

Welcome To

Walpole

Area

Pre-school Ltd



Walpole Area Pre-school Ltd

The Community Centre,
Summer Close,

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Early Years Prospectus

Brief History of the Pre-school

The Pre-school became privately owned on the 1st April 2011 to ensure the continuity of care for the families and children that regularly use the setting.

However Walpole Area Pre-school has been in existence since 1976, in 1988 we moved into a mobile unit, the purchase of which was possible only through generous donations and hard work fund-raising. In February 1997 we were able to move into our present facilities at the community centre.

In the summer of 2007 we installed a new conservatory, which we able to purchase with the help of grants received from the Norfolk Rural Development Team, The Robert Hall Trust, EDF Energy (Sutton Bridge) and donations from parents of the pre-school. This has given the pre-school better access to our outdoor area, so that we can now provide the children with continuous provision and for us to enable the children to set seeds and grow their own plants etc, we have also started to develop our outdoor area with the installation of three raised beds for the children to grow vegetables, flowers etc and explore the natural world. In 2010 the setting was able to install a new outdoor canopy with the help of the Quality Funding Grant.

The owner hopes that they will continue to receive the much valued and needed support, from everyone involved with the Pre-school. The facilities and standards of care provided can only be maintained with this help.

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

Parents 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.

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 parent 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;
- 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.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (DfE 2012). Our provision reflects the four guiding themes and principles of the Early Years Foundation Stage.

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, 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, language and literacy development;

Specific Areas

- literacy;
- mathematics;
- understanding the world;
- expressive arts and design.

For each area, the level of progress children should be 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 in their education.

The 'Development Matters' guidance sets out the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

Personal, social and emotional development

Our programme supports children to develop:

- making relationships;
- self confidence and self awareness;
- managing feelings and behaviour;

Physical development

Our programme supports children to develop:

- moving and handling;
- health and self-care;

Communication, language and literacy

Our programme supports children to develop:

- listening and attention;
- understanding;
- speaking;

Literacy

Our programme supports children to develop:

- reading;
- writing;

Mathematics

Our programme supports children to develop:

- numbers;
- shape, space and measure;

Understanding the world

Our programme supports children to develop:

- people and communities;
- the world;
- technology;

Expressive arts and design

Our programme supports children to develop:

- exploring and using media and materials;
- being imaginative;

Our approach to learning and development and assessment

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the Early Years Foundation Stage 'Development Matters' guidance to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the development Matters guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

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 Development Matters guidance to 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 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 ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing 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 learning and development areas of the EYFS: personal, social and emotional development; physical development; and communication and language; when a child is aged between 24-36 months. The key person is responsible for completing the check using information from ongoing 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

The setting keeps a record of achievement for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. 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 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. You and the key person will then decide on how to help your child to move on to the next stage.

Working together for your children

In our setting we maintain the ratio of adults to children in the setting that is set through the Safeguarding and Welfare Requirements.

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.

The staff who work at our setting are:

<u>Name</u>	<u>Title</u>	<u>Qualifications</u>
Maggie Plume	Pre-school Owner/Manager	Foundation Degree CCLD
Tania Galley	Deputy	NVQ level 3 CCLD
Suzanne Webster	Assistant Deputy	NVQ level 3 CCLD
Emma Brooks	Assistant	NVQ level 3 CCLD
Nat Walters	Assistant	NVQ level 2 CCLD
Hannah Flowers	Assistant Apprentice	Level 3

All staff will be qualified and experienced play leaders / workers and First Aid Trained.

We are open for school term times, **38** weeks each year.

We are [closed for school half terms and public holidays](#).

We are open five days a week [Monday – Friday 09:00 – 15:00](#)

We have a selection of session times available; please see application form for more details of these.

Please note Sessions are subject to demand and will be changed to meet demand:

We provide care and education for young children between the ages of 2 years and 5 years:

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child.

There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- sharing their own special interests with the children;
- 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.

Joining in

Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents are encouraged to attend any stop and play sessions their child's key worker arranges and to attend parent/carer progress review sessions when they are arranged.

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

Key persons and your child

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 what we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from the setting's activities.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the setting staff take part in further training to help them to keep up-to-date with thinking about early years care and education. The setting also keeps itself up-to-date with best practice in early years care and education, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance. The current copy of Under Five is available for you to read.

From time to time the setting holds learning events for parents. These usually look at how adults can help children to learn and develop in their early years. Courses on similar topics are held locally by the Pre-school Learning Alliance; watch out for information about these.

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 the 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.

The day

The setting organises 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. The setting caters for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

Snacks and meals

The setting makes snacks and meals a social time at which children and adults sometimes eat together. We plan the menus for snacks so that they provide the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met. We provide milk at every snack time and have drinking water available both indoors and out during the whole day, we use disposable beakers that are placed in a flip top bin after use, these are then either discarded at the end of the day or sanitized ready for use the following day if still in good condition.

Policies

Copies of the setting's policies and procedures are available for you to see at the setting.

The setting's policies help us to make sure that the service provided by the 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.

The owner / staff of the setting work together to adopt the policies and all of them 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 setting to provide a quality service for its members and the local community.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

Parents are required to provide proof of legal responsibility for their children.

To do this you must bring in your child's A4 Certified Copy of an Entry: Birth Certificate: (*the one that details parent's names*) not the small one with just the child's name on.

Our employment practices ensure children against the likelihood of abuse in our settings 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 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

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001).

Our Special Educational Needs Co-ordinator's are [Maggie Plume & Nat Walters](#)

The management of our setting

The setting is owned and governed by [Mrs Maggie Plume](#)

Fees

Fees are payable weekly/monthly in advance. Fees continue to be payable if a child is absent without notice or for a short time. In cases of prolonged absence, parents should consult the owner about fee payment. Each child's attendance at the group is conditional upon continued payment of any necessary fees and / or Funding from local Education Departments. If your child is admitted to hospital at any time for an extended period fees will be refunded, only for the period they are in hospital, parents should notify the Pre-school as soon as possible if their child goes into hospital. We now supply wrap-around-care at lunch times from 12.00 – 12.30 pm this does not include a lunch, you will need to supply your child with a packed lunch, please see our policy for Food and Drink. These sessions must be pre-booked at the beginning of each week, as spaces are limited.

For your child to keep his/her place at the setting, you must pay the fees.

PLEASE NOTE: - Prices are subject to annual review and are correct at time of printing, please ask staff for up to date prices.

We are in receipt of nursery education funding for three and four year olds which comes into force the term after the child become three years of age; where funding is not received, then fees apply. We also have some places for eligible funded two year olds, please speak to the owner if you think your child is entitled to this funding.

Starting at our setting

The first days

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. The setting has a policy about helping children to settle into the setting: a copy is available from Maggie Plume.

Clothing

We expect children to go outdoors as much as possible in all kinds of weather, we request that all parents work with us by providing children with suitable clothing / protection for all weathers such as wellington boots, rain wear, for wet / snow / damp conditions.

During summer months we request that parents apply sun block to their children before arrival and send in extra labelled sun block for children they may need a top up i.e. children that attend all day, sun hats must be provide at all times to protect from exposure to too much sun. We have a limited number of spare wellington boots, rain wear, sun hats, for parents that forget to bring them in on the day.

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.

Uniform

The Pre-school does have a-none compulsory uniform of a sweatshirt [£7.50], t-shirt [£7.50], Cardigan [9.50] and Fleece [£15.00] with the group's Logo on, these can be purchased / ordered via the group's manager. PLEASE NOTE: - Prices are subject to annual review and are correct at time of printing, please ask staff for up to date prices.

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 members are always ready and willing to talk with you about your ideas, views or questions.

Please contact the manager/staff at any time, if you have any queries or if we can be of any help, we hope that your child's time in Pre-school will be a very happy and productive one.

For further information about the Pre-school Learning Alliance, to which we belong, send a large SAE for a free publications catalogue to the Pre-school Learning Alliance, 69, Kings Cross Road, London WC1X 9LL.