



**Sherington Pre-school CIO  
Early Years  
PROSPECTUS (2020-2021)**

## Sherington Pre-school

### 4.5 Early years prospectus

<b>Pre-school name</b>	Sherington Pre-school CIO
<b>Address</b>	Village Hall, Church Road, Sherington, Newport Pagnell, Bucks, MK16 9PB
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#### Our 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;
- Teach our children to respect each other as well as other cultures and beliefs; respect the rule of law; to give each child a voice to express their own opinions, but still acknowledge rules and boundaries and to be accountable for their own actions
- Offer children and their parents a service that promotes equality and values diversity.

#### Parents

Parents are regarded as members of our pre-school 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 community based, voluntary managed Pre-school, we also depend on the good will of parents and their involvement to keep going. Membership of the Pre-school carries expectations on parents for their support and commitment.

***“Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” EYFS framework 2012***

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; while respecting each other and individuals.
- 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 pre-school that sees parents as partners in helping each child to learn and develop; and
- is in a pre-school in which parents help to shape the service it offers.

### **Children's development and learning**

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Four guiding principles shape our practice. These are:

#### **A Unique Child**

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support.

Keeping Safe: Being safe and protected, discovering boundaries, making choices.

Health and Well-being: Growth and developing, physical and emotional wellbeing.

#### **Positive Relationships**

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key Person: Secure attachment, shared care, independence.

#### **Enabling Environments**

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together.

The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.

The Wider Context: Transitions and continuity, multi-agency working, the community.

#### **Learning and Development**

Play and Exploration: Learning through experience, adult involvement, contexts for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.

Areas of Development and Learning.

### *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 Pre-school, 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.

There are seven areas of learning and development that shape the educational programmes in our Pre-school. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the *prime* areas, are:

- **communication and language;**
- **physical development; and**
- **personal, social and emotional development.**

There are an additional four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

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

For each area, the practice guidance sets out 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 practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our Pre-school has to regard these matters when we assess children and plan for their learning.

### *Communication and language*

Our programme supports children to develop:

- conversational skills with one other person, in small groups
- and in large groups to talk with and listen to others;
- their vocabulary by learning the meaning of - and being able to use - new words;
- their ability to use words to describe their experiences;
- their knowledge of the sounds and letters that make

up the words we use;

- their ability to listen to, and talk about, stories.

### *Physical development*

Our programme supports children to develop:

- increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials;
- their understanding about the importance of, and how to look after, their bodies.



### *Personal, social and emotional development*

Our programme supports children to develop:

- positive approaches to learning and finding out about the world around them.  
confidence in themselves and their ability to do things, and valuing their own achievements;
- their ability to get on, respect each other, be polite and work to make friendships with other people, both children and adults;
- their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;
- their ability to dress and undress themselves, and look after their personal hygiene needs; and
- their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

### *Literacy*

Our programme supports children to develop

- knowledge of how to handle books and that they can be a source of stories and information;

- knowledge of the purposes for which we use writing; and
- making their own attempts at writing.



### *Mathematics*

Our programme supports children to develop:

- understanding and ideas about how many, how much, how far and how big;
- understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- understanding that numbers help us to answer questions about how many, how much, how far and how big;
- understanding and ideas about how to use counting to find out how many; and
- early ideas about the result of adding more or taking away from the amount we already have.

### *Understanding the world*

Our programme supports children to develop:

- knowledge about the natural world and how it works;
- knowledge about the made world and how it works;
- their learning about how to choose, and use, the right tool for a task;
- their learning about computers, how to use them and what they can help us to do;
- their skills on how to put together ideas about past and present and the links between them;
- their learning about their locality and its special features; and
- their learning about their own and other cultures.

### *Expressive arts and design*

Our programme supports children to develop:

- the use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings;  
to have a voice to express own opinions

*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 Pre-school uses the practice guidance Early Years Foundation Stage 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 practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

#### *Assessment*

We assess how young children are learning and developing by observing them frequently. We use a respected and established online learning journal system called Tapestry. Tapestry helps us to record, track and celebrate children's progress in early year's education and share that information with parents. Text, images and videos are uploaded via tablets in setting, to help create a complete story of a child's time with us. Covering the Early Years Foundation Stage curricula and following the Department of Education Framework for Early Years, we can make assessments, statements and identify the next steps for each child. It is a secure system with each parent receiving their own login.

We believe that parents know their children best and we ask them to contribute to assessment by sharing information through Tapestry about what their children like to do at home and how they as parents are supporting development. More Information can be found at <https://tapestry.info/>

In addition to the weekly observations, we make periodic assessment summaries of children's achievements. 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.

These records can be accessed online, at any time, by parents and discussed with your child's keyworker. The records will also be reviewed during our parent's evenings. When your child leaves Pre-School you will be given a copy of the record on a memory stick.

### **Working together for your children**

In our Pre-school we maintain the ratio of adults to children in the pre-school that is set through the 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 our pre-school are:**

<b>Name</b>	<b>Job Title</b>	<b>Qualifications and Experience</b>
Kerry Kitchen	Setting Leader	NVQ level 3 Designated Safeguarding Lead First Aid / Food and Hygiene Behaviour Management Lead/SENCO
Nicole Freeden	Pre-school assistant (Deputy) Business Administrator	NNEB Level 3 Childcare Deputy Safeguarding Lead First Aid/Food Hygiene Equality and Diversity Lead incorporating British Values
Debbie Cox	Early Years Practitioner	NNEB Level 3 Childcare Forest School Trained First Aid/Food Hygiene

Helen Vale	Early Years Practitioner	Level 3 Childcare First Aid/Food Hygiene
Kimberley Modd	Early Years Practitioner	First Aid Understanding the EYFS Safeguarding



We are open for **38** weeks each year and **8** sessions each week.

Our opening times are **Monday/Tuesday 9.15am to 12.15pm; Lunch Club 12.15-1pm Wed/Thursday 9.15-12.15 plus lunch club till 1pm and 12.15-2.30 (including lunch club)**

**Fridays 9.15 to 12.15 plus lunch club till 1pm and 12.15- 3.30pm (including lunch club)**

We provide care and education for young children between the ages of **2 years** and school age.

### **How parents take part in the Pre-school**

Our 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 a child. There are many ways in which parents take part in making the Pre-school 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;
- helping at sessions of the Pre-school;
- 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 Pre-school;
- taking part in events and informal discussions about the activities and curriculum provided by the Pre-school;

- joining in community activities in which the Pre-school takes part; and
- building friendships with other parents in the Pre-school.

### **The parent's rota**

The Pre-school has a dated rota which parents can sign if they would like to help at a particular session or sessions of the Pre-school. Helping at the session enables parents to see what the day-to-day life of the Pre-school is like and to join in helping the children to get the best out of their activities.

### **Joining in**

Joining the rota is not the only means of taking part in the life of the Pre-school. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the Pre-school to play the clarinet for the children, show pictures of the local carnival held in their neighbourhood, and show the children their collection of shells. We welcome parents to drop into the Pre-school to see it at work or to speak with the staff.

### **The Key person approach**

We use a key person approach. This means that each member of staff has a group of children for which 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 Pre-school, she/he will help your child to settle and throughout your child's time at the Pre-school, she/he will help your child to benefit from the Pre-school's activities.

### **Learning opportunities for adults**

As well as gaining qualifications in early years care and education, the Pre-school staff take part in further training to help them to keep up-to-date with thinking about early years care and education. The Pre-school also keeps itself up-to-date with best practice in early years care and education, as a member of the Early Years Alliance (was the Pre-school Learning Alliance (PSLA)), through the Under 5 magazine and publications produced by the Alliance. The current copy of Under Five is available for you to read and courses are held locally by the Pre-school Learning Alliance; watch out for information about these.

### **The Pre-school's timetable and routines**

Our Pre-school 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 pre-school are provided in ways that:

- help each child to feel that she/he is a valued member of the pre-school;
- 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(s).

### **Snacks and meals**

The Pre-school makes snacks and meals a social time at which children and adults eat together. Children take turns to self-serve and we plan the menus for snacks so that they provide the children with healthy, nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met.



### **Policies**

Copies of the Pre-school's policies and procedures are available for you to view should you wish.

The Pre-school's policies help us to ensure that the service we provide is of high quality and that being a member of the Pre-school is an enjoyable and beneficial experience for each child and her/his parents. The staff and committee of the Pre-school work together to adopt the policies. The annual review helps us to make sure that the policies are enabling the Pre-school 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 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, we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regards to your data.

### **Safeguarding children and the Prevent Duty**

Our Pre-school has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices protect children against the likelihood of abuse in our Pre-school and we have a procedure for managing complaints or allegations against a member of staff. Our years 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.

Under the Counter-Terrorism and Security Act 2015 we also have a duty *"to have due regard to the need to prevent people from being drawn into terrorism"*

### **Special needs**

As part of the Pre-school'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 pre-school works to the requirements of the Department of Education Special Educational Needs Code of Practice (2015).

### **The management of our Pre-school**

A parent management committee - whose members are elected by the parents of the children who attend the Pre-school - manages the Pre-school. The elections take place at our Annual General Meeting usually held in October.

The committee is responsible for:

- managing the Pre-school's finances;
- employing and managing the staff;
- making sure that the Pre-school has, and works to, policies that help it to provide a high-quality service; and
- making sure that the Pre-school works in partnership with the children's parents.
- Fundraising/publicity/marketing/communication

The Annual General Meeting is open to the parents of all the children who attend the Pre-school. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

### **Fees**

The fees are currently £14 per morning session and £3 for lunch club, Wed/Thurs afternoon is £10 per session and Friday PM is £14 per session, payable termly in advance (payment plans are provided); most families will pay fees for their child's first term at Pre-school before they become eligible for funding from the term after their 3<sup>rd</sup> birthday. Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time, please talk to our Manager.

For your child to keep her/his place at the Pre-school, you must pay the fees. We are in receipt of nursery education funding which entitles the child to five 3-hour sessions per week for three and four year olds; where funding is not received, then fees apply.

A registration fee of £20 is now also applicable. This fee does include a Sherington Pre-School Uniform T shirt.

### **Starting at our Pre-school**

#### *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 pre-school. The pre-school has a policy about helping

children to settle into the pre-school. We also want you to feel secure and happy leaving your child with us and to help us do this we can 'buddy up' all new parents with a member of the committee if required, someone to talk to if you have any concerns you would rather not discuss with a member of staff, someone who will let you know what's happening and help you to settle in to the pre-school way of life or just someone to have a chat with.

### *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 hope that you and your child enjoy being members of our 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.

