Rixton-with-Glazebrook Pre-School Prospectus

Welcome to Rixton-with-Glazebrook Pre-School 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 Rixton-with-Glazebrook Pre-School, 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.

Rixton-with-Glazebrook Pre-school 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

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 good will of parents and their involvement to keep going. Membership of the setting carries expectations on you for your support and commitment.

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 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.

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 (EYFS). 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 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 use a protected app provided by Tapestry (with password protection for both parents and Pre-School staff). This allows parents access to observations at all times. 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. You can do this by adding observations to your child's records on Tapestry.

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

All children have a developmental check at around 2 years old. The exact timing of this check can vary slightly between different authorities. Pre-School and the child's Health Visitor do a combined check. We share our part of the check with the Health Visitor.

Records of achievement

We keep a record of achievement for each child, known as their "Learning Journey". Your child's "Learning Journey" 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 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

At Rixton-with-Glazebrook Pre-school we maintain the ratio of adults to children 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.

The staff who work at Rixton-with-Glazebrook Pre-school are:

Name	Job Title	Qualifications and Experience
Elizabeth Patten	Manager SENCO Behaviour Co-ordinator	Early Years Professional Status Qualified teacher Worked in Pre-school settings since 2011
Gemma Simpson	Deputy Manager	NVQ Level 3 Childcare and Education Worked in childcare settings since 2006
Lynda Buxton	Practitioner	NVQ Level 2 Supporting Learning and Teaching in Schools Worked with children for over 3 years
Caroline Murray	Practitioner Health and Safety Co-ordinator	Working towards Early Years Educator Level 3
Deborah Copsey	Practitioner	NNEB Diploma in Nursery Nursing WBC Childminder training
Leanne McLachlan	Practitioner	Level 3 Award Certificate and Diploma in Childcare and Education
Jodie Dempsey	Practitioner	Working towards Early Years Educator Level 3

We also operate a relief staff bank to cover for staff training and emergencies.

Our opening times are	mornings	Monday to Friday	9.00am till 12.05pm
Or	full days	Monday to Friday	9.00am till 3.05pm

We are open term time only – holiday dates are included in your registration pack. Children initially attend for a minimum of 2 morning sessions per week. We provide care and education for young children from the term following their 2nd birthday until the statutory school age (5).

How parents take part in the setting

We recognise 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;
- 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, make and look after the equipment and materials used in the children's play activities;
- being part of the management 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; and
- building friendships with other parents in the setting.

The parents' rota

We operate a parent/carer helper rota where the parent/carer assists the Pre-school staff with the children.

The rota system is an important part of our group. Having plenty of adults present means that more individual support and attention can be given to each child. Being involved at Preschool also enables parents and carers to talk to their child about all the new ideas and experiences. This helps your child's confidence and ensures that parents and Pre-school work towards a common objective.

All parents/carers are requested to help with at least one session per half term.

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. In the past, parents have visited the setting to: play the guitar for the children; demonstrate the "magic lantern"; give details of different cultures; talk about their work (eg postman, pilot, train driver, farmer) and local horse riders have even brought their horses to show the children!

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

Key person and your child

We use 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 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. We also keep up-to-date with best practice, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and other publications produced by the Alliance. The current copy of Under 5 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.

Our timetable and routines

We believe that care and education are equally important in the experience which we offer children. The routines and activities that make up the session 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 indoors.

We cater for children's individual needs for rest and quiet activities during the day.

Snacks and meals

We make snack 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 each day. Please tell us about your child's dietary needs and we will make sure that these are met.

Children attending for the full day will need to bring a healthy and nutritious packed lunch. These should be provided in a sealed container containing an ice pack. We recognise that some children may require special diets and for this reason children will not be permitted to swap food items. Please be allergy aware and do not include foods containing nuts within your child's packed lunch. We also ask that items such as grapes, sausages and tomatoes are cut in half, length ways so as not to pose a choking hazard.

During lunchtimes we will encourage children to eat a healthy and balanced diet. We appreciate parents' support of this policy by providing packed lunches which include items from the following main food groups,

Bread, rice, potatoes, pasta & other starchy foods
Offer a mixture of white and wholegrains, including bread, rolls, pittas, English muffins, tortilla wraps, bagels, naan bread or chappatis and baguettes

Make salads based on pasta, potato, couscous or rice (serve wholegrains at least once a week)

Fruit and vegetables
Include fruit and vegetables, either as part of a salad or sandwich, or to eat on their own

Milk and dairy foods
Include some dairy foods (eg: yoghurt or fromage frais or cheese) to meet calcium needs

Meat, fish, eggs & non-dairy sources of protein
Include lean meats, tuna, oily fish such as salmon, hard-boiled eggs, hummus, beans or pulses, in sandwiches or salads

Foods and drinks high in fat and/or sugar (and salt)
Serve small amounts of these foods a few times a week, not every day in a lunchbox

Offer home baked options such as fruit loaf, cake or biscuits made with cereals or fruit

Avoid salty snacks such as crisps

Drinks
Provide a leak-proof drink container with water, milk or diluted fruit juices (1:10 parts juice to water)

Starting at our setting

Introductory Visit

This visit is designed to enable you and your child to become familiar with the setting, meet with the staff and for you to gain an insight into how the Pre-school is run. Your child's key person will go through your completed registration forms with you during the morning and share any other information you need. Please plan to stay for this session.

The first days

We want your child to feel happy and safe with us. To make sure that this is the case, your child's key person will work with you to decide on how to help your child to settle into the setting. A leaflet about settling in is included in your registration pack.

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.

We expect you to provide your child with a pair of wellies (to be left at Pre-school) and an outdoor coat, so they can enjoy the outdoors whatever the weather. Putting your child's name in their coat/jumpers/wellies etc helps us to help them identify their belongings.

Arrival and Departure Procedures

At 9.05 when Pre-school opens, children are welcomed and registered by the parent/carer. Pre-school will then assume responsibility for the children. At the end of the session, children are signed out by the parent/carer and are handed over by a member of staff. Parents are then responsible whether or not they remain on the premises.

Children will not be allowed home with a person other than the one who normally collects them unless prior instructions from the parent (verbal or written) have been received and noted by a member of staff. In the event of an inappropriate carer arriving to collect a child the Manager will contact the parent for confirmation and deal with the situation at her own discretion. If last minute arrangements are made, contact can always be made with the Pre-school on our mobile phone – **07815 561372**

In the event of a child being collected late, our Uncollected Child Policy will be followed :-

- The parent/carer will be contacted by phone once 15 minutes past close of session has elapsed.
- Parents will be charged for 2 staff members to stay with their child. Care will be charged at the minimum hourly wage rate for each hour or part thereof that the child is in Pre-school's care.

Absence

If a child is to be absent from Pre-School we ask parents to let us know by 9.15am on the first day of the absence. If we do not receive notification by this time, and the absence is unexplained, we will contact the parent/carer by phone during the morning. If the absence continues to remain unexplained, despite attempts to seek clarification from known contacts, we will follow the procedures set out in our safeguarding policy.

Illness

Some illnesses are highly contagious – we ask all parents to please have regard for other children's and adult's well-being. Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning them to Pre-school. After diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed. Pre-school reserves the right to temporarily exclude a child in the event of illness, in order to prevent the spread of infection.

Notification of any infectious disease will be posted on the notice board as soon as it is confirmed.

The management of our setting

Rixton-with-Glazebrook Pre-school is registered with Ofsted to care for children from the term following their 2nd birthday. We are also a registered charity (No 1037874). Pre-school is run by a management committee whose members are elected by the parents of the children who attend Pre-school. 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 the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

Fees

Our fees are:

£2.85 per hour	Up to and including the term in which your child reaches 3 years old
£3.30 per hour	Thereafter

Please note that from the term following your child's 3rd birthday, Warrington Borough Council provides funding for a maximum number of hours each year. Any hours for which funding is not available will be charged at the rate of £3.30 per hour. You will be notified of the amount required for any non-funded sessions.

In certain circumstances Warrington Borough Council also provides funding from the term following a child's 2nd birthday. Please speak to a member of staff to check whether you are eligible for this funding.

If you are considering splitting your funding between Pre-schools, a member of staff will discuss this with you and assist in completing the form.

Please note that the funding provided by Warrington Borough Council is calculated on a set date near the start of each term. Any subsequent changes to the number of sessions that your child attends may not be reflected in the amount of funding received until the following term and additional fee payments may be incurred.

All fees are payable half-termly in advance. Invoices detailing the fees payable will be issued at the start of each half term. You may choose to spread the cost of payment – this can be discussed and agreed with the Manager on receipt of your invoice. Fees continue to be payable if your child is absent. If absence, **due to sickness**, extends into a third week only half payment for this and consecutive weeks is required. If your child is on holiday during Pre-school term time, **full** fees are still payable. Each child's attendance at the group is conditional upon continued payment of any necessary fees and/or receipt of Warrington Borough Council funding. Four weeks' notice **MUST** be given, in writing, if your child's place is no longer required. Full fees will be charged for the period of notice.

Policies

Our staff will explain our policies and procedures to you. Copies of our policies and procedures are available for you to see in the classroom.

Our policies help us to make sure that the service provided is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for you and your child.

The staff and parents of the setting work together to adopt the policies and they all have the opportunity to take part in the review of the policies, which takes place at the Committee's Annual General Meeting. 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 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 SEND Code of Practice (2014).

Our Special Educational Needs Co-ordinator is **Elizabeth Patten**.

Suggestions/Comments

We believe that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting.

We hope that you and your child enjoy being members of Rixton-with-Glazebrook Pre-school and that you both find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas, views or questions.

If you have any queries or if we can be of any help, please contact our Manager:

Elizabeth Patten

on

07815561372

Attitudes to learning are formed in a child's pre-school years. If enthusiasm and enjoyment can be linked with learning at this earlier stage of development it will form an invaluable basis for your child's education, not only at school, but throughout their life.

Rixton-with-Glazebrook Pre-school
Member of the Pre-school Learning Alliance
Working in Partnership with Warrington Borough Council to Deliver Early Years Education
OFSTED REGISTERED
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