

The Lantern Preschool session times :

Mondays - Fridays 9:00 to 12:00 and 12:30 to 3:30

Lunch (Monday - Friday) 12:00 to 12:30

Please make sure that your child is registered on arrival. If you have asked another person to collect him/her please tell the preschool leader who it is.

Fees

The rate per hour is:

- ♦ **£3.36** for 3 year olds and
- ♦ **£4.88** for 2 year olds

Therefore, the price per session is:

- ♦ **£10.08** per 3 hr session or Nursery Grant for **3 year olds** and
- ♦ **£14.64** per 3 hr session for **2 year olds**.

Fees are payable half-termly.

We can also take workplace childcare vouchers. Speak to the pre-school leader for more details.

A voluntary contribution is appreciated towards the cost of snacks (suggestion of **50p/session**).

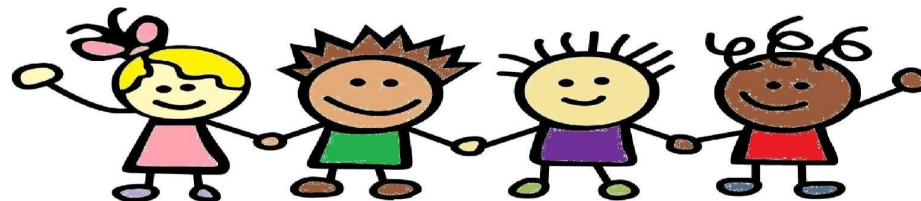
Full fees are payable if your child is absent, you are paying for the place not for attendance. In case of hospitalisation or very long-term illness please consult the preschool leader. Full fees are also payable for a period of 4 weeks after notification that a child is leaving the preschool, or for changing the sessions you are booked in for. If you have particular difficulty in paying the fees please also speak to the preschool leader.

Preferred method of payment is by BACS

Bank Account	CMPCC Lantern Preschool
Account Number	00023563
Sort Code	40-52-40

More Information?

For any other information about the Lantern Preschool please do not hesitate to contact the preschool leader. **Jacki Chipchase**: email:thelanternpreschool@gmail.com; Tel: 01202 639263.



Welcome to The Lantern Preschool

'We promise to guide, nurture and educate your child in all their individuality as they start their journey to school and independence.'

**The Old Village Hall,
Canford Magna, Wimborne, BH21 3AF**

Tel. 01202 639263

Email:thelanternpreschool@gmail.com

Follow us on Facebook

www.thelanternchurch.org



We welcome you and your child to share in the experience of belonging to our preschool. We look forward to working in partnership with you to help your child develop in a loving and stimulating environment. The Lantern Preschool exists for the benefit of families with children from two years to school age.

**Jacki Chipchase, Preschool Leader
And The Lantern Preschool Team**

To give your child the best start we aim to provide an environment where children:

- are safe, secure and loved
- can meet and relate to other children and adults
- can learn to take part in activities away from home and family in an atmosphere of Christian love
- are stimulated and allowed to develop their full potential educationally, socially, creatively, spiritually, emotionally, intellectually and physically
- are prepared for the changes in their lives that school life will bring

Our ratio of staff to children is usually one to five, or better. This is a much higher level of staffing than is required by regulations and allows a good level of individual attention for each child.

Come and see us anytime

If you visit us in the middle of the morning you will find all the entrances locked. This is not to keep you out! It is a security measure to help ensure the safety of our children. Please ring the front door bell and we will be glad to welcome you in.

Term dates for 2015 - 2016

	Return	Finish
	01.09.15	23.10.15
Half Term	26.10.15	30.10.15
	02.11.15	18.12.15

Christmas Holidays

	04.01.16	12.02.16
Half Term	15.02.16	19.02.16
	23.02.16	24.03.16

Easter Holidays

	11.04.16	27.05.16
Half Term	30.05.16	03.06.16
	06.06.16	19.07.16

Summer Holidays

Useful Numbers

Jacki Chipchase	Preschool leader/manager)
The Lantern Preschool	01202 639263 (term time)
Email:thelanternpreschool@gmail.com	

Lantern Church office	01202 887733 (mornings)
2 Chichester Walk, Merley, Wimborne BH21 1SN	

The Lantern Preschool Committee

The Lantern Preschool is run by Committee and owned by The Lantern Church, Merley. It's purpose is to meet the needs of the local Community.

The committee consists of:

Chair	Nonny Harlow
Treasurer	Caroline Evans
Parents' Rep.	Claire Vandvik
Preschool Manager	Jacki Chipchase
Staff Reps.	Lorraine Rees and Louise Stapleton
Lantern Church	Rev Andy Rimmer

We are a member of the Dorset Association of Under Fives and also the National Pre-School Learning Alliance.

We are registered to participate in the nursery education voucher scheme and in accordance with the Children's Act, and our staff is qualified to the standards it sets.

The Lantern Church is a lively Anglican church in the centre of Merley. See thelanternchurch.org for full details of activities for all ages and Sunday services. Please ask Jacki for more details or contact the Lantern Church office.

The Preschool links to the church at Christmas & Easter and uses the church building for a number of Preschool events such as the Leavers Celebration..

Preschool Staff

Jacki Chipchase:

**BA, QTS, Early Years Professional, Safeguarding Officer
Preschool Leader:**

Jacki has been the leader of The Lantern Preschool since 2009 and has four grown up children and three grandchildren. She has spent a life time working in child related activities, training as a teacher before moving into early years.

Lorraine Rees:

Early Years Professional. Deputy Leader.

Lorraine started with The Lantern Preschool in 2010 and has now achieved her Early Years Professional status. She also helps at the Lantern Church's Toddler group. She has two children who attend local schools.

Louise Stapleton:

NVQ3 Early Years Care, e-safety Lead. Deputy Leader

Louise has been at The Lantern Preschool since 2010. She leads the ECaT programme for the setting. She has three children.

Caroline Janes:

Foundation degree in Early Years, SENCo.

Caroline joined us in 2014. She has two young daughters and has had several years experience working in the preschool environment.

Lynnette Ellerby:

NVQ2 Early Years Care & Education.

Lynette started at the Lantern as a volunteer and trained with us to get her NVQ2. She is currently undertaking her NVQ3 training.

Sam Smith:

NVQ3 Early Years Care

New to the team in January 2015. Sam has two children and several years childcare experience.

Pauline Lawrence: (Volunteer) is a grandma of two children at preschool. She has two grown up daughters and three grandchildren.

In Partnership with Parents

Our role is to assist you in the further development of your child/ren. You are invited to take an active part in preschool activities by:

- helping at special functions such as outings and sports day
- joining with the children for informal sing-alongs and refreshments from time to time
- collecting small boxes, oddments of materials and wool and pictures cut from greetings cards.

Parents' representative

If you have comments, queries or concerns you are invited to speak to this representative or to the preschool leader.

Our current Parents' rep is: Claire Vandvik tel:01202 972753

Communication

As part of its policy of working in partnership with parents, the preschool encourages communication. Parents are welcome to speak to the preschool leader at any time (though at the end of the morning she may have more time than at the beginning!). Each child has a keyworker, who is available to talk any time, and the parents' rep is also available for consultation.

Newsletters containing term dates and other useful information are produced for parents at least half termly. Also **look on the Lantern Preschool Facebook page and on www.thelanternchurch.org**

You will be invited to discuss your child's attainments with your child's keyworker, look at some of the work s/he has done and examine preschool records relating to his/her progress from time to time (usually termly). Please don't wait for this meeting if you have concerns you wish to share. Parents are invited to add to the preschool records of their child's attainment and so inform the planning of future learning activities.

What our parent's say.....

'My children run in smiling and come out beaming every session. I am delighted with their development and the fun and loving style of the play in such a warm and caring atmosphere. I love the preschool's commitment to a high staff to child ratio. The staff also make every effort to know us as a family and, consequently, have become friends. What's more, the outside space in such a rural setting provides a large, nature-led play area that can't be beaten.'

Isaac and Peter's mummy

Signs that a child may be at risk include:

- Evidence of unexplained physical injury (e.g. cuts and bruises)
- A repeated pattern of signs of physical injury, even when explanations are given for each individual incident
- Unexplained signs of emotional change
- Information from the child
- Information from a third party

The first action of staff upon suspecting possible child abuse is to inform the preschool leader, who is the child protection officer, or most senior member of staff on duty at the time.

Upon receiving information about possible child abuse the preschool leader or most senior member of staff on duty at the time will follow one or more of the following courses of action, depending upon the circumstances:

- Investigate further by observing the child
- Complete a disclosure form. (See our CP Policy)
- Telephone the duty child protection officer (Tel. No. On staff notice board)

(A full Policy Booklet including a full Child Protection Policy is issued to the parents when the child starts preschool)

Medication

Medication is not normally administered to children during preschool sessions. If parents know that their child will require medication during a session it is likely that the child will not be well enough to attend preschool. However....

Inhalers and Emergency Allergy Medication

Inhalers and emergency allergy medication should be clearly labelled with the child's name and handed to the preschool leader with clear written instructions. During preschool sessions they will be kept in a locked first aid cabinet in the kitchen or, when on outings, with the preschool leader. At other times they will be returned to parents or locked away.

family status, means, disability, colour, ethnic origin, culture, religion or belief. They will be made aware that it is the preschool's normal practice to celebrate Christian festivals, to tell Bible stories from time to time and to give thanks to God before eating and drinking.

Special Educational Needs (SEN)

The preschool recognises that all children are special and all have individual needs. It attempts to meet these needs by providing a variety of well-differentiated activities and a diversity of teaching and learning styles. Children whose educational needs are not met by the normal range of activities and approaches being offered will be included on the preschool's Special Needs Register. The Preschool Leader will be responsible for co-ordinating Special Educational Needs provision within the preschool.

When a parent, member of the preschool staff, a previous preschool or a health or welfare professional expresses concern, then the matter will be discussed with the parent/s. Together an Individual Learning Plan will be designed for the child with the Special Educational Needs co-ordinator. All decisions and actions relating to the child's education will then be logged until it is decided that s/he should be removed from the register.

Once a child is placed on the SEN register, the minimum action will be to monitor the situation. More involved responses may include writing an individual education plan and/or seeking advice from external agencies. At all stages parents will be consulted before action is taken. A review of each individual education plan is held at least termly.

The preschool is committed to providing special equipment and additional adult support in order to meet a child's needs whenever this is practically and financially possible. The requirements of children with special educational needs are considered when purchasing new equipment.

Child Protection

Staff at the Lantern Preschool are alert to child protection issues.

'The Lantern was a fantastic setting for both my girls to enjoy their pre-school years and prepare for moving on to school. The way in which Jacki and her dedicated team knew my girls' individual needs and cared for them accordingly was so reassuring and impressive. The intimate setting and smaller numbers has allowed for much creativity in terms of day to day activities and what can be achieved. The emphasis on enjoying and discovering nature together and the Christian values and celebrations that were taught were certainly highlights for us as a family.'

Jane Jeffery

Our Premises

The preschool is privileged to meet in the beautiful, rural Old Village Hall in Canford Magna. It is a purpose built Victorian village school which has been modernised and updated. The whole building is well maintained and has a friendly atmosphere.



Inside we have a main hall and a smaller room with a hatch into the kitchen. We have plenty of space for physical play, enjoying books, home corners, tracing and colouring, and "messy" activities such as painting, sand, water play and clay work.

Outside we have access to a fenced play area where we can have cars and bikes and other activities. We have a Wendy House and a large sandpit. We also have a play trail and logs for outside stories and games. There are numerous opportunities for investigating nature and we regularly go on bug hunts.



As we are in such a beautiful area we often go for walks down to the river footpath to observe the seasons and collect a variety of natural objects to use in our displays or art work.



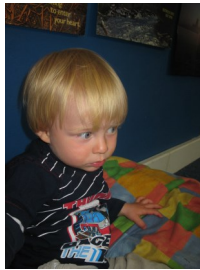
Parking

Please use the car park at the side of the building. There is a one way system, which goes around the building to ensure ease of access, which is in use before and after the session.

Settling in

Joining a preschool is a big step for a young child. S/he has to cope with a different routine and get used to many new faces. In the child's interest it is therefore our policy that s/he attends only one preschool initially.

A happy introduction to preschool is most important. It is a good idea if you can visit the preschool with your child before s/he starts. In addition be prepared to stay for a session or two until s/he is settled. When you feel ready to leave your child at the preschool on his/her own please leave quickly without prolonged good-byes. If you are worried that your child may be distressed by your absence, ask the preschool leader to telephone or text you during the morning.



The Preschool session

9:00 - 10:15: Free play with the choice of painting, climbing, floor toys, messy activities etc. Group or individual activities involving early literacy skills, mathematics and/or science. A "prepared" activity to practice a skill.

10.15 - 10.40 :Tidy up time followed by circle time. and discussion of items brought in for the interest table and/or the current topic.

10.40 - 11.10 : Snack time which includes milk or water, fruit and a small carbohydrate .

11.10 -11.40 : Outdoor play, with a variety of activities and games.

11.40 - 12:00 : Music-time with singing, action songs and rhymes, circle games etc, and story-time.

12:00 -12:05 : Home time. Parents and carers collect the children

Suitable aprons and painting shirts are provided for all activities but please bring your child in easily washable play clothes.

We have preschool polo shirts and sweatshirts available to purchase as well.

Behaviour

Children are encouraged to behave in a way which takes into consideration the needs of others and the smooth running of the preschool. Children who are seen to be behaving well are rewarded with praise, and stickers, and acts of notable consideration are reported to their parents. When children misbehave they are asked to stop and the reason why their behaviour is unacceptable is explained to them. They are encouraged to take part in a constructive activity. Persistent bad behaviour results in a child being withdrawn for a short period from the area where he/she is misbehaving. The preschool leader reports frequently repeated or serious bad behaviour to the child's parent and a remedial programme may be discussed and implemented. Children are not shouted at, humiliated or smacked.

Discriminatory Behaviour

Discriminatory remarks and behaviour are not acceptable at the Lantern Preschool. If they occur the victim/s are treated sensitively and those responsible are helped to understand and overcome their prejudices.

Inclusion Policy - Staff

The staff of the preschool are Christians trying to lead their lives in accordance with the teaching of the Christian Church. No application to become a preschool leader or helper will be rejected on the grounds of age, gender, class, means, disability (when it does not affect the ability to do the job), colour or ethnic origin.

Inclusion Policy - Children and Families

The Lantern preschool is open to every family in the community. Families applying for a preschool place for their child(ren) will not be advantaged or disadvantaged on the grounds of age, gender, class,

Small World Toys

The children can act out real life in games with Playmobile toys or the dolls house, or with cars and trains. This also encourages group play.

Home Corner

This activity offers opportunity for pretend play; shopping, meal times, bathing the baby etc. It also encourages children to cooperate with one another when, perhaps, they adopt different roles as they play together.



Music

We encourage the children to experiment with sounds and rhythm by singing action songs, dancing and playing musical instruments.

Mathematics

A wide variety of maths activities encourage children to understand patterns, shapes and simple number operations. Most of the "work" is practical as we believe that children learn best when they are "playing".



Physical Play

Children need the joy, daring and physical exercise of sliding, climbing, balancing, bouncing and jumping in a safe environment. They are able to improve the control of their bodies, strengthen muscles and establish confidence.

Prepared Activities

There is often a prepared activity which children are encouraged to do. It usually focuses on a particular skill (e.g. scissor work, gluing) which will be useful in other activities. For older children in particular, there are also other prepared activities which help to develop literacy, mathematical or scientific skills.

Though this is the general routine for each session it is flexible to facilitate visitors, walks, and other activities. The afternoon session follows a similar timeline although we have a quieter start to the afternoon for those staying all day.



Early Years Foundation Stage (EYFS)

We follow the Government's Early Years Foundation Stage curriculum (EYFS), which states that there are 'three areas' particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

It goes on to say that, 'Providers must also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- ♦ literacy;
- ♦ mathematics;
- ♦ understanding the world; and
- ♦ expressive arts and design.

Therefore at The Lantern we support this by having key workers, an adult is assigned to your child to build up a bond with them and who will communicate with the parents and carers about your child's progress. We also plan a variety of activities having varied and interesting themes to follow as well as social times where the children have time to discuss items brought in or news from home, singing, playing co-operative games, listening to stories and rhymes and for sharing a drink and a snack together.

To this end The Lantern Preschool is set up daily to offer a wide range of activities from which the children can freely choose. These include water and sand play, cooking, painting, playdough, puzzles, floor toys, construction apparatus (large and small), climbing apparatus, a computer, a home corner, a book corner, a music area etc.

ECaT

We are part of the governments 'Every Child a Talker' - ECaT initiative, to improve children's early language development, because confident talkers do better at school and socially.

We promote a rich language experience Pre-school and support parent's involvement in their child's language, for example, borrowing library books, home bags, and nursery rhyme challenge. We track each child's progress in listening, understanding, talking and social communication, working together with the parents .



Books and Reading

Interesting books are available at all times. Children are encouraged to handle and look at the books and grown-ups are on hand to read and talk about them. Children are taught about the orientation of books and the way they work, and there is an emphasis on pre-reading skills. Enjoying books in this way is an initial stage of learning to read.

Library

In order to encourage early reading skills the preschool shares its books with parents by means of a free lending library. A leaflet explaining how you can help your child to learn to read is available.

Writing Activities

Children are encouraged to hold pencils correctly, to refine pencil movements by, for instance, tracing and colouring, we leave the basics of learning to write to school but encourage them to write their own names when they are showing signs of readiness.

Information and Communication Technology

Children need little encouragement to 'play' on the computer. Here they learn to make the computer respond to their wishes by using the mouse, and, at the same time learn about shape, pattern, number and letters.

Painting

The children choose their own colours and paint freely. They are not shown what to paint. This may mean at first simply covering the paper with colour. When they have had more experience they may begin to paint people or houses. We do not encourage them to reach this stage too quickly but do take time to discuss their work with them.



Cutting and sticking

The children are encouraged to experiment with scissors, glue and a variety of materials. This is an early stage in learning about technology and how things work.

Sand , Water, Playdough, Clay and Messy Play

Children need to handle and become familiar with the stuff of which the world is made: sand, clay, water. This is a very necessary part of growing up. They are encouraged to be expressive, not only by what they do but also by talking about their ideas and feelings. No man-made toys can take the place of these natural materials.



Cookery

Children enjoy learning skills such as spreading, mixing and kneading especially when they can eat their work afterwards. We regularly cook with the children which includes making smoothies , soup and cakes.

Exploring Their Environment

We encourage the children to be inquisitive and to find out about their surroundings by looking under rocks to watch the bugs or to examine the drains.

