

# Lilly Brook Pre School

"Where children have a good sense of belonging and make good progress  
in relation to their starting points" Ofsted 1<sup>st</sup> February 2018

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## Prospectus 2020 – 2021





February 2021 on our field

# An introduction to Lilly Brook Pre school

Lilly Brook Bickley has been open since January 2016. We are a small independent Pre School with a vision that all children should be entitled to an early year's education.

We aim to offer an early years setting that welcomes families, as part of a collaborative approach to working in partnership. We look after children between the ages of 2-5 years.

Our Vision at Lilly Brook Pre School is to promote an environment where children feel able to learn play and develop with the support of an emotionally responsive early years team who collaborate with the children to create a diverse and fun curriculum. We strive to prepare children for the world they will pass through as they grow by making learning something fun and wondrous. Making time to use discussion to explore social difference of opinion and promote independence with mindfulness of other feelings is at the core of our practice.

Our Core Values involve encouraging.

- Mindfulness
- Collaboration
- Mutual respect
- Individuality
- Passion for Learning through exploration and play

Lilly Brook Pre School is a setting that promotes social constructivism. We do not plan toys or games; the children choose what they want to play with and we enable autonomy of choice. We do however plan a meaningful focus activity that pulls together various elements of the Early Years Curriculum together with current interests and skills that children need support in to promote active participation and learning.

Lilly Brook Childcare settings foster what a child can do naturally whilst promoting children's innate potential by not seeing them as aspiring adults but as children growing at their own pace.

We ensure the staff team work effectively together to provide a stimulating and nurturing atmosphere where tolerance, respect and appreciation of the achievements and differences of others are at the very core of our ethos. The Cricket club is a five-minute walk from Bickley Station and a bus ride away from Bromley town centre. Lilly Brook Pre School is based in a cricket pavilion that can accommodate up to 32 children per session as well as having access to a large cricket field for natural exploration and play. There is parking for parents on the main road and surrounding roads.

We recognise the importance of celebrating a range of cultures and traditions. We promote diversity by exploring individual family cultural traditions and explore a range of music and stories from around the world by exploring traditional dancing and storytelling.



# Outdoor Play



Time to explore the outside environment is important for children to build up their resilience to germs and fresh air is always good for our lungs.

We believe the outdoors is a classroom in itself which can be environmentally stimulating and inspirational to young minds. We create opportunities to explore by going on nature walks and exploring our local area on visits to the local library and park when there are smaller groups in our double and single buggies. We play nature detectives with our magnifying glasses as we search for natural objects, insects and make things such as sculptures and arrangements using collected materials. We discuss animals that visit the environment that we are situated within as well as furthering this later in discussion on animals around the world.

We operate a free flow system between the inside and outside environment between 10.00 am and 11.30 am. We explore skills such as perseverance by encouraging children to see past the hurdles and keep going and independence through taking responsibility for using tools safely and listening to the ideas of others whilst supporting peers to reach their goals as well.



# Staff & Key Workers



**Jenna Lindow**

**Pre School Manager**

Business Manager,  
Company SENCO,  
Company Safeguarding Lead  
BA Honours in Early years Education  
Teaching adults Qualification  
Currently studying Assessors award

Jenna started with Lilly Brook Pre School in January 2016 when the preschool first opened. Jenna oversees service delivery and staff in house training. Jenna also currently manages the Bickley Pre School Setting and has developed a series of Curriculum plans with Chloe Wigley to use at Lilly Brook for Focus Activities.



**Chloe Wigley**

**Deputy Manager (Butterflies)**

Deputy lead safeguarding officer

Level 3 trained Childcare practitioner  
Level 5 Management and supervision.

Chloe has worked at Lilly Brook since January 2016 when the Preschool first opened. Chloe has a level 3 in Childcare qualification and level 5 in management and supervision. Chloe is the lead keyworker in the Butterflies keyworker team, supporting children to be independent, make choices and share resources



**Cherelle Blake**

**Inclusion Support Practitioner (Butterflies)**

Currently studying her level 3  
qualified level 2

Cherelle is on the Butterflies keyworker Team and is currently undergoing her level 3 training. Cherelle joined us with a keen interest in child development.





**Ashleigh Keel**

**Apprentice Early years Practitioner (Ladybirds)**

Ashleigh joined us in January 2021 from school to become our apprentice. Whilst at school she acted as a mentor to other students and was a prefect helping to guide others.

Whilst at school she had an active role in the school's charity helping to raise money to build a school in another country.

We hope to help Ashleigh realise her dream of working and supporting the young people of the future. She has already made many new friends and admiration of the children. Ashleigh enjoys doing our Sing and Sign sessions for circle time. She is currently studying her level 3 in childcare.



**Munever Hassan**

**Pre school Assistant (Blady Birds)**

Currently studying her level 4  
Qualified level 3

Munever joined us again in 2021 as she said she missed working with the team at Lilly Brook. Munever has an interest in child development and currently also does travel agency outside of this role.



**Janet Wilson**

**Director**

Back Office duties including invoicing, purchasing and resources.

Volunteers in setting at times.



**Tim Wilson**

**Director**

Compliance and Information Risk officer.

# Curriculum (Prime Areas)

## Physical



- Moving and Handling
- Health and Self care

## Communication and language



- Listening and Attention
- Understanding
- Speaking

## Personal social and emotional



**Making relationships**  
**Self-confidence and Self awareness**  
**Managing Feelings and Behaviour**

The prime areas are mainly the building blocks in development and as professionals we explore how children are doing developmentally by ascertaining what age and stage, they are working within these 3 core prime areas.

We also use the three prime areas to track 2 year olds for development checks that are shared with parents and Health visitors.

We find if there is a concern with a child's development in these three areas prompt identification and observation are key to getting the best possible start to any early years' education.

We work closely with parents in the first 6 weeks to identify what areas children need support in or extending based on their interests and play choices.



# Curriculum (Specific Areas)



## Literacy

Reading  
Writing



## Numeracy

Shape Space and Measure



## Expressive Arts and Design

Exploring and Using Media and Materials  
Being imaginative



## Knowledge and understanding of the world

People and Communities  
The World  
Technology

## The Specific areas

Children show a curiosity for the world around them as they cross over from the age of two to three spanning the Arts, the world, writing, books, numeracy and shape.

At Lilly Brook we aim to provide a diverse curriculum that can cater to these areas from exploring what sinks and floats to exploring how to use computer technology safely and at the right pace with adult support.

Children are encouraged to explore phonetical awareness through sound exercises both indoor and outside. We plan phonic games and play I spy a sound using descriptions to enhance their adjectives knowledge and the initial sound. For example

I spy something tall, green and brown.

Animals live on me and I produce air to breathe and paper we write on.

I have bark on my trunk and roots to help me grow. I start with a T sound".

The children over time start to describe objects for us to guess back and it is great fun. We explore number rhymes with interchangeable pieces that are interactive and inclusive of all. When an adult supports with rhyme boards the activity is differentiated to meet the needs of different stages of development and individually tailor next steps according to ability and interest.

# Our Routine

**This will depend on what sessions you have booked your little one onto.**

08.30 – 09.30	Breakfast period – Child led self-service breakfast bar
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09:30	Morning session children enter and place coats on hooks and bags in box
09:40 – 10:00	Self-Registration and welcome everyone – Morning Circle time
10:00 – 11:30	Free Flow between inside and outside and Focus activity
10:30 – 11:00	Rolling self-service Snack Time
11:30	Tidy up Time
12:00	End of Day activity (group circle games/ storytelling/ music instruments/ parachute/Story CD)
12:20	Coats on and sing the goodbye song to the children who finish
12:30	Home Time for 12:30 children

12:30 – 13:30	Lunch Time and home time for children staying for lunch
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13:30 – 14:30	Free flow and Focus Activity
14:30	Tidy up Time
15:00	Milk and End of Day Story session circle time
15:30	Home Time for 15:30 children

15:30 – 16:30	Golden Hour Child centred choice and individual planning Childs choice of games or puzzles (co-operative play)
16:30	Home Time

# Working in Partnerships

We recognise parents and guardians are the first care givers in any child's world. Lilly Brook Pre School aims to provide care and early years' opportunities which are mindful and inclusive of parent's ideas. We encourage parents to work with us to formulate individualised planning to meet the needs of your child. Great Partnerships and collaboration lead to successful outcomes for the children and for staff and parents who work as a team for your child.

Examples of partnership working at our setting are;

- Parent and staff meetings to exchange observations, activities, interests and progress both at home and at the setting
- Health visitor partnerships for 2-year-old checks
- Parents are welcome to volunteer during sessions as part of a regular activity with correct DBS in place or as a visitor to share cultural stories and dance or knowledge.
- Parents are welcome to take part in events such as bonnet making at Easter, Christmas party, and summer leavers party and sports day.
- We have home to pre-school activities such as shape muncher and letter Muncher. We will continue to add to this over time.
- We will be looking to extend our collaboration by offering parental workshops such as behaviour management, The EYFS and your child and School Readiness in the future.
- Working with Speech and language therapist, educational psychologists and other professionals where needs be, to support development with the consent of parents to give children the best possible start.



## Settling In

We at Lilly Brook Pre School believe parents and staff can work together to formulate a plan that works best to meet the needs of your child. We therefore do not opt for a one size fits all settling in process and opt to develop a plan in partnership.

We encourage parents to visit the setting/take part in a zoom session with the child and take part in an activity before moving to a non-involved positioning by sitting next door in the child's view so that they can regularly check in with you and feel secure. Each child is allocated a keyworker to help ease transitions and get to know your child.

This keyworker is available each day and will help support your child into the routine especially during the 6 week settling in period. After this point a starting points document will be filled out by the staff to ascertain where children are starting from in the prime areas of development. We ask parents to give us as much information as possible on interests, likes and dislikes during this 6-week settling in process and fill in all relevant paperwork, so we can tailor their experience.



# Transitions

Transitions to School are an important part of any child's journey and so are the transitions between settings such as pre-schools and childminders.

We have had children transfer to us from day nurseries and other pre-schools and one thing we pride ourselves in is our commitment to having good lines of communication to ease transitions.

We usually contact the other provider to arrange an appointment to meet them at their setting to observe the child before they transfer to us. We review their learning journey records and discuss with the practitioner (keyworker) where the child is currently working within and what next steps are currently being put in place. We will discuss the child and their interests as well as what they excel with and areas they struggle with. We do this as well to see the child in their previous settings environment to make an observation that will be placed in their books on registration.

## Trips and Visitors

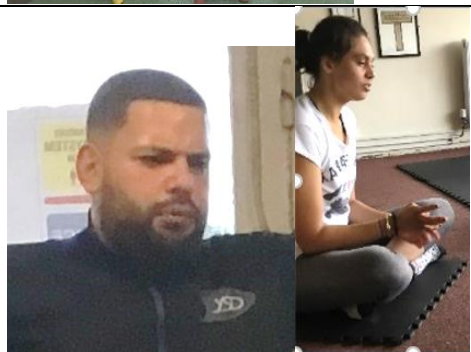


### Park, Library & Elderly care home

We have visited Whitehall recreational ground regularly and explored playing and climbing equipment. One of our favourite activities has been picnics in the park.

We have a library card for the setting with Petts wood library and also visit Southborough lane library . We have had visits to read stories as a group and colour in pictures for displays. Explored woodland on our trips and discussed the natural environment around us.

We also visit local elderly care homes where the children enjoy interacting with the residents.



### Sports coach / Yoga / phonics

We are always looking at new ways to stimulate the children and arrange different activities dependant on the children at the setting at any time.

In the past we have had Rugby tots to encourage early interest in physical non-contact activity. Currently Yanke a child's sports coach visits every Wednesday.

We have had Yoga sessions to explore various themes from frozen adventures to fairground days. The children learnt many new moves and showed a great interest in this experience.

We have also had dance, music and the children's favourite "phonics"

# Our Fees

We accept 2 and 3-year-old 15 hour funded children as well as 15 hour extended funding as part of the 30-hour scheme.

Parents can access their 30 hours without extra charges between 9:30 am and 15:30 pm. We do not stop for a chargeable lunchtime session although we do offer an additional lunchtime session for the 15 hour funded children to eat with their friends.

We place our funded hours back to back to enable you as a parent to access that time and choose whether you wish to extend either in the morning for breakfast or the evening for tea for a fixed charge.

## What if I want to access only my free hours?

- You can access your 15 hours for free between **09:30 – 12:30 Monday to Friday** (subject to confirmation of eligibility.)
- You can access your 30 hours for free between **09:30 – 15:30 Monday to Friday** (subject to confirmed eligibility and continued eligibility. Please see the manager for more details)
- You can only access your 15 hours funded time the term after your child turns 2 or 3 dependant on whether it is 2-year-old or 3-year-old funding.

Our prices have remained the same since January 2016

Fees for 3- 5-year-olds will be £6 per hour:    Non-Funded    Funded

08:30 – 09:30	Breakfast Session	£ 6.00	n/a
09:30 – 12:30	Morning Session	£18.00	£0.00
12:30 – 15:30	Afternoon Session	£18.00	£0.00
15:30 – 16:30	PM extension Session	£ 6.00	n/a

Fees for 2-year olds will be £8 per hour:    Non-Funded    Funded

08:30 – 09:30	Breakfast Session	£ 8.00	n/a
09:30 – 12:30	Morning Session	£24.00	£0.00
12:30 – 15:30	Afternoon Session	£24.00	£0.00
15:30 – 16:30	PM extension Session	£ 8.00	n/a

Some 2 year olds are entitled to funded sessions, please discuss with us:

- Families on (FSM/workless) benefits
- Low income of £16,190 or less
- Child looked after by a local authority or previously in care
- Statement of Special Educational Need or Health & Care plan
- Child in receipt of Disability Living Allowance (DLA)
- Receipt of "I am 2 YES letter"

### **30 Hours Funding Criteria**

You will be eligible for the 30-hour funded childcare offer if:

You earn more than the equivalent of 16 hours at the national living wage or minimum wage per week: for example, £120 per week if you are 25 or older.

There is no requirement to work a certain number of hours per week – it is all about how much you earn. This means if you only work 10 hours a week but earn £12 per hour, you will meet the minimum earning threshold. Apprentices are also eligible as long as they earn the equivalent to 16 hours at the apprentice minimum wage.

**AND**

You earn less than £100,000 per year.

This applies if you are self-employed or on a zero-hours contract and expect to meet the earning criteria on average over the three months after you have applied for the 30-hours. HMRC will look at data such as your previous earnings to consider whether you are likely to meet the criteria and may contact you for further information if they are unsure.

If you are starting up your own business, you will not be expected to meet the minimum earning criteria in your first year of trading. You will need to provide a Unique Tax Reference (UTR) number to HMRC so that they can check your income at the end of the tax year.

If you are not working but you expect to take up paid work within 14 days, you can still apply for 30 hours, as long as you expect to meet the income criteria over the coming three months.

If you are a single parent and meet the above criteria, you will be eligible for the 30 hours. If you live with a partner, you both must meet the above criteria. This still applies if one of you is not the child's parent – for example, if you have remarried or have started living with a new partner. If you are separated/divorced from your child's parent, the eligibility rules will only apply to the parent that the child normally lives with (and their new partner if they are part of the same household).

### **Exceptions**

You will not have to meet the minimum earnings criteria if:

You and your partner are employed but one or both of you is temporarily away from the workplace on parental, maternity or paternity, adoption leave, or on statutory sick pay

You are employed but your partner either has substantial caring responsibilities, or is disabled or incapacitated, or vice versa (i.e. your partner is employed but you have caring responsibilities or are disabled or incapacitated). This is dependent on you or your partner being entitled to specific disability or caring benefits.

**For further information, please feel free to get in contact using the contact details at the front of this pack.**