



# LITTLE ACORNS

## PRE-SCHOOL

Early Years Prospectus



## 10.1 Early year's prospectus

Little Acorns Pre-School, Thringstone Primary School, Hensons Lane, Thringstone, Leicestershire, LE67 8LJ

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*Welcome to Little Acorns 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 Little Acorns 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. This should be read alongside our Childcare Terms and Conditions for a full description of our services.

### **Our setting aims to:**

- provide high quality care and education for children from age 2 to 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, all 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;
  - 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.
- has close links with Thringstone Primary School to support transition to school and share the excellent facilities.

### *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 from 3 April 2017 and since updated Feb 2018):

- *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.

### **Records of achievement**

We keep a Learning journey for each child. 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 s/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 ratio of adults to children in the setting 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.

### **Our fully qualified, enhanced DBS checked and experienced staff who work at our setting are:**

<b>Name</b>	<b>Job Title</b>
Lisa Hickman	Pre-school Manager
Jo Kinsey	Pre-school Assistant
Tanya Harkins	Pre-school Assistant
Rachel Gascoigne	Business Manager
Ella Roberts	Head Teacher Thringstone Primary School

## Times our setting is open

We are open for	38 weeks each year (term time)
We are closed	During school holidays and inset days
We are open for	5 days each week (term time)
The times we are open	Morning session 8.45 – 11.45am; Lunch club-11.45-12.30 Afternoon session 12.30 – 3.30pm All day care - 8.45am- 3.30pm
Children we cater for	From 2 years to school age

## 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.

***We welcome parents 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. 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, and will help your child to benefit from the activities on offer.

## Learning opportunities for adults

As well as gaining childcare qualifications, all of our staff regularly takes 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 *Under 5* magazine and other publications produced by the Alliance. From time to time we hold learning events for 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.
- Prepare children to be ready for school

### **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**

We make snacks and meals a social time at which children eat together and are supported by staff. We plan the menus for snacks and meals 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. All meals are provided through School Food Services suppliers to ensure we meet the highest food and nutrition standards that your child needs.

### **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.

Parents are required to provide children with clothing appropriate for the weather as we go outdoors in all weathers.

### **Policies**

Our staff can explain our policies and procedures to you. Copies of which are available for you to view on request.

Our policies help us to make sure that the service provided by Little Acorns 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.

### **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 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
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 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 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.

All of our staff have regular Safeguarding (Keeping Children Safe in Education) updates as part of team meetings and refresher training annually under the lead of our main Thringstone Primary School Designated Senior Lead, Mrs Ella Roberts (Head teacher).

### **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 Co-ordinator is	Mrs Lisa Hickman, Pre-school Manager
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### **The management of our setting**

Little Acorns Pre-school is managed and governed by a management sub-committee group that includes governors and Head Teacher of Thringstone Primary School.

The setting manager is Mrs Lisa Hickman,

The committee 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.
- ensuring we meet the highest standards of your child's learning and development

### **Fees**

- Non funded child places-£14.25 per 3 hour session -Morning session 8.45-11.45  
Afternoon session 12.30-3-30  
Lunch club 11.45-12.30 - £2.00 per session if bringing a packed lunch  
£3.00 per session if they have a school dinner
- Fees are payable termly.
- Fees must still be paid if children are absent.
- For your child to keep her/his place at our setting, you must pay the fees.
- We are in receipt of nursery education funding for three and four year olds. Employee vouchers are also accepted.
- A debt management policy is in place to encourage the prompt payment of fees.

## **Starting at our setting**

### *The first days*

We want your child to feel happy and safe with us. To make sure that this is the case, 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 is enclosed with this prospectus, or is available from Lisa Hickman (Pre-School Manager).

## **Parking**

There is no vehicle access onto the school site for parents/carers to drop off or pick up children who attend the Pre-School. Parents in vehicles are expected to park on Hensons Lane. If you need access due to disability please speak to the Pre-School Manger.

***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.***