

Isleham Preschool's Early Years Prospectus for Parents

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Welcome to Isleham Preschool 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 Isleham 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. 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 the local community; and
- offer children and their parents a service that promotes equality and values diversity.

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 her/his learning and development by being helped to build on what she/he already knows 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 2021):

- *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 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. Our programme supports children to develop the knowledge, skills and understanding they need to achieve these. More information on the early learning Goals can be found at the back of this booklet.

Our approach to learning and development and assessment

Our curriculum is led by the children's needs and interests based on developmentally appropriate milestones, as outlined in the Early Years Foundation Stage (DfE 2021), Development matters (DfE2021) and Birth to 5 matters (DfE 2021).

We use observation, in the moment planning and professional knowledge and understanding of the children to create and extend learning opportunities.

The settings environment and methods of delivery are influenced by Reggio Emilia, Steiner Waldorf, Montessori, Forest Kindergarten and Curiosity approaches.

A rough guide to early years pedagogy can be found on our website.

This patch work approach to learning through play enables children to choose which activities they want to engage in throughout the day with indoor and outdoor space available all year round. Every child develops at their own pace and are, as such, treated as individuals. All children are assigned key workers who monitor their activities, development and feedback on progress is given to parents regularly in person and through their Tapestry Journal which is individual to each child.

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.

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.

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.

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 journal

We keep a Learning journal (Tapestry) for each child. Your child's Learning journal 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.

Our staff team.

All our teachers are passionate about working in early years education and promote an enthusiastic learning environment for the children. We are registered with Ofsted and employ members of staff all holding appropriate early years qualifications. You can view the individual profiles of each teacher below:

<u>Name</u>	<u>Job Title</u>	<u>Qualifications and Experience</u>
El de Vuax 	Manager Key person	Early Years professional teacher BA hons Early childhood studies NNEB Nursery Nursing Diploma Child Protection/Safeguarding Designated person IOSH - Health and Safety Food Hygiene Level 2 SENDCo Paediatric First Aid
Annabelle Eccleston 	Deputy Manager Key person	BA Hons Early Childhood studies Forest School Teacher SENDCo Paediatric First Aid Basic Safeguarding
Ella Holt 	Level 3 practitioner Key person	Level 3 early years practitioner ECAT ENCO First aid trained Fire safety trained Child protection DP

Alice Crawford



Level 2 Practitioner
Key person

Basic Safeguarding
Paediatric First Aid

Rosie Cull



Level 2 Practitioner
Key person

Level 2
Basic safeguarding
First Aid trained

Sam Winter



Early years Teaching
Assistant
Key person

Forest school Teaching Support
Basic Safeguarding
Paediatric First Aid

Helen Garbett



Cleaner and house
keeper

Food hygiene level 2

Keyworkers

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is 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, she will help your child to settle and throughout your child's time at the setting, she will help your child to benefit from our activities.

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.

Opening times

Isleham Preschool operates from a purpose built building in the grounds of Isleham Primary School. We are open Monday - Friday 8.30 - 3.30 (7 hours) term time only.

Term dates are available on our website.

Session timetable

Morning session without lunch (3.5 hours) 8:30am - 12:00pm

Morning sessions with lunch (4 hours) 8:30am - 12:30pm

Afternoon session with lunch (3.5 hours) 12:00 - 3:30pm

Afternoon session without lunch (3 hours) 12:30pm - 3:30pm

Full day sessions with lunch (7 hours) 8:30am - 3:30pm

Fees

Deposit amount £10

Hourly rate: £5.50

Morning session without lunch (3.5 hours) = £19.25p

Morning sessions with lunch (4 hours) = £22

Afternoon session with lunch (3.5 hours) = £19.25p

Afternoon session without lunch (3 hours) = £16.50p

Full day sessions with lunch (7 hours) = £38.50p

Please note that fees are charged by the session regardless of arrival or pick up times.

Additional sessions above agreed hours £5.50 per hour

Late collection fee of £5.50 per additional 15 minutes.

Late payment fee of £5.50

All children are eligible for Early Years Funding the term after they are 3 years old, this funding will be discounted from your total hours before invoicing for any reminding hours. More information about Early Years Funding can be found on our website.

Our day

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 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; and
- provide children with opportunities to learn and help them to value learning.

We organise the day so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the day. We cater for children's individual needs for rest and quiet activities during the day. Children have an equal access to both the indoor and outdoor learning environments in all weather. We have free flow between indoors and outdoors for the majority of the day.

Snacks and meals

We make snacks and lunch time a social time at which children and adults sit together. We do not provide lunch or snacks. We ask that parents provide children with a healthy snack which they can access throughout the morning/afternoon (rolling snack) and if your child is staying for lunch we ask parents to provide your child with a healthy lunch. There is a water machine in the room that children can access as they please throughout the day but please bring a named water bottle also.

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.

The first days

We want your child to feel happy and safe with us. 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 setting. Our policy on the Role of the Key Person and Settling-in is enclosed with this prospectus.

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 about your ideas, views or questions.

Parents

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 committee ;
- 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; and
- building friendships with other parents in the setting.

Learning opportunities for adults

As well as gaining childcare qualifications, our staff takes part in further training to help them to keep up-to-date with thinking about early years care and education. We also keep up-to-date with best practice, as a member of the Early Years Alliance, through *Under 5* magazine and other publications produced by the Alliance. The current copy of *Under 5* is available for you to read..

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. 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; and
- 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.

Policies

Our staff can explain our policies and procedures to you. Copies of which are available on the website.

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.

Our staff and committee 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 our setting 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 is 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.

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 a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

Our Special Educational Needs Co-ordinator is Annabelle Eccleston

Early Learning Goals

<h2>Communication and Language</h2> <h3>Listening, Attention and Understanding</h3> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<h2>Personal, Social and Emotional Development</h2> <h3>Self-Regulation</h3> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<h2>Physical Development</h2> <h3>Gross Motor Skills</h3> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
<h3>Speaking</h3> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<h3>Managing Self</h3> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<h3>Fine Motor Skills</h3> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
<h2>Understanding the World</h2> <h3>Past and Present</h3> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<h3>Building Relationships</h3> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 	<h2>Literacy</h2> <h3>Comprehension</h3> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
<h3>People, Culture and Communities</h3> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<h2>Expressive Arts and Design</h2> <h3>Creating with Materials</h3> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. 	<h3>Word Reading</h3> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonics knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.
<h3>The Natural World</h3> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<h3>Mathematics</h3> <h4>Number</h4> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <h4>Numerical Patterns</h4> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including even and odd, double facts and how quantities can be distributed equally. 	<h3>Writing</h3> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.