



# Oundle Community Pre-School

## Prospectus

Welcome to Oundle Community Pre-School and thank you for taking an interest in our setting.

Our Pre-School was founded in 1963, making it one of the oldest pre-schools in the country. It is a member of the Pre-School Learning Alliance and is run by a committee of supportive parents and a dedicated staff team who provide a happy, friendly, caring, inclusive setting for children from the age of 2 until they go to primary school.

This prospectus aims to provide you with an introduction to Oundle Community Pre-School, our routines, 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.

### Ofsted

The quality of our work has been recognised by Ofsted, who have rated the pre-school as 'GOOD'. The latest report (6<sup>th</sup> January 2016) is available from Ofsted. (URN is 220304).

### Children's development and learning

We believe that children learn best when in a safe, stimulating and supportive environment, where they can join in with other children to play, work and learn together and are guided by adults – staff, parents and carers - to build on what they already know to learn and develop. Each child's natural development and curiosity are stimulated through a wide range of play-based activities to help him/her reach their full potential – emotionally, socially and cognitively and to meet the goals of the government's Early Years Foundation Stage Curriculum. We value diversity, we welcome and provide for children with additional needs, dietary or health requirements and children for whom English is not their first language. Our experienced staff work closely with parents and carers to help each child to learn and develop and parents are asked to support the pre-school to ensure it continues to thrive.

#### *The Early Years Foundation Stage*

Our objectives for children's development and learning are guided by the Early Years Foundation Stage (DfE 2014). 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 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*

The Early Years Outcomes (DfE 2014) 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 when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for: -

#### *The Prime Areas of Learning are:*

- **Personal, social and emotional development** - which includes making relationships, self-confidence and self-awareness; and managing feelings and behaviour.
- **Physical development** - such as moving and handling; health and self-care.
- **Communication and language** - which includes listening and attention, understanding and speaking.

#### *The Specific Areas of Learning are:*

- **Literacy** - basic level reading and writing.
- **Mathematics** – numbers, shapes, space and measurement.
- **Understanding the world** - which includes understanding people and diverse communities, the world and technology.
- **Expressive arts and design** - which includes exploring and using different media and materials and being imaginative.

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 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 'Development Matters' guidance 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 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 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. The 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.

### **Records of achievement**

The setting keeps a record of achievement for each child. Each child's record of achievement helps us to celebrate his/her achievements and to work together to provide what your child needs for their wellbeing and to make progress.

A child's key person will work with parents to update this record, collecting information about each child's needs, activities, interests and achievements. This information will enable the key person to identify a child's stage of progress. Parents and the key person will then decide on how to help a child to move on to the next stage.

We use an online system, called TAPESTRY, to record the children's progress. This system is secure and only a child's parents and the staff can access the files about him or her. It enables parents to view their child's records of achievement online at home and add to it with photographs and observations they have made. In this way, practitioners can gather a more holistic view of a child's learning and development.

## Working together for your children

We and the Pre-School Learning Alliance recognise parents as the first and most important educators of young children. Children learn particularly well when relaxed, happy and interested in whatever they are doing and much learning occurs both at home and at pre-school during these occasions. Parents' observations, together with those taken by staff, enable us to adapt the planning and delivery of the EYFS.

## Staff

We pride ourselves on our experienced and qualified staff. We maintain a ratio of adults to children, which is above those set by the Safeguarding and Welfare Requirements, we also welcome volunteer parent helpers. This enables staff to spend time with each child and to get to know their particular interests and favourite activities. These staffing ratios provide excellent supervision so children can be adventurous and explore their environment in safety.

The current staff members are:

Name	Position	Qualifications
Gina Murray	Leader	BA Hons in Education Studies and Early Years & Early Years Professional Status.
Alison Flint	Deputy	NVQ Level 3 in Child Care, Learning and Development.
Michaela Lee	Assistant	BA Hons in Integrated working with children & their families. Special Education Needs & Disability coordinator. SENDco
Ingrid Patel	Assistant	NVQ Level 3 in Child Care, Learning and Development.
Helen Hardy Ad Hoc	Assistant	NVQ Level 3 in Child Care, Learning and Development.

We are open for 38 weeks per year. Sessions run from 9.15am – 12.15am every weekday morning, and 12.15pm – 3.15pm every weekday afternoon. We offer a lunch club from 12.15pm – 12.45pm at a cost of £2.50 you are required to bring your own child's lunch. You also need to provide your own child's lunch if they are staying all day.

## How parents take part in the setting

Oundle Community Pre-School 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 during sessions at 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;
- 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.
- being part of the management of the setting;

Oundle Community Pre-School is a registered charity and is managed by a committee of parents and friends of the setting, who are elected by the parents of the children that attend the setting. By sending a child to the Pre-School, parents and guardians become members of the organisation with participatory rights and are able to shape the service it offers. The committee make up the registered person with Ofsted and are responsible for:-

- Managing our finances;
- Employing and managing 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, which is usually held in October, is open to parents of all 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.

For the Academic Year of 2016 - 2017 our Committee members are:

Chair: Clare Ryder  
Secretary: Kelly Brackley  
Treasurer: Neil Barrow  
Fundraisers: Jodie Ahleit, Helen Weston  
Committee Members: Catriona Beesley, Sophie Rice

### **Joining in**

Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to play the guitar for the children, show pictures of the cultural events, and show the children their pets.

### **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 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, your key person 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.

### **Facilities**

There is one large room that has been carefully divided into different areas which support children's development in the different areas of the Early Years Foundation Stage Curriculum and create a safe, comfortable environment in which to play and learn. All activities are supported with a wide range of learning resources including toys, materials, a play kitchen, the pre-school library and a fantastic selection of dressing up clothes.

The enclosed outdoor play area is equipped with sand and water play equipment, a range of wheeled toys

and other equipment which encourages open ended play. All weather suits and wellingtons allow the children to play outside, whatever the weather and to play in our nature area. Freedom to move between different areas, supports children in directing their own learning, and helps develop confidence in preparation for Primary School.

During the spring and summer terms, visits from the reception teachers of the local primary schools, and visits to these schools help to ensure smooth transitions for those children who will be making to move on to school in September. Regular visits to these and other places around the town, enhance their understanding of the wider community

### **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 he/she 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 indoors.

### **Snacks and Lunches**

We make snacks and meal times 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. We ask for contributions for the purchase of snack, we suggest an amount of 20p per child per session.

Children bring in their own packed lunches when attending lunch club, this will extend the morning session by half an hour at a cost of £2.50. Children who stay for a full day are required to bring their own packed lunch; this does not incur a charge. Healthy lunches are preferable in order to promote healthy eating. We also encourage children not to share their food in case of possible allergic reactions. We have a no nut policy in Pre-School and other allergens may have to be omitted if we have a child that suffers an allergic reaction, parents will be notified if this is the case.

### **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 of which are available in the office, please ask if you wish to see them.

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 his/her parents. Our policies are reviewed annually and adopted by the management committee. 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.

### **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 & Disabilities Co-ordinator is Michaela Lee

### **Fees**

£15.00 - for a session.

Monday – Friday mornings 9:15 am to 12:15pm and afternoons 12.15pm – 3.15pm.

Fees are payable termly in advance. Fees must still be paid if children are absent.

Children are welcome to join us from 2 years.

The Government's education voucher system entitles all children, in the term after their third birthday, to attend 15 hours per week without charge. Some parents may be entitled to 30 hours per week please check <https://www.childcarechoices.gov.uk/> to see if you are eligible for these, we cannot accept a child without the relevant voucher code from HMRC. We also accept 2 year old funding where applicable.

We ask for a contribution towards the daily snack of 20p per child per session.

If your child is attending lunch club only there is a charge of £2.50.

*Please note:* We believe children settle better at the Pre-School if they attend at least 2 sessions per week.

### **Starting at our setting**

Registration: To register your child for Oundle Community Pre-School you should print and complete the application form and return it to the pre-school (FAO The Administrator). Our administrator will contact

you about available placements for your child and a subsequent start date.

*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 are available from the Pre-School Leader.

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. If you would like to talk any queries through please either telephone 01832 273647, Mobile 0743 4721856 Monday - Friday 09.30- 3.30hrs or drop in to see us.