

# Clocktower House Pre-school Prospectus.



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**Manager – Karen Murphy.**

## **Ofsted graded us GOOD in 2016.**

“Children settle quickly in to the pre-school and form firm attachments with their key persons. Staff organise a safe and stimulating environment, which helps children to feel safe and secure and develop independence.”

“Partnership with parents is strong. Staff help parents feel fully involved with the day-to-day care and development of their children.”

Clocktower House Pre-school is a registered charity (number 1146542) and part of the Aldershot Garrison Pre-school Settings.

We predominantly serve the Garrison community but do take a small percentage of civilian children. The company is run by a group of trustees chaired by the Garrison Commander and include parent trustees (volunteers are always welcome).



### ☺ **Mission statement.**

“We are dedicated to providing children with a caring, exciting environment full of rich, purposeful opportunities and experiences.

We aim to provide children with a place to play, learn, build friendships, to take risks, to explore, to challenge, to laugh and to be themselves and to grow into ambitious, independent learners ready to take on the world.”



### ☺ **About us.**

We are a term time pre-school offering childcare from the age of two years. We are open Monday to Friday offering the following sessions;

Morning – 8.30 am-11.30 am

Afternoon – 12.00 pm-3.00 pm

All day – 8.30 am -3.00 pm

We offer a limited number of lunch time spaces between 11.30am and 12pm for sessional care children.

Clocktower House Pre-school consists of 3 rooms, Stars, Moons and Rockets. We also have a smaller room which we use for small group activities based on children’s individual needs.

We have three parking spaces for parents at the end of our driveway, you can also use Napier Gardens or the Blenheim housing area. We ask politely that you do not park in the staff car park due to children’s safety or illegally on the pavement outside the building. Please speak to staff for more information.



😊 **Our Aim is to:**

- Enhance the development and education of children under school-age in a parent involving, community-based group.
- Provide a safe, secure and stimulating environment.
- Work within a framework that ensures equality of opportunity for all children and their families.

😊 **We offer your child:**

- A curriculum that leads to approved learning goals for your child, as outlined in the Early Years Foundation Stage Development Matters Practice Guidance Document.
- A high adult: child ratio.
- Individual care and attention.
- Fun and friendship with other children and adults.
- The support and pastoral care from an adult keyperson.
- Opportunities for you and your family to be directly involved in the activities of the group and in your own child's progress.



😊 **Funding.**

Each child is eligible for 15 hours early years grant funding from the term after their third birthday.

If your child's third Birthday falls between;

1st April – 31st August – They are eligible from 1st September

1st September – 31st December – They are eligible from 1st January

1st January – 31st March – They are eligible from 1st April

Some children will be eligible for an extra 15 hours. Please check your criteria by visiting <https://www.childcarechoices.gov.uk/>

We also accept children in receipt of two-year-old funding. If you meet the requirements and have a successful application, you will be given a unique reference number enabling us to claim funding for your 2-year-old. More information is available at <https://www.childcarechoices.gov.uk/>

### 😊 **Fees.**

Our fees are currently;

2 year old session - £17.60 per session (military discounted rate £16)

Lunch club £4.40 per day (military discounted rate £4.00)

3-4 year olds, additional hours to that funded - £7.05 per hour (military discounted rate £6.40)

Fees are payable monthly in advance by Direct Debit (please visit <https://pay.gocardless.com/AL0000C3Y2PHVH>) Bacs Transfer, cheque, cash or debit/credit card. Fees will still be charged if your child is absent from pre-school (including for illness). Fees are subject to change.

A late fee will also be charged at £10 per 15 minutes when a child is not collected on time without a valid reason agreed by the manager.

**A £50.00 deposit is taken at registration and will be returned when your child leaves. (If you are claiming funded hours only no deposit is required)**



### 😊 **Our staff.**

We offer a high adult child ratio which are usually 1:6 for children under 5 years and 1:4 for children under 3 years.

Our staff are dedicated practitioners who strive to encourage every child to reach their full potential.

Our staff bring an abundance of experience supported by a range of qualifications. Each staff member has undergone an enhanced DBS check. All staff are first aid trained within the first 6 months of starting with us and complete safeguarding training. They are given numerous training opportunities to update their knowledge and skills.

### ☺ **Keyperson approach.**

The keyperson system within the setting gives each member of staff the responsibility for a particular group of children, their key family. This system ensures that each child and parent has one adult to whom they can relate and also receive pastoral care whilst away from the family environment. In addition, the key person is ideally positioned to tailor the group's curriculum to the unique needs of each individual child. The key person maintains links with the child's home and works with the parents through shared record keeping, ensuring that all children are supported in reaching their full potential. Each key person has a buddy who will be available when the key person is not available to share the care and knowledge of each individual child.



### ☺ **Curriculum, planning and assessment.**

The Early Years Foundation Stage (EYFS) is centred on seven areas of learning.

#### **Prime areas.**

Personal, social and emotional development.

Communication and language

Physical development.

#### **Specific areas.**

Literacy.

Mathematics.

Understanding the world.

Expressive art and design.

We take regular observations of children as they play to highlight their current interests. We use these observations to plan individual activities, next steps and to track the children's progress.

We use Tapestry as our online learning journal to document children's learning and development. It allows us to work with the child's family to share information and to record the child's time at pre-school and at home. Parents and carers are given individual log-in details to access their child's account. Staff are given their own secure log-in, we can then upload photos, observations and assessments. Once saved, parents will be able to view this information via the app or the Tapestry website. We encourage you to comment and add to your child's records.

We also carry out termly assessments on children's speech, language and communication development as well as two-year progress checks for the children in Stars room.



### ☺ **The role of the parent.**

We recognise the importance of a successful parent-pre-school partnership. Parents are the first and foremost educators of their children. We have an open-door policy where all staff and management are available for you should you need us. We also offer;

- Parent meetings to discuss your child.
- Stay and play and other events.
- Time to talk at drop of and extended collection times.
- Opportunities for you to share your expertise and skills within the setting.

We use numerous ways to communicate with our parents including emails, Facebook, newsletters and parent notice boards as well as face to face handovers.



### ☺ **Activities.**

We offer a range of activities throughout the pre-school week including;

- **Letters and Sounds** – We use phase one of the Letters and Sounds program to help develop the children's speaking and listening skills. These are essential skills children need ready for learning how to read and write when the time comes. For more information see <http://www.letters-and-sounds.com/phase-1.html>
- **Dough Gym** – Uses playdough and energised music to complete a workout that helps build core muscles that are essential for learning to write.
- **Funky Fingers** – Once children have mastered dough gym, they are ready to move on to funky fingers. These are specific activities to help develop finger dexterity. More essential skills needed for learning to write.
- **Funky Feet** – Music and movement activities.
- **PATHS** – which stands for Promoting Alternative Thinking Strategies, it is a curriculum designed to help children become aware and manage self-control, emotional awareness and interpersonal problem-solving skills. The children refer to this as 'Twiggle time' as we use a turtle puppet called Twiggle to implement the lessons.

- **Cooking** – Children take part in a cooking activity at least once a fortnight. Not only is this a fun experience it also provides a wealth of learning opportunities.
- **'The burrow'** – Once a week the children will spend time in our wooded area outside. Here they experience nature in its finest form. With activities ranging from rope swings, hammocks and balancing ropes to bug hunts, den building and mud painting. The area provides an abundance of ever changing experiences unique to us. We do ask that appropriate clothing is brought in for the outdoors; all in ones, waterproofs, change of clothes and appropriate footwear is much needed!



### ☺ **What does our child need to bring each day?**

- **Appropriate clothing.** We advise you to 'dress for mess' as the pre-school provides plenty of messy play opportunities and the children do at times get dirty.

You can purchase our uniform via the my clothing website or follow this link;  
<https://myclothing.com/ueslink/8858.school>

- **Spare clothes,** please ensure they are named. It is also helpful to have indoor shoes and outdoor footwear. If your child is potty training, please supply extra clothing.

- **Weather appropriate clothing.** Waterproofs and wellington boots in the rain, hats and gloves in the cold and sun cream and sun hats in hot weather.

- **Nappies and wipes,** and nappy cream if needed.

- **A healthy snack** and a lunch if your child attends a full day. Please adhere to our healthy eating policy and remember we operate a no nut policy.

- **A named water bottle.**



### ☺ **The first days.**

A child who is tense or unhappy will not be able to play and learn so it is important for parents and staff to work together to help children feel confident and secure in the group. This may take longer for some children than others and parents should not feel worried if their child takes a while to settle in.

We work to the individual needs of each child as to how we settle them, working closely alongside the child and the family.



### ☺ **Special educational needs.**

We take account of any individual needs that a child may have as part of the pre-school policy. This makes sure our provision meets the needs of each child. The setting works to the requirements of the Education Act (1993) and The Special Needs Code of Practice 0 to 25 (2014).

The settings Special Educational Needs/Disability Co-ordinators (SENDCO) are: Mel Jones and Karen Murphy.



### ☺ **Safeguarding.**

Everyone working with children and young people has a duty of care to keep them safe and protect them from harm. The Children Act 2004 places a responsibility for us to safeguard and promote the wellbeing of children and young people.

Staff are made aware of our responsibilities regarding Prevent Duty, FGM (female genital mutilation and CSE (child sexual exploitation.)

We have a duty to report any concerns to a designated member of staff and/or to the local children's service.

Our designated safeguarding officer is **Karen Murphy** or **Tanja Wright** in her absence.



### ☺ **Policies and procedures.**

All of our policies are designed to offer the best possible experience for children and their families and to ensure your children are kept safe while in our care.

Our policies include; admissions, behaviour management, complaints, general data protection, debts, inclusions and equal opportunities, health and safety, illness and exclusion, medication, lost and uncollected children, safeguarding and child protection, special educational needs and disabilities, social media and partnership



with parents. There are also a range of other policies and documentation available. Parents can ask to see the policies at any time.

We review our policies annually and welcome comments and suggestions from parents.

A copy of our policies will be emailed to you upon starting. Please make your self familiar with them.



### ☺ **Additional information.**

- **Parking** – parking in the staff car park is strictly forbidden as it is a safety risk as is parking along the road. There are three spaces at the top of the drive way parents may park in. Napier Gardens is a car park opposite our pre-school. We provide permits that enable you to drop off or collect without paying, please ask staff to hand you one. We also ask that you do not park in Marlborough School car park either.

- **Facebook** – we run a secure Facebook page to provide parents with the most up-to-date information and events within the pre-school. Please send a friend request to 'clocktower house preschool'

- **Social media** – as stated in our policies, it is not acceptable for staff and parents to become 'friends' on any social media site, or to contact each other via social media.

- **Pets** – we currently have guinea pigs, gerbils, fish and an African land snail for the children to help take care of. If you would like to 'babysit' any of them over a weekend or school holiday please let a member of staff know.

- **Donation tree** – As a charity run pre-school, we rely on donations to help with our activities. In the hallway you will find our 'donation tree' please take a leaf and swap it for the donation written on the leaf. There is also a tree in Stars for the parents who don't use the hallway.



### ☺ **Testimonies.**

"The staff are always very welcoming and helpful towards the children and parents. They have helped my daughter grow both socially and academically and helped guide her in to a wonderful and thoughtful child. They have always been professional as well as friendly which has made me feel they are always approachable." **Parent, 2018.**

"I am very happy with your service. I am glad that my daughter got a place at your school. Thank you so much for all your love and support. It was a great beginning for her. She enjoyed each and every moment at school. She would want to go school on weekend as well which means you guys are just amazing." **Parent, 2018.**

"I like that the children are outside, and the facilities are really appropriate for their age. We are able to talk about the things they have done, explored and played with particularly outside as this is what motivates them most." **Parent, 2018.**

"I don't like coming home from nursery!" **Child, 2018.**

"I love playing with all the stuff and doing science" **Child, 2018.**

"They always, always make me happy" (about the staff) **Child, 2018.**

PLAY IS OFTEN TALKED  
ABOUT AS IF IT WERE  
A RELIEF FROM SERIOUS LEARNING.  
BUT FOR CHILDREN PLAY  
IS SERIOUS LEARNING. PLAY IS REALLY  
THE WORK  
OF CHILDHOOD.  
-FRED ROGERS