



St. Michael's Pre-school Policies and Procedures

10.1 St Michael's Pre-School Prospectus

St Michael's Early Years Prospectus for Parents
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Reg. Charity No: 1029196

Welcome to St Michael's Pre-School.

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 St Michael's, 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.

We Offer Your Child:

- A specially tailored curriculum leading to approved EYFS (Early years foundation stage).
- Individual care and attention made possible by a high ratio of adults to children. 2 year olds have a ratio of 1:4. 3+ year olds have a ratio of 1:6, N.B. a child usually enters the 3+ year old sessions in the ½ term of their 3rd birthday. Until they reach their 3rd birthday, their ratio remains 1:4.
- Fun and friendship with children and other adults.
- The support of a personal keyworker.
- Opportunities for you and your family to be directly involved in the activities of the group and in your own child's progress.

Parents

The pre-school is run by an elected committee, which ensures that major decision making is in the hands of the parents who use the group. The committee is responsible for reviewing both policy and practice and for the employment and appraisal of members of staff. Our Annual General Meeting, at which the committee for the following year is elected, is held in October and parents will be informed in good time so they are able to attend. 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 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 2012):

- *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.

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; 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 the world

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

Expressive arts and design

- exploring and using media 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.

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.

Learning Journals

We keep a learning journal 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 their well-being and to make progress. Due to so many adults helping in the group, we are able to implement an excellent record keeping system in which observations of the children in the group and at home are used as a basis for drawing up a curriculum for each child. Each child's learning journal is available for parents to view at any time. The learning journals are shared with the children as well as the parents. They are confidential and only staff and each child's parents will have access. Parental permission will be sought if any external agencies request to view them e.g. OFSTED.

Your child's key person will work in partnership with you. 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 minimum ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We are proud of the high ratio of adults to children in our setting. A high adult:child ratio is essential in providing good quality pre-school care. In our Pre-School we have at least 1 member of staff to each 8 children in the 3+ sessions, and 1 member of staff to each 4 children in the 2 year-olds session.

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.

Staffing

The regular staff members in the group are listed below, showing their main qualifications. All our staff regularly attend short courses to enhance their knowledge, understanding and practices within the Early Years environment. A full list of their training and qualifications is available at the Pre-School.

Name	Job Title	Qualifications and Experience
Sonja Kotevska	Manager/Lead Practitioner	Early Years Degree First Aid
Heather Greatwood	Deputy Manager/Practitioner DSL SENCO	NVQ Level 3 First Aid
Leah Pilling	Deputy Manager/Practitioner	NVQ Level 3 First Aid
Lindsay Gadd	Practitioner	Undertaking NVQ Level 3 First Aid
Stella McKenna	Practitioner	Undertaking NVQ Level 3 First Aid
Victoria Bovington	Practitioner	First Aid
Heidi Sutton	Practitioner	First Aid

Our Pre-School is open during term time and meets at the following sessions:

2 year old sessions (maximum of 12 children)

Tuesday and Thursday mornings 9.00 to 11.30 am

Children are welcome to attend more than one session a week.
If demand is high we have the potential to offer more sessions.

3 and 4 year old children sessions:

Monday to Friday 9.00 am to 12.00 noon & 12.45 to 3.45 pm

These sessions will be available for utilising government entitlement funding - 15 hours/week from the funding period after a child's 3rd birthday and an additional 15 for those eligible
Visit www.childcarechoices.gov.uk to check your eligibility.

Lunch Sessions

You also have the option for your child to bring a packed lunch and stay from **12pm – 12:45pm for lunch**. There will be an additional cost of £4.25 for this (please see fee structure information).

The structure of provision has been designed to offer parents the maximum flexibility for placing their children in our pre-school with the minimum disruption in a child's educational day.

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

The parents' rota

Our setting has a dated rota system which aims to involve all parents in helping in the group on a regular basis. Helping at the session enables parents to see what the day-to-day life of our setting is like and gives opportunity 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. Parents/carers with children at the 2year old session will not be expected to help.

Joining in

Joining the rota is not the only means of taking part in the life of the setting. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have previously visited the setting to play the drums for the

children, show the children their pets, and give talks about their careers (for example we have recently had a postman, policeman and paramedic). We welcome parents to make an appointment to drop into the setting to see it at work or to speak with the staff.

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 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/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 our 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. Our membership of the Pre-school Learning Alliance ensures that we are constantly in touch with new thinking in the field of child education and care. We receive a monthly magazine offering practical advice and up-to-date information and have access to a range of professionally produced publications. Parents may ask to see any of these. In addition, on-going training is available through Pre-school Learning Alliance courses, which at times can welcome parents. These usually look at how adults can help children to learn and develop in their early years.

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 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 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.

Snacks and meals

We make snacks and meals a social time at which children and adults eat together. We plan the menus for snacks so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs and we will plan accordingly.

Policies

Our staff can explain our policies and procedures to you. Copies of which are available either at the setting or you can access them on our website www.stmpreschool.co.uk

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 parent committee work together to adopt the policies and they all have the opportunity to take part in the review of the policies. These reviews help 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.

When you register your child with [us/me] [I/we] will 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 protection for 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 Code of Practice (2001).

Our Special Educational Needs Co-ordinator is Heather Greatwood

The number of adults present in our pre-school enables us to provide individual attention for each child. Each child is able to progress at his/her own rate in all areas of development and this is true for children with and without disabilities or learning difficulties. We are experienced in working in close liaison with professionals across the range of special needs. If you would like to discuss the group's ability to meet your own child's varying needs, please talk to the pre-school leader or your child's keyworker.

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.

Fee Structure

Our fees are

2 year olds	9.00 to 11.30 am	£17.50 /2.5 hour session
3 – 4 year olds	Non-funded/non-eligible	£17.10 /3 hour session
3 – 4 year olds	Lunchtime 12.00 -12.45pm	£4.25

The funding entitlement grant does not include a supplement for day to day extras such as healthy snacks, the continuous use of our allotment and in addition the use of the village hall for events such as the nativity performance and sports day. Therefore, from 1st September 2017 we will be charging **50p per session** for children utilising their funding entitlement.

Fees are payable half-termly in advance. Fees must still be paid if children are absent for a short period of time. If your child has to be absent over a long period of time parents should talk to Sonja Kotevska in the first instance and details will then be passed to the parent committee for discussion. In case of new starters, once you have been notified that a place has been reserved for your child we require two weeks written notice of cancellation prior to the child's start date or fees will be charged for the first four week period.

For your child to keep her/his place at our setting, you must pay the fees. If your child is absent for four weeks and fees are not paid up to date we may give their place to another child.

We are in receipt of Nursery Education funding for two, three and four year olds. Children are currently eligible to receive the Nursery Education Grant in the term after their 3rd birthday. Children are currently funded for up to 5 sessions per week for 38 weeks of the year, i.e. 14 autumn term, 11 spring term and 13 summer term. The Pre-School opens for approximately 38 weeks per year. For any additional weeks that occur, where the Pre-school is open, but where no Nursery Education Grant is received, parents will be charged at the current session rate for their child's session(s). These fees are payable at the beginning of each half term as applicable.

In order to avoid any confusion over payment of fees, it would be appreciated if payment by cash or cheque could be put into an envelope, showing the child's name for whom the fee is payable, and handed to a member of staff. If you would like to pay by bank transfer, please speak with a member of staff to obtain the relevant banking details.

Starting at our setting

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 others and parents should not feel worried if their child takes a while to settle. Parents/carers are able to stay, should they wish to, to help their child settle into the session and then go once the child has settled.

If a child continues to be, or becomes upset after the parent/carer has left, the child will receive one to one attention until they have settled. If after an appropriate time has elapsed the child still does not settle, the parent/carer will be contacted by telephone. Our policy on the Role of the Key Person and Settling-in is available to view on our website, or is available upon request from the setting.

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 children dressed in clothes which are easily washable or not too new. Weather permitting the children will be taken outside for play time and should therefore have suitable outdoor clothing. During the summer, hats should also be brought in with the children.

Pre-school sweatshirts are available; please see a member of staff for details.

It is good for children to practise 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 their outdoor clothes without being too dependent on other people's help.

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 staff/committee at any time. A list of the current committee members is displayed on the notice board. Please contact the Chairperson or Playleader with any queries or worries you may have.

Further Information

Should you require any further information, or would like to arrange a visit to the Pre-School please contact the Playleader on 07849 722670 during the session times as outlined above.

Should you wish to make an application to place your child's name on our waiting list, please complete the application form included with this prospectus and return it to the Pre-School. We will contact you once a place has been allocated for your child(ren).

For further information about the Early Years 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.

Amended 07/05/18 for GDPR (2018) legislation – page 9

Amended 12/02/19 for Staffing updates