories and to respond and express themselves in a variety of media.

What do we do?

We take a flexible approach to our routine to allow for children's needs and interests to be met. For example, if the children are engrossed in an Art activity in the morning, we might encourage them to extend the activity after lunch and develop their ideas further, instead of starting something new. Staff carry out planning in response to the children's learning and development and interests, focusing on individual needs.

When the children arrive, they register themselves by placing their photo with their name on the photo board.

During free play, the children choose from a range of activities, including painting and craft, sand/water/messy play, role-play corner, construction, puzzles and maths-based activities, mark-making and iPad activities. The afternoon free-play sessions are similar, but may include more small-group games. All these activities follow current Foundation Stage guidelines.

Part way through the morning a member of staff organises for the children to have water/milk and fruit or a snack.

We also have time together during the day for singing, instrument sessions, reading stories, circle time, and for physical play outside in the garden.

We normally run weekly Forest School sessions. We aim for all the children to enjoy this outdoor learning experience during their time at pre-school.

Children are transported by minibus to a safe area of woodland nearby where our Forest School leader organises a range of outdoor activities.



What an average day might look like:

An example:

9.00 – Children self-register on arrival.

Free play: messy activities, child-led and adult led activities.

10.00 to 10.30 – rolling snack table.

10.45 – 11.00 Tidy up time and story or singing.

11.00 – Physical play indoors or outdoors (music and dance, parachute, trikes and bikes, ball games) singing/circle games.

11.45 – song/story circle time.

12.00 – Lunch

1.00 – Quiet time (story time, reading, watching a short film, or listening to music) if requested.

1.20 – Free play and small group activities (puzzles, construction, Letters and Sounds games, mathematical games, art activities, science activities).

1.50 – Tidy up.

2.00 – Outdoor physical play (mud kitchen, sandpit, climbing, gardening).

2.30 – Snack time (milk/water and snack).

2.45 – Song/story.

3.00 – End of session

Meet The Team:



More about our staff:

Who Are We?

We are very fortunate at Christ Church Clifton Pre-School to have a team of Early Years Practitioners who have both childcare training and long term experience of working with young children. We have 6 members of staff:

Moniek Koster is our Pre-School manager, designated safeguarding lead and SENCo. Moniek is Level 3 qualified and has been a member of the team for more than 8 years

Nicole is our forest school leader and early years teachers. She joined the team over 16 years ago and is an Early Years Professional.

Melinda Smith is our deputy manager and is Level 3 Qualified. She has been part of the team for more than 16 years.

Josie Wong has her level 3 diploma as an early years practitioner, she has been with a part of the team for more than 3 years.

Emelye Chanot is our family support worker who has extensive experience of working with young children and is Level 7 Qualified. She has been with us for more than 3 years.

Beth Gardner is our Pre-School Administrator and is also a theology graduate. She joined our team this year.

We also use volunteers and occasional temporary staff, all DBS checked.

Development and Our Partnership with Parents:

We love to hear what the children are up to at home and celebrate with them and share their progress. We welcome emails containing photos and information from parents to let us know what children enjoy doing at home so we can link into those activities during pre-school. This information and any other development we observe during their time at pre-school is recorded in books which are compiled about each child's progress in line with OFSTED guidelines. Each child has a key worker who is the main link person on the staff, however, you are, of course, welcome to chat with any of the staff about your child.

We are keen to meet with you each term to discuss your child's progress. If it is difficult for you to meet with us during the pre-school day due to other commitments, please let us know and we will try and arrange an alternative time to get together.

Here at Christ Church Pre-School we really value the input and support of parents. Feedback is strongly encouraged and welcome at any time! If you would like to speak in private to a member of staff this is always possible and we hope you will feel able to ask for this if and when you need it.

We also recognise that you know your child best. Therefore we would love parents and carers to share any ideas, areas of interest or suggestions for events that we could usefully hold or adopt at pre-school. We encourage parents and carers to share their own skills and interests with the children e.g. Doctors could talk about what they do, artists who can send in an activity for the children, etc.

Every Friday we hold a Coffee Morning, which is a great way to get to know other parents and carers, and also provides a good opportunity to discuss any worries or concerns.

In order to help the children experience the diversity within the group and better understand different cultures we welcome parents to come in to pre-school to share their traditions and practices.

Fees:

We offer hours under the Government Early Years Education Entitlement. The Government provides funding for some 2 year olds and all 3 and 4 year olds to attend a registered early years setting. Every child is entitled to a maximum of 15 hours free provision from the term after their third birthday until they start school.

Qualifying 3 and 4 year olds can also access their 30 funded hours here. Terms are split into 3 academic periods, September to December, January to March and April to August.

Our hourly rate for non-funded hours is £8

We charge all children that attend our Pre-School £1 session for consumables (tissues, wet wipes, fruit, snacks and additional activities). We have two sessions a day, 9am-12pm and 12pm-3pm. If your child is in for a full day this is classed as two sessions. This will be added up for you and attached to the half-termly invoice.

We also charge £10 per session for Forest School. This covers the cost of hiring a minibus.

If, for whatever reason, you intend to remove your child from pre-school, we have a notice period of one month. If your child receives any funded hours, they will be claimed by us until the end of that term.



Admissions:

Our Pre-School is open to every family in the community. We are able to take up to 25 children per session and therefore we have a waiting list in operation. Children can attend from the age of two and a half provided they are emotionally ready for preschool (but please note the charges above which apply to any attendances not covered by funding).

The number of adults present in pre-school is one adult to five children aged 2 years and one adult to 8 children aged 3-5 years; this enables us to provide individual attention for each child.

Each child is unique and is able to progress at their own pace in all areas of development and this is true for children with and without disabilities or learning difficulties.

If you would like to discuss the ability of the pre-school to meet your child's special needs, please talk to the pre-school Leaders. Our full special needs policy is laid out in our policy document. Our policies are reviewed regularly, and are available to view on request.

When there is a place for your child we will contact you and invite you to come and meet the staff and familiarise yourself with the setting. When your child starts we encourage a settling in process whereby parents can stay to ensure the child is happy and ready to be left. (It is not unusual for a child to cry initially – and it usually stops as soon as the parent/carer leaves.) The minimum attendance is 2 half-days per week in order to help your child settle in and feel a part of the group.

What the children say:

'I like to build things' – Alex, age 4

'I like puzzles' – Edith, age 4

'I like the dressing up' – Damisola, age 4

'At Forest School, I like jumping in puddles' – Obi, age 4

Our Contact



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