



Bowes Pre-School & Holiday Club

10.1 Bowes Pre-school Prospectus

Safeguarding and welfare requirement: Information and records

Bowes Pre-school must maintain records and obtain and share information to ensure the safe and efficient management of our setting, and to help ensure the needs of all children are met.

Name of provider: **Bowes Pre-school**

Address: **Woodpecker Lodge, Bowes, Barnard Castle, County Durham, DL12 9LG**

Tel No: **01833 628052**

Email: **office@bowespreschool.co.uk**

For more information visit our website: www.bowespreschool.co.uk

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 their own 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 and shape the service we offer.

Parents

Parents 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 community based, voluntary managed charity setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment.

Children's development and learning

We aim to ensure that each child:

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- 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 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

The provision for children's development and learning 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.

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 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 Development Matters guidance sets out the likely stages of progress a child makes along with their learning journey towards the Early Learning Goals. Our setting has regard to these matters 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
- Space, shape 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 assessments

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 setting uses the Development Matters in the Early Years Foundation Stage guidance 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 'Development Matters' in the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

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 the Early Years Foundation Stage 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 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 ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries twice annually including on entry, an integrated review at 2 with their health visitor and on transition to school. Each term we update a summative assessment sheet which allows us to determine the areas for development for the following term.

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 and 36 months. The key person is responsible for completing the check using information from ongoing observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Learning Journals

The setting keeps 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 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.

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. 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 in our setting are:

Name	Job title	Qualifications
Nicky Alderson	Manager	Cache Level 3 in Children and Young People's Workforce. Paediatric First Aid Safeguarding Food safety in catering Health & Safety
Ruthie Painter	Deputy Manager	Cache Level 3 in Childcare and Education. Food Safety in catering Paediatric First Aid Safeguarding
Jayne Richards	Childcare Practitioner	Working towards Level 3 in Children and Young People's Workforce Safeguarding Level 1

Opening Times

We are open for **39** weeks, term time.

We are closed: **Weekends, Bank Holidays, Half term holidays and Christmas Holidays**

We are open for **5** days each week.

The times we are open are **8.45am to 3.15pm**

We provide care and education for young children between the ages of **16 months** and **4** Years.

Our holiday club is open for **8** Weeks, non-term time.

Our holiday club is usually open **3 days per week, between 9am and 4pm**

How parents take part in the setting

Our setting recognises 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 children. 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;
- Sharing their own special interests with the children;
- Being part of the management of the setting (ie. Committee) 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.

Joining in

Parents can offer to take part in a session by sharing their own interests and skills with the children. We welcome parents to drop into

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 he/she 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 the setting's activities.

Learning opportunities for adults

As well as gaining childcare qualifications, our staff takes part in further training to help them to keep up-to-date with thinking about early years care and education. The setting also keeps itself 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. The current copy of Under 5 is available for parents to read.

Our 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 the 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.

Our day

Bowes Pre-school organise the day so that children can take part in a variety of child-chosen and activities. These take account of children's changing energy levels throughout the day. We cater for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

Snacks and meals

Bowes Pre-school makes the snacks and meals a social time at which children and adults can eat together. We plan the menus for snack, so that they provide the children with healthy and nutritious food. Lunches are provided by Taylor Shaw, who also provides healthy and nutritious food. Please tell us about your child's dietary needs and we will make sure that these are met.

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

Copies of all our policies and procedures are available in the reception area of the Pre-school for parents to read.

The policies help us to make sure that the service provided by the setting is a high quality one and that being a member of our Pre-school is an enjoyable and beneficial experience for each child and his/her parents.

Our policies are reviewed regularly and we like to give all parents and staff members the opportunity to take part in these reviews, with any ideas or suggestions they may have. The reviews help us to make sure that the policies are enabling us to provide quality service for our children and their families.

Safeguarding children

Bowes Pre-school has a duty under law to help to 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.

Designated Safeguarding Leads are **Nicky Alderson**

Special needs

As part of our 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. We work to the requirements of the Special Educational Needs Code of Practice (2014).

Our Special Educational Needs Co-ordinator is: **Nicky Alderson**

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 setting. The elections take place at our Annual General Meeting. The committee is responsible for:-

- Managing the Pre-schools finances;
- Employing and managing staff;
- Making sure that the setting has, and works to, policies that help it to provide a high quality service; and
- Making sure that the setting works in partnership with the children's parents.

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

Fees

Fees are payable half-termly and we ask that fees are paid in the first two weeks of the term. Fees must still be paid if children are absent without notice for a short period of time i.e sickness. If your child has to be absent over a long period of time i.e holidays, please talk to Nicky Alderson, Manager.

Please note, we have a two tier pricing structure, the rate for over 3 year olds will apply from the beginning of the term after their 3rd birthday.

Children aged 2 years and under £4.50 per hour

Children aged 3 and 4 £4.10 per hour

Snacks 30p. With 2 snacks available per day (a.m & p.m)

Lunch £2.46 provided by Taylor Shaw Ltd. (Although parents can provide a packed lunch if they prefer).

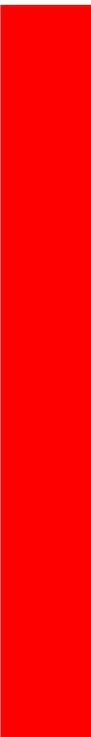
For your child to keep his/her place at our Pre-school, you must pay the fees. We are in receipt of nursery education funding for some two year olds, and for all three and four year olds; where funding is not received, the fees apply.

If you decide to withdraw your child from Bowes Pre-school, then one month's notice will be required.

Starting at our Pre-school

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 in. Our policy on the Role of the Key Person and Settling in is available upon request.

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. The staff are always ready and willing to talk with you about your ideas, views or questions.



We ask that all parents read the Bowes Pre-school prospectus. Please sign and return this slip to confirm that you have read and understood the prospectus.

Name of child:

Name: Date:

Signature:

If you have any questions, please speak to a member of staff, who will be happy to help.