

“Where adults and children grow and learn together”

OFSTED inspected December 2019

**“The quality of education Good”**

**“Behaviour and attitudes Good “**

**“Personal development Good “**

**“Leadership and management Good”**

Setting prospectus & Information document.

The Village Hall,

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Peterborough

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OFSTED registration EY256793

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Setting manager Debbie Gunns

Setting deputy manager

Welcome to our setting.

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

This document aims to provide you with an introduction to Newborough Pre-School, our routines and our approach to supporting your child’s learning and development and how we aim to work together with you to most effectively meet your child’s individual needs.

**Our aim is to:**

* Provide high quality care and education for children below statutory school age;
* Work in partnership with parent’s/carers to help children to learn and develop:
* Add to the life and well-being of the local community
* Offer children and their parent’s/carers a service that promotes equality and values diversity

**Parents & Carers.**

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 goodwill of parent’s / carer’s and their involvement to keep going. Membership of the setting carries expectations for your support and commitment.

**Children’s Development & Learning.**

We aim to ensure that each child:

* Is in a safe and stimulating environment
* Is given generous care and attention, because our ratio of qualified staff to children as well as committee volunteers
* Has the chance to join in with other children and adults 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
* Has a personal key worker and buddy who makes sure each child makes satisfying progress
* Is in a setting that sees parent’s/ carer’s as partners in helping each child learn and develop
* Is in a setting in which parent’s/ carer’s help to shape the service it offers

**The Early Years Foundations 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**.**

A Unique Child

Every child is a unique child constantly learning and can be resilient, capable 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, parent’s and carer’s.

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 comprise;

**Prime Areas.**

* Personal, social and emotional development
* Physical development
* Communication and language

**Specific Areas.**

* Literacy
* Mathematics
* Understanding the world
* Expressive arts and designs

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 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 guidance sets out the likely stages of progress a child makes along their progress towards Early Learning Goals. Our setting has regard for these when we assess children and plan for their learning. Our planning supports children to develop their 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, 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 lead 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
* Creative 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 parent’s / carers 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 parent’s/ carers are supporting development.

We make periodical assessment summaries of children’s achievements based on our on-going development records. These form part of children’s record of achievement. We undertake these assessment summaries at regular intervals as well as times of transitions, such as when a child moves to a different setting or when they go to school.

*The progress check at age two*

The Early Years Foundation Stage requires that we supply parents or carer with a short-written summary of their child’s development in the three prime areas of learning and development-personal, social and emotional development, communication and language- when a child is aged between 24-36 months. The key person is usually responsible for completing this report using information from on-going observational assessment carried out as part of our everyday practice, taking account of 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 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/he 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 committee members to help us when needed. This helps us to;

* Give time 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 in our setting are;

|  |  |  |
| --- | --- | --- |
| Name | Job title | Qualification |
| Debbie Gunns | Setting Manager/SENCOSafeguarding Lead | Level 3  |
| Sophie Dean-Wilkinson | Deputy Manager/SENCO | Early Years Professional status |
| Ruth Borrill | Room Leader/ Childcare practitionerSafeguarding Assistant | Level 3 |
| Angelina Pryke | Childcare Practitioner | Level 2 |
| Kat Goodliffe | Childcare Practitioner/bank staff | Level 3 |
| Amy Cox | Bank staff/playworker |  |
| Hollie Maycock | Bank staff/playworker |  |
| Emily Dalton | Bank staff/playworker |  |

All staff are fully qualified in paediatric first aid.

5 of 6 staff are qualified in level 2 food hygiene

All staff are trained in safeguarding and child protection.

4 of 6 staff have undertaken and passed an Autism awareness course.

**Opening times**

We are open for 24.5hours a week, 38 weeks of the year term time only.

We are open for 5 days a week Monday to Friday

Our opening times are;

|  |  |  |
| --- | --- | --- |
| Day | Open  | Close  |
| Monday  | 9.00 | 12/ 1pm |
| Tuesday  | 9.00 | 12/1/2.30pm |
| Wednesday | 9.00 | 12/1/2.30pm |
| Thursday | 9.00 | 12/1pm |
| Friday  | 9.00 | 12/1/2.30 pm |

 From 31/10/22 optional start time of 9.00 a.m

 We provide care and education for children aged between 20 months and 4 years.

**How parent/carers can take part in the setting.**

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

* Exchanging knowledge about their children’s’ needs, activities and progress with our staff.
* Contributing to the progress check at the age of two
* Occasionally volunteering to help in 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 committee of the setting
* 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

**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, each group will also have a key buddy in case of absences of their key worker. 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 starts at the setting, she will help your child to settle and throughout your child’s times at the setting she will help your child to benefit from activities.

**Learning Opportunities for adults.**

As well as gaining childcare qualifications our setting staff take part in further training to help them keep up to date with thinking about early years care and education. We also keep up to date with best practices as member of the Early Years Alliance. Training is also undertaken online and through sessions with the childcare team from Peterborough City Council.

**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 makes 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 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 their ability to select and work through a task to its competition. 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 space.

**Snacks and meals**

we make snack and meal time a social time at which the children and adult eat together. We provide snacks that are healthy and nutritious. When you provide a packed lunch, we expect children to be provided with healthy and nutritious food to contribute their development and well-being. No request that no sweets are included. WE ARE A NUT FREE SETTING.

**Clothing.**

Uniform is available to order. Children are provided with aprons to protect them during messy play creative activities. We encourage children to be independent in self-help skills this includes taking themselves to the toilet, taking off and putting on outdoor clothes and shoes. Clothing that is easy for them to manage is appreciated.

**Policies and Procedures.**

copies and available to view on our website. A hard copy is available to view in setting at your request.

Our policies help us to ensure that the service we provide is a high standard and that being a member of our setting is an enjoyable and beneficial experience for each child and her/his parent/carer.

Our staff and committee work together to adopt the policies and that they are reviewed annually. The review enables the setting to ensure we 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 about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows.

The data is we collect:

* Processed fairly, lawfully and in a transparent manner in relation to the data subject
* Collected for specified, explicit and legitimate purposes and not further processed for other purposes in compatible with those purposes
* Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed
* Accurate and where necessary kept up to date
* Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the personal data is processed
* 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

When you register your child with us, we will issue you with a copy of our privacy notice.

**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/ carers 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 and Disability Code of Practice. Our special needs co-ordinators are Debbie G & Sandra.

**The management of our setting**

Our setting is a registered charity and as such is managed by a volunteer management committee-whose member are elected by the parents of children who attend our setting. The elections take place at our Annual General Meeting. 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
* Work together to fundraise for the setting

**Fees**

The fees are as follows;

20 months to 3 years - £4.80per hour

3 years upwards - £4.45 per hour

Refreshment fee; 75p per day your child attends.

Invoices are issued at the end of each month and fees must be paid by the date stated on the invoice. Financial penalties are issued for late payment of fees.

Please note charges still apply when a child is off sick or on holiday during term time.

We are in receipt of nursery education funding for eligible children. We accept payments vis cash, Bacs, cheque or childcare vouchers.

A 4-week notice period is required if you decided to remove your child from our setting.

**Starting at our setting.**

We want your child to feel happy and safe with us. To make sure this is the case we will work with you to decide on how to help your child to settle into the setting.

We communicate with you through the use of a “communication book” issued to you when your child starts. This is to be used for information from to setting and vice versa.

We provide regular newsletters for you plus we have a Facebook page and a Website for your viewing.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you and your ideas, views and questions.

September 2022.