

## Moulton Preschool Early Years Prospectus for Parents

### WELCOME TO



Registered charity no. 1032436

### **LEARNING THROUGH PLAY IS FUN**

*“Moulton Pre-school is committed to safeguarding and promoting the welfare of children, young people and adults at all times and expects everybody working within this setting to share this commitment”*

**Moulton Village Hall, Bridge Street, Moulton CB8 8SP**

**07958 290837**

**[moultonpreschool@gmail.com](mailto:moultonpreschool@gmail.com)**

Welcome to Moulton Preschool and thank you for registering your child with us. Moulton Pre-school has been established in this village since 1973. In July 2017 the preschool was Ofsted and received Good. The report can be found on Ofsted website, our URN is 251574

We are open during term time only.

We are open on Monday/Wednesday/Friday

The times we are open are:- 9.15am – 12.15pm/2.15pm for over 3's(Pack Lunch is required)

We provide care and education for young children between the ages of:

2.5 and 5 Years.

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 Moulton Preschool, 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.

#### **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 the local community; and
- offer children and their parents a service that 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.
- as a voluntary managed setting, we also depend on the good will of parents and their involvement to keep going, membership of the setting carries expectations on you for your support and commitment.



## 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 in with other children and adults to live, play, work and learn together;
- is helped to take forward their learning and development by being helped to build on what they already know and can do;
- has a personal key person who makes sure each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting 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 2017):

- **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 year's 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 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 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
- managing feelings and behaviour

### **Physical development**

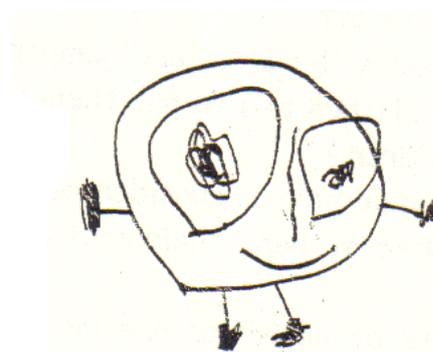
- moving and handling
- health and self-care

### **Communication and language**

- listening and attention
- understanding
- speaking

### **Literacy**

- reading
- writing



## **Mathematics**

- numbers
- shape, space and measure

## **Understanding the world**

- people and communities
- the world
- technology

## **Expressive arts and design**

- exploring and using media and materials
- 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
- creating and thinking critically - thinking



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 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.

### **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.

### Learning Journeys

We keep a Learning Journey for each child. Your child's Learning Journey helps us to celebrate together their achievements and to work together to provide what your child needs for their 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 they 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
- allow the children to explore and be adventurous in safety



The staff who work at our setting are:

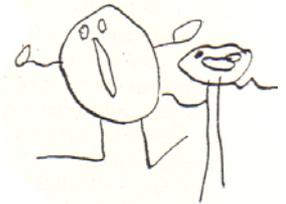
<b>Name</b>	<b>Job Title</b>	<b>Qualifications and Experience</b>
Amy Edge-Bovair	Manager	Diploma in Leadership for the Children and Young People's Workforce (Advance Practice) Level 5
Natalie Newman	Deputy Manger	Diploma Children and young Peoples workforce Early Learning and Childcare Level 3 SENCO Food Safety Level 2, First Aid Safe Guarding Children
Katie Webb	Play Assistant	NNEB Level 3 Safe Guarding Children Food Safety Level 2, First Aid
Sarah Knappett	Play Assistant	NVQ 3 Children's Care, Learning and Development Safe Guarding Children Food Safety Level 2, First Aid

Hayley Parsons	Play Assistant	Certificate in Children's and Young Peoples Workforce Level 2 Safe Guarding Children Food Safety Level 2, First Aid
Michelle Grundy	Play Assistant	Safe Guarding Children Food Safety Level 2, First Aid

### **How parents take part in the setting**

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 setting 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 setting;
- 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;
- being part of the management of the setting where appropriate;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities, in which the setting takes part
- building friendships with other parents in the setting



### **The parents' rota**

Research shows that children learn better when their parents are involved. We offer a parent/carer rota, where you can sign up to help with snack/washing up/ washing t-towels.

This helps to maintain the high ratio of adults to children in our group, guaranteeing individual care and attention for each child; it also gives the parents the opportunity to take an active part in the group to see what happens there and to talk about it afterwards with their child. In addition, the rota system provides a valuable opportunity for all children to see their own parents/carers in a new role.

### **In addition we welcome parents in:**

Assisting with fundraising

Forming part of the committee and taking part in the management of the pre-school.

Representing the pre-school at branch and county activities of the Pre-School Learning Alliance

### **Key person and your child**

Our setting uses a key person approach. 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 the childcare that we provide is right for your child's particular needs and interests. When your child first starts at the setting, they will help your child to settle and throughout your child's time at the setting, they will help your child to benefit from our activities.

### **The setting's timetable and routines**

Our setting 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 they are a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group
- 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.

### **Snack**

A healthy snack and drink consisting of a variety of foods such as cheese, breadsticks, fruit, and raw vegetable, and milk or water to drink are offered during the morning. We aim to introduce children to new foods and at the same time promote healthy eating. The pre-school has a café style snack, always supported by an adult, where they can help themselves to snack and a drink during their free play session therefore encouraging independence. The manger will always check each child's registration form first to ensure all dietary requirements are met and food allergies noted. Water is available at all times for the children to drink.

### **Clothing**

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that 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 that is easy for them to manage will help them to do this.

## **Policies**

Our staff can explain our policies and procedures to you. Copies are on our website and they are also located on the entrance table, and can be taken away to read if you so wish, just speak to a member of staff.

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

## **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 are protected 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 a child may have. We work to the requirements of the Special Educational Needs Code of Practice.



Our Special Educational Needs Co-ordinator is        Natalie Newman

## **The management of our setting**

Our setting is a charity and as such is managed by a volunteer management committee - whose members are elected by the parents of the children who attend our setting. The elections take place at our Annual General Meeting (held in September of each year). The committee make up the registered person with Ofsted and are responsible for:

- managing our finances;
- employing and managing our staff;
- making sure that we have, and work to, policies that help us to provide a high quality service
- making sure that we work in partnership with parents

The Annual General Meeting is open to the parents of all of the children who attend our setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

## **Fees/Funding**

The fees are (September 2018) £5.00 per hour, payable half-termly in advance. Fees must still be paid if children are absent for reasons like sickness or holidays.

A consumable charge of £15.00 per year (or pro rata) payable in September will be charged to cover items such as snack

For your child to keep their place at our setting, you must pay the fees.

We are in receipt of nursery education funding for two, three and four year olds; where funding is not received, then fees apply. For more information on funding please speak to the manager.

### The first days

A child who is tense or unhappy will not be able to play or learn properly, so it is important for parents and pre-school staff to work together to help the child to feel confident and secure in the group. This takes longer for some children than for others and parents should not feel worried if their child takes a while to settle. It is not uncommon for new children to be upset when starting pre-school.

To minimise any distress we can be as flexible as your child needs whilst settling into a new routine.

Please do not be late collecting your child. Children are easily upset when the adult collecting them is late. It is important for your child to have a positive impression of attending pre-school.



### What to wear

In order to feel free to explore and experiment with all kinds of materials, including messy ones, it is best to send your child dressed in clothes, which are easily washable or not too new. As the EYFS state that “**Children must have opportunities to play indoors and outdoors**” we ask that children are provided with clothing appropriate to the time of year.

It is good for children to practice the skills which will make them independent. Simple clothing which they can handle themselves will enable them to go to the toilet when they want to and to put on and take off (please mark all clothing with your child’s name) their outdoor clothes without being too dependent on other people’s help.

### Illness

The pre-school is unable to accept children who are unwell. If your child becomes unwell or has an accident whilst in our care, we will contact you, or any person named on the registration form, to collect your child.

Please ensure that you inform us of any changes to your registration details e.g new telephone number, at home or at work. If your child has had sickness and/or diarrhoea, they must not return to pre-school for 48 hours after the last normal bowel movement or bout of sickness. These Policies are implemented in the interests of all children and staff of the pre-school.

We hope that your child’s time in pre-school will be a very happy and productive one. If you have any queries or if we can be of any help, please contact the committee/staff at any time.

For further information or to register your child for Moulton Pre-school, please contact the preschool on 07958 290837

