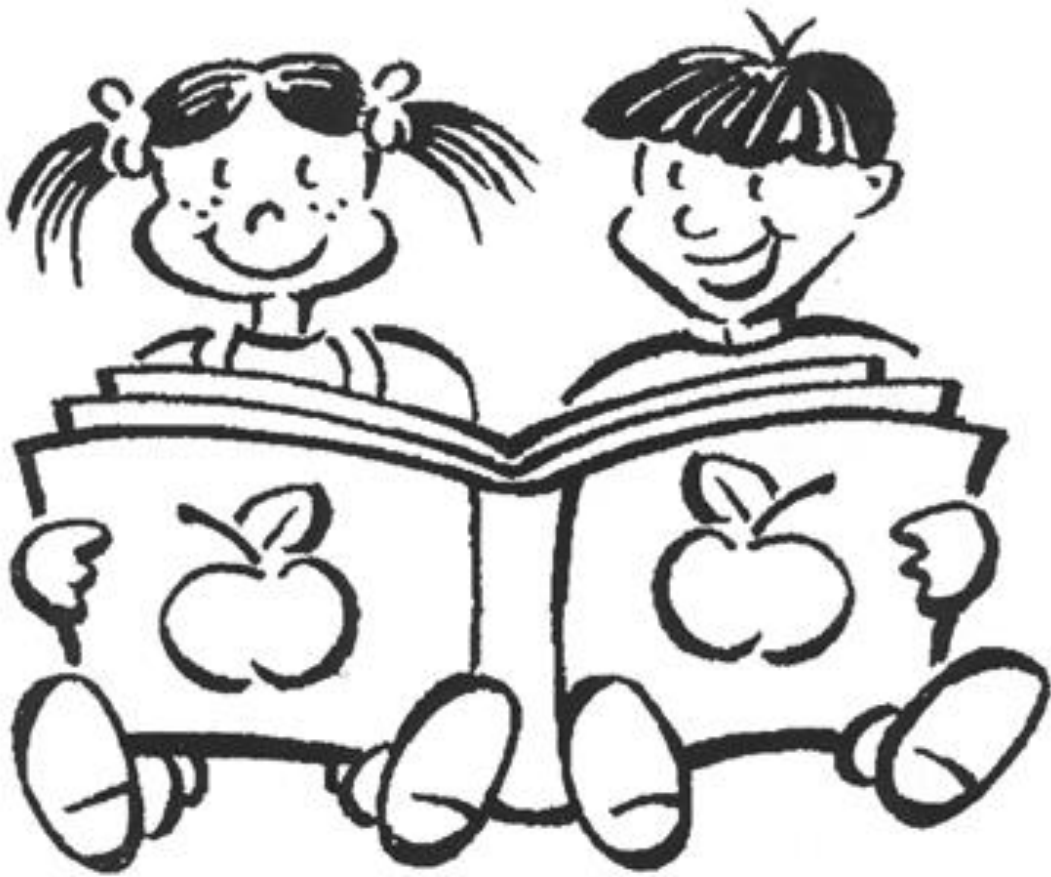


Kingsbury Episcopi Pre-School



Prospectus

For further details please contact:

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Kingsbury Episcopi Pre-School

Kingsbury Episcopi Primary School, Stembidge, Martock, Somerset TA12 6BP.

Telephone 01460 240507

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Our aims for the children who attend preschool.

- Children have fun, learning through play.
- They learn social skills whilst mixing with other children.
- Children are valued for being unique individuals and we recognise that they develop at different rates.
- Keeping children safe and promoting their well-being and healthy lifestyles.
- Preparing children for school and supporting families for the transition to school.
- Being inclusive and providing opportunities for all children.
- Children learn to be independent.

These aims were developed in consultation with parents, staff and committee June 2021.

As a member of Kingsbury Episcopi Pre-school, your child:

- Is in a safe and stimulating environment.
- Is given generous care and attention, because of our experienced and qualified staff.
- Has the chance to join with other children and adults to live, play, work and learn together.
- Is helped to flourish in their learning and development by following their interests and building on what they already know and can do.
- Has a key person who works with your child to support their progression as they develop skills and knowledge and understanding.
- Is in a pre-school which sees you as a partner in helping your child to learn and develop.
- Is in a pre-school in which parents help to shape the service it offers.

The service offered by Kingsbury Episcopi Pre-school

We follow the Early Years Foundation Stage Statutory Framework for group and school-based providers 2025.

https://assets.publishing.service.gov.uk/media/687105a381dd8f70f5de3ea9/EYFS_framework_for_group_and_school_based_providers.pdf

The pre-school follows the term dates, holidays, and in-service days of the primary school. We provide care and education for young children between the ages of two and statutory school age.

Our sessions

Morning Session	Monday - Friday	09.00am - 12.00pm	3 hours
Lunch Club	Monday - Friday	12.00pm - 1.00pm	1 hour
Full day session	Monday - Thursday	09.00am - 3.15pm	6.25 hours.

Located within the primary school and working closely with the reception class means the transition to school is smooth as children become familiar with the environment; we have access to the climbing equipment, field and playground as well as using the school hall for activities.

Prior to starting parents are invited to visit Pre-school with their child at a time arranged with the pre-school staff to enable them to make an informed decision on the pre-school's suitability for their child. Having made the decision to attend Kingsbury Episcopi Pre-school, parents fill out and return a registration form with a desired starting date and the days they wish their child to attend.

Sessions attended can be increased progressively or adapted to suit the needs of your child as they become settled or the year proceeds, we are happy to discuss this with you to give you and your child the best opportunity to attend preschool.

While every effort is made to enrol your child for your desired date and days of attendance, admissions are arranged on birth order or receipt of application, please speak to staff to ascertain current vacancies for sessions.

Learning and Development at Kingsbury Episcopi Pre-school.

The Early Years Foundation Stage (EYFS) sets the standards the Pre-school must meet to ensure that children learn and develop well and are kept healthy and safe. The EYFS promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The four overarching principles of the EYFS that shape practice in the Pre-school.

- 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 with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- **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 needs and disabilities.

Areas of learning and development

There are seven areas of learning and development that shape the educational programmes in early years settings. All areas of learning and development are important and interconnected. Three prime areas are particularly crucial for igniting enthusiasm for learning and building capacity to learn and form relationships.

The **prime areas** are;

- **Communication and language**
- **Physical development**
- **Personal, social and emotional development.**

There are four specific areas through which the three prime areas are strengthened and applied.

The **specific areas** are;

- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive arts and design**

Assessment of learning and development

Progress check at age two to three.

The EYFS requires early years practitioners to review children's progress and share a short-written summary with parents between the ages of 24 and 36 months called the 'Two-year-old progress check' in the prime areas. This progress check identifies the child's strengths and any areas where progress is less than expected. Significant emerging concerns identified will result in the formation of a targeted plan to support development or a referral to other professionals as appropriate in close consultation with parents. We encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any new provision the child may transfer to.

Assessment of learning and development

Assessment plays an important part in helping parents, carers and preschool practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share. When assessing whether an individual child is at the expected level of development, practitioners will draw on their knowledge of the child and

their own expert professional judgement. Parents and/or carers will be kept up to date with their child's progress and development.

Early learning goals

For each area of learning and development there are early learning goals that most children are expected to reach by the end of the reception year (the end of the EYFS), some children will have exceeded the goals, while others will be working towards some or all of them.

The EYFS identifies characteristics of effective teaching and learning.

- **Playing and exploring** - children investigate, experience, discover and have a go.
- **Active learning** - children are involved, concentrating, persisting and enjoy their achievements.
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Reflecting on these characteristics allows staff at preschool to plan activities and support children's learning.

Each area of learning and development will be implemented through planned, purposeful play and through a mix of adult-led and child-led activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

At Kingsbury Episcopi Pre-school children have opportunities to play indoors and outdoors, much play will occur spontaneously, at other times children will need some adult support for their play to be enjoyable and challenging, extending learning and development intellectually, creatively, physically, socially and emotionally.

British Values in the Early Years

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with difference faiths and beliefs are implicitly embedded in the EYFS. At preschool, the children are encouraged to share their views, learning that these are heard and valued, allowing children to make decisions in their activities as they collaborate and share. Children are encouraged to understand their own and others behaviour through discussion, consistency, and fairness of response. Activities that allow children to explore their feelings develop confidence in abilities and self-esteem is recognised to support children as they develop a positive sense of themselves. Tolerance and respect for other faiths, beliefs and cultures is promoted through inclusive and challenging activities that allow children to learn about their similarities and differences.

Preschool practitioners

Supervisor – Lis Black

Early Years Teacher Status, BA Hons. in Early Years Care and Education, Diploma in Pre-school Practice, former Registered Mental Nurse and First Aider. Lis joined preschool in 2005.

Deputy Supervisor – Sue Male

Diploma in Preschool Practise, NVQ level 3 early years care and education, First Aider, over 25 years' experience in early years education.

Senior Pre-school Assistant – Michelle Wyatt

Early Years Educator level 3, SENCO and first aider. Joined preschool in summer 2018.

Pre-school Assistant – Kanjapak (Tha) Sylvester

Joined preschool in summer 2024. Lunch supervisor at the primary school.

Staff on duty are organised to meet the needs of all the children and ensure their safety to achieve this, children are always within sight and hearing of staff.

The staff: child ratios are governed by the EYFS; they are 1:5 for 2-year-olds and 1:8 for 3- and 4-year-olds we always adhere to these ratios; however, we work to a higher staff ratio if this supports children more effectively. This allows us to give time and attention to each child; talk with the children about their interests and activities; help the children to experience and benefit from the activities we provide; and allow the children to explore and be adventurous in safety.

Key Person

Each child will be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

Child's record of achievement folder – 'Learning Journey'

The pre-school keeps a record of achievement for each child. This folder is shared with parents regularly during the child's time at preschool and when they leave the folder is given to the family. We also use 'Tapestry', an online record of photos of children as they participate in activities at preschool, parents are provided with information about how to access this electronic record.

Parents joining in

We welcome parents to drop into preschool to see it during a session or to speak with a member of staff. Parents can take part in a session by helping or sharing their own interests and skills with the children. This can be an excellent way of understanding how the preschool promotes learning and supports children to get the best out of activities.

Learning opportunities for practitioners

As well as gaining qualifications in early years care and education, the pre-school staff take part in continued professional development to help them to keep up to date with early years care and education. We recognise that the continuing development of staff can have a direct influence on the quality of our provision for the children and families attending the setting and ensure that staff continue to develop through supervision and attending training.

The pre-school's timetable and routines

The routines and activities that make up the pre-school's session/day are designed in ways that:

- Help each child to feel that she/he is a valued and respected member of the pre-school.
- Ensure the safety of each child.
- Help children to gain from the social experience of being part of a group; and
- Provide children with opportunities to gain experience and help them to value learning.

The Session

The pre-school organises its sessions so that the children can choose from - and work at - a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are encouraged to take part in adult-led small and large group activities inside and outdoors which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them, we aim to spend time outside during each session.

Snack and mealtimes

The pre-school regards snack and mealtimes as an important part of the pre-school's session/day. Eating represents a social time for children and adults and helps children to learn about healthy eating. At snack and mealtimes, we aim to provide nutritious food, which meets the children's individual dietary needs.

The snack break may take the form of a 'Snack Café' where we organise the snack time for a small group of children at a time, at other times the break is organised as a whole group activity. Children get the chance to chop their fruit, pour their own drinks, make their own sandwiches and socialise with the other children.

Please inform Preschool of any specific dietary requirements or food allergies for your child to enable us to promote their health and welfare.

Lunch Club

The lunch club runs from 12pm to 1pm daily at the end of each morning session please provide your child with a packed lunch. The lunch club promotes independence, children are encouraged to eat their lunch, but staff will not make an issue of this if the child is not interested in eating. Children are offered activities to participate in after lunch until collection time. Children are welcome to stay for lunch club as parents wish, just let staff know either that day or you can book the lunch club session as part of the weekly attendance.

Pre-School Session Schedule

this is just a guide, sessions are flexible and responsive to children's interests, weather or other events.

Morning Session

8.45 - 9.00 Staff arrive and set up for morning session

8.55 - 9.15 Pre-school opens

9.15 - 10.00 Free Choice including Adult Led Activities, inside and outside for various activities. Including tidy up time!

10.00 - Story or group discussion or song time.

10.00 - 11.00 Snack café open - small groups of children take turns to have snack cafe whilst rest of group continue play and activities.

11.00 -11.45 - Free flow to outside area, activities inside and outside.

11.45 - 12.00 Story and discussion time, preparation for lunch and children who are being collected.

12.00 Morning Session Ends, children not attending lunch club are collected.

12.00 - 1.00 Lunch Club 1.00 Children are collected.

Afternoon Session

1.00 - 1.15 Children may arrive at 12.00 for lunch club or now, registration and discuss plans for session

1.15 - 2.30 free flow and choice of activities and play inside or outside including adult led activities.

2.30 - 2.45 Snack time - whole group or snack café.

2.45 -3.00 Finish activities and tidy up time

3.00 - 3.15 Story time or discussion time.

3.15 Children are collected. Staff tidy up setting.

3.30 Staff leave.

Policies

Copies of all policies and procedures are available for parents to view on the Primary school website. Risk assessments for operation are conducted and reviewed annually along

with an annual review of accidents recorded in the accident book. This ensures the activities offered to the children are challenging enough to extend skills and learning without being of significant risk. The accident reviews are available to view upon request. **The designated lead for safeguarding (DSL) is Mr Thompson, Head Teacher.**

Special educational needs

As part of the pre-school's policy to make sure that its provision meets the needs of each individual child, we take account of any special educational needs which a child may have. The pre-school works to the requirements of The Special Educational Needs and Disability Code of Practice (2015). We collaborate closely with parents and health care professionals to ensure the needs of children are met to enable them to reach their potential. Inclusive practice ensures availability for children with SEN/disability and values and respects diversity. We have a Special Educational Needs Co-ordinator (SENCO) whose responsibilities include ensuring liaison with parents and other professionals in respect of children with special educational needs and advising and supporting other practitioners in the setting. A document describing how preschool meets the needs of children with special educational, medical or health needs is available via the website or upon request.

The pre-school's Special Educational Needs Co-ordinator is Michelle Wyatt.

Children's Behaviour

The children are encouraged to develop ability to self-regulate feelings and needs and respect for the needs of others. Strong and supportive relationships with the preschool practitioners will enable children to learn about behaviour, feelings and their needs and those of others. Through modelling of appropriate behaviour, understanding each child, time and sensitive adult support children learn how to resolve conflicts. Practitioners will consult with parents about any persistent inappropriate or disruptive behaviour so we can look at the best method of supporting the child and family.

Absences

We ask all parents to keep children at home if they have any infection or fever as these can spread so quickly due to close contact between young children. Do not bring into Pre-school any child who has been vomiting or has had diarrhoea until 48 hours have elapsed since the attack. Please inform preschool if your child is going to be absent so we can maintain accurate attendance data and ensure the well being of all the children.

Fees

The fees are £5.48 an hour for children aged 3 years and over, £6.00 an hour for children aged 2 years, including the lunch club session. The fees are reviewed annually and will increase in line with the rate of Early Years Entitlement.

Session	Cost	Session	Cost
9am - 12pm (3 hours)	£16.44 (3+ year olds) £18.00 (2 year olds)	9am - 1pm (4 hours) session and lunch club	£21.92 (3+ year olds) £24.00 (2 year olds)
9am-3.15pm (6 $\frac{1}{4}$ hours) Tuesday, Wednesday and Thursday	£34.25 (3+ year olds) £37.50 (2 year olds)		

Each term, an invoice for sessions will be issued to each parent/family.

Early years entitlement – universal and extended entitlement

Children are eligible for Early Years Entitlement (EYE) funding from Somerset County Council the term **after** their third birthday. This universal entitlement enables children to receive up to 15 hours funded by the local authority.

The Extended Entitlement for Eligible Working Families of children aged 9 months and over covers an additional 570 funded hours - up to 30 hours per week. Parents must apply through the government webpage <http://www.childcarechoices.gov.uk/> for the extended entitlement. Parents need to inform preschool that they are eligible by providing their eligibility code and renewing every three months as reminded by HMRC. Families of two-year old children may also be able to apply for 15 hours funding through the same website, and if eligible they too will receive a code that will need to be shared with preschool.

Applications for the Working Families Entitlement must be made the term/funding period before they are required. Autumn term 1st September to 31st December; spring term 1st January to 31st March; summer term 1st April to 31st August.

Any hours attended by the child not covered by the universal or extended entitlement will be charged at the usual rate.

Children can attend up to three early years settings and still receive the funding described above, please do let us know so that claims for funding are accurate.

Please speak to staff to receive more up-to-date information on this issue.

The notice period for cancellation of a child's place is 4 weeks; this is the notice period for which the EYE will cover. Alternatively, fees are paid for time in lieu of notice.

The governance of Pre-school.

Kingsbury Episcopi Pre-school is governed by the governing board of Kingsbury Episcopi Primary School.

Kingsbury Episcopi Pre-school hopes that you and your child enjoy being members of the pre-school and that you both find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas, views or questions.

Updated: September 2025.