



Chavey Down Pre-school Early Years Prospectus

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Welcome to Chavey Down Pre-School and thank you for registering your child with us.

We know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best.

This prospectus aims to provide you with an introduction to Chavey Down Pre-School, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. This should be read alongside our Childcare Terms and Conditions for a full description of our services.

Our Setting aims to:

- Provide high quality care and education for children below statutory school age;
- Work in partnership with parents to help children to learn and develop;
- Add to the life and well-being of its local community; and
- Offer children and their parents a service, which promotes equality and values diversity.

Parents

You are regarded as members of our setting who have full participatory rights. These include a right to be:

- Valued and respected;
- Kept informed;
- Consulted;
- Involved; and
- Included at all levels

Children's development and learning

We aim to ensure that each child:

- Is in a safe and stimulating environment;
- Is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers;
- Has the chance to join with other children and adults to live, play, work and learn together;
- Is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;

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- Has a personal key person who makes sure your child makes satisfying progress;
- Is in a pre-school that sees parents as partners in helping each child to learn and develop; and
- Is in a pre-school in which parents help to shape the service it offers.

The Early Years Foundation Stage

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2014)

- **A Unique Child** – every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** – children learn to be strong and independent through positive relationships.
- **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.
- **Learning and Development** – 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 educational needs and disabilities.

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

Prime Areas

- Personal, social and emotional development
- Physical Development
- Communication and language

Specific Areas

- Literacy
- Mathematics
- Understanding of the world
- Expressive Arts and Design

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

The Early Years Outcomes (DfE 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our

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programme supports children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

- Making relationships;
- Self-confidence and self-awareness; and
- Managing feelings and behaviour

Physical development

- Moving and handling; and
- Health and self-care

Communication and Language

- Listening and attention;
- Understanding; and
- Speaking

Literacy

- Reading; and
- Writing

Mathematics

- Numbers; and
- Shape, space and measure

Understanding of the world

- People and communities
- The world; and
- Technology

Expressive arts and design

- Exploring and using medial and materials; and
- Being imaginative

Our approach to learning and development and assessment

Learning through play

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- Playing and exploring – engagement;
- Active learning – motivation; and
- Creating and thinking critically – thinking

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We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our on-going development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different group or when they go on to school.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime areas of learning and development – personal, social and emotional development; physical development; and communication and language – when a child is aged between 24 – 36 months. Your child's key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Records of achievement

We keep a record of achievement for each child. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and she will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. Together, we will then decide on how to help your child to move on to the next stage,

Working together for your children

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We also have volunteer parent helpers, where possible, to complement these ratios. This helps us to:

- Give time and attention to each child;
- Talk with the children about their interests and activities;
- Help children to experience and benefit from the activities we provide; and
- Allow the children to explore and be adventurous in safety.

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The staff working at Chavey Down Pre-school are:

Name	Job Title	Qualifications
Kate Sillett	Director	NVQ Level 4, Safeguarding level 3, Behaviour Management, Paediatric first aid
Louise Wenborne	Manager	NVQ Level 4, Safeguarding level 3, Paediatric first aid, Food & Hygiene
Rebecca Clayton-Rowley	Deputy Manager	Level 6, Early language lead practitioner, Health and Safety, Senco, Food & Hygiene, Paediatric first aid, Safeguarding
Nicola Sackley	Practitioner	NVQ Level 3, Health and Safety, Food and Hygiene, Paediatric first aid, Safeguarding
Kelly Mercer	Practitioner	NVQ Level 3, Paediatric first aid, Safeguarding Food and Hygiene

The pre-school is open a minimum of 36 weeks each year.

We are open 5 days each week, morning sessions between 9:00 and 12:00 and afternoons from 12.00 – 3pm. We also offer **full day care** every day from 9.00 – 3.00pm.

You can increase your session time by 40 mins by including lunch club in your child's day. This is for children doing morning or afternoon sessions from 12.00 to 12.40pm.

We provide care and education for young children between the ages of 18 months and 5 years.

How parents take part in the pre-school

Our setting recognises parents as the first and most important educators of their children. All of our staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making our pre-school a welcoming and stimulating place for children and parents, such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with our staff;
- Contributing to the progress check at age two;
- Helping at sessions of the pre-school;
- Sharing their own special interests with the children;
- Helping to provide and look after the equipment and materials used in the children's play activities;
- Taking part in events and informal discussions about the activities and curriculum provided by the pre-school;
- Joining in community activities in which the pre-school takes part; and
- Building friendships with other parents in the pre-school.

The parents' rota

The pre-school has a dated rota which parents can sign if they would like to help at a particular session or sessions of the pre-school. Helping at the session enables parents to see what the day-to-day life of our pre-school is like and to join in helping the children to get the best out of their activities.

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Joining in

Joining the rota is not the only means of taking part in the life of the pre-school. Parents can offer to take part in a session by sharing your own interests and skills with the children. Parents have visited the pre-school to: talk to them about the police and what they do, show pictures of their holiday and show the children their cooking skills.

We welcome parents to drop into the pre-school to see it at work or to speak with the staff.

Key person and your child

The pre-school has a key person system. This means that each member of staff has a group of children for whom they are particularly responsible. Your child's key person will be the person who works with you to make sure that what the pre-school provides is right for your child's particular needs and interests. When your child first starts at the pre-school, she will help your child to settle and throughout your child's time at the pre-school, she will help your child to benefit from the pre-school's activities.

Learning opportunities for adults

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to-date with thinking about early years care and education. The pre-school also keep up-to-date with best practice in early years care and education through the Pre-school Learning Alliance's magazine Under Five and publications produced by the Pre-school Learning Alliance. The current copy of Under Five is available for you to read.

The pre-school's timetable and routines

Chavey Down Pre-school believes that care and education are equally important in the experience, which we offer children. The routines and activities that make up the day in our setting are provided in ways that:

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

The session

We organise our 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 also helped and encouraged to take part in adult-led small and large group activities, 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. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom.

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Snacks and Meals

We make snacks and meals a social time at which children and adults eat together. We plan the snacks so that they provide the children with healthy and nutritious food and we encourage the children to select their own drinks and snack and wash up the cup and plate afterwards. Do tell us about your child's dietary needs and we will make sure that these are met.

Clothing

The pre-school provides protective clothing for the children when they play with messy activities, but request that they are dressed comfortably and appropriate for a pre-school routine. A uniform can be purchased; this consists of a t-shirt in red also a fleece. Please ask a member of staff for prices.

The pre-school encourages children to gain the skills, which help them to be independent and look after themselves. These include taking themselves to the toilet and taking off - and putting on - outdoor clothes. Clothing which is easy for them to manage will help them to do this. We ask that the children wear suitable shoes while at pre-school; this ensures a better level of safety when climbing and within the group.

Policies

Our staff can explain our policies and procedures to you. Copies of the pre-school's policies are made available in the parents file and on our website. Please ask a member of staff for a personal copy if required.

Our policies help us to make sure that the service provided by the pre-school is a high quality one and that being a member of the pre-school is an enjoyable and beneficial experience for each child and her/his parents.

The staff and parents of the pre-school work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the pre-school to provide a quality service for its members and the local community.

Information we hold about you and your child

We have procedures in place for the recording and sharing of information (data) about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data we collect is:

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject (you and your family).
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and, where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects (you and your family) for no longer than is necessary for the purposes for which the personal data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

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When you register your child with us we provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Special needs

To make sure that our provision meets the needs of each individual child, we take account of any special needs, which a child may have. We work to the requirements the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)

Our Special Educational Needs Co-ordinator is **Rebecca Clayton-Rowley**.

The management of Chavey Down Pre-school

Kate Sillett is the Director of Initial Steps Ltd which is a private voluntary group.

The other members of staff share some of the tasks involved in managing the pre-school.

Fees

The fees are £20.00 per 3 hour session for children under three, payable weekly or in advance. If you require lunch club, then a £4.00 charge is added per session. Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time we do require a months' notice, so please talk to Louise Wenborne or Kate Sillett. For your child to keep her/his place at the pre-school you must pay the fees or we must receive nursery education funding for your child.

15 – 30 hours Entitlement

The term after your child is three they are then entitled to 15 hours free sessions which equates to 6 sessions. If you require lunch club at Chavey Down Pre-School we can include this in your 15 hours but if you go over your 15 hours you will be charged either for a lunch which is £4.00 per day or if you require any additional sessions then £20.00 per session. As you can imagine the cost of running the pre-school is extremely high so this is our only way of gaining money towards these costs.

We also offer the 30 hours at Chavey Down Pre-school from the term after your child is three, this equates to 12 sessions and includes lunch club. If you think you may be entitled to 15 or 30 hours please do ask for more information and we will direct you to the correct websites etc.

Registration Fee

As I am sure you can imagine there is a lot of paperwork involved in setting up your child's place and we like to provide each child with a chatter bag, With this in mind we do ask for a Registration fee of £25.00. This will also secure your child's place. (This

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does not apply to children who are claiming the 15 hours entitlement, but will apply if over 15 hours is required.)

Starting at Chavey Down Pre-school

The first days

We want your child to feel happy and safe at the pre-school. To make sure that this is the case, our staff will work with you to decide on how to help your child to settle into the pre-school. Our policy on the Role of the Key Person and settling-in is available upon request.

K. Sillett

Kate Sillett
Director

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