

## Early years prospectus

Name of provider: Coleview Pre-school

Address: Coleview Community Centre  
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Swindon  
SN3 4AS

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Website: [www.coleviewpreschool.org.uk](http://www.coleviewpreschool.org.uk)

### 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.

### 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 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:

- 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 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.

### *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 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 *Development Matters* 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 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*

- Self-Regulation
- Managing Self
- Building Relationships

*Physical development*

- Gross Motor
- Fine Motor

*Communication and language*

- listening and attention and understanding
- speaking.

*Literacy*

- Comprehension
- Word reading
- writing.

*Mathematics*

- numbers
- Numerical Patterns

*Understanding the world*

- People, Culture and communities;
- Past and present
- The Natural world

*Expressive arts and design*

- Creating with Materials
- being imaginative and expressive

## **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 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' (Non-Statutory Guidance) 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
- Active learning
- Creating and thinking critically

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.

### *Progress*

We assess how young children are learning and developing by observing them and supporting their interests to help them develop at their own pace. We use information that we gain from observations, as well as from photographs of the children and information from our parents, 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 and their child's interests as these may vary at home to Pre-school.

We make periodic summaries of children's achievement based on whether they are working towards age related expectations or whether they are working at age related expectations. These form part of our children's records of achievement. We undertake these 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 ongoing observational carried out as part of our everyday practice, taking into account the views and contributions of parents and other professionals.

### **Learning Diaries**

Our setting keeps a Learning Diary for each child, the Learning Diary contains observations, photos and parents' evidence to support their achievements throughout their time at Pre-school.

Your child's key person will work in partnership with you and they will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's progress and help plan next steps.

### **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.

The staff who work at our setting are:

<b>Name</b>	<b>Job Title</b>	<b>Qualifications and Experience</b>
Katrina	Manager Designated Safeguarding Lead SENCO Data Protection Officer	NVQ level 4 20 years' experience in Early years
Karen	Deputy Manager Deputy Designated Safeguarding Lead Behaviour Co-ordinator Health & Safety Co-ordinator	NVQ level 3 30 years plus experience in Early years
Jade on maternity Leave	Pre-school Practitioner	Diploma level 3
Natalie	Pre-school Practitioner	Diploma Level 3
Sarah	Pre-school Practitioner	Diploma level 3
Adele	Pre-school Administrator	

We provide care and education for young children between the ages of 3 (term of their 3<sup>rd</sup> birthday) and 5 years.

We are open for: 38 weeks of the year

We are closed: on weekends and school holidays

We are open for: 5 days a week – Monday to Friday

The times we are open are: **Morning sessions**

8.55 am to 11.55 noon, Monday – Friday.

**Afternoon sessions**

12.30 pm to 3.30 pm, Monday – Thursday.

**Flexible provision**

Monday to Thursday

8.55a.m. to 2.55p.m.

**Friday session**

8.55 a.m. to 1.55p.m.

**Please note: We expect you to be at the door ready to collect your child at their collection time.**

**We understand that on occasions there are unforeseen circumstances that may cause late collection of children, please inform us as soon as there is any problem so that we can reassure your child and make adjustments to staffing to care for a child who is awaiting collection as this has a knock-on effect for the remaining children in our care. If you are late collecting your child and do not inform us beforehand or are a persistent offender, there will be a fee of £5.00 for the first 10 minutes and after 10 minutes, you will incur further charges at £1 per minute. These fees will need to be paid before your child attends their next session at pre-school.**

### **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;
- 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.

## **The parents' rota (Covid procedures Permitting)**

The setting has a rota which parents can sign if they would like to help at a particular session or sessions of the setting. Helping at the session enables parents to see what the day-to-day life of the setting 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 setting. 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 talk about their work.

The setting has a parent support group who help with fund raising events, concerts, parties etc. New members are always welcome so if you would like more information about the fund-raising events committee please speak to a member of staff. (we will be restarting this as soon as possible as temporary suspended due to Covid).

## **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 they are 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 individual needs and interests. When your child first starts at the setting, the key person will help your child to settle and will help your child to benefit from the setting's activities throughout your child's time at the setting.

The Keyperson may change according the needs of the setting and sometimes it may change if the child bonds more with other staff, this is always discussed with parents prior to change.

## **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. 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.

We will also offer stay and play sessions, so parents can learn and observe the different ways we use resources to support learning.

## **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 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.

## **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.

## **Snacks and meals**

The setting makes snack and Lunchtimes 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 make sure that these are met.

## **Clothing**

We provide protective clothing for the children when they play with messy activities, however, clothing may still become marked or stained by paint etc., we therefore ask that children do not wear any item of clothing that is unsuitable for messy play. 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 our policies and procedures are available for you to see in the setting and on our website:

**[www.coleviewpreschool.org.uk](http://www.coleviewpreschool.org.uk)**

The setting's policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and their parents.

The management, and committee work together to adopt and review the policies, staff and parents are asked to read and follow these policies to ensure the smooth and safe running of the Pre-school. This review also helps us to make sure that the policies are enabling the setting 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 is 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 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 settings 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.

Our Designated Safeguarding Lead (DSL) is: **Katrina Goodenough**  
**Deputy Dsl: Karen Funnell**

### **Special needs**

As part of the setting'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 setting works to the requirements of the Special Educational Needs Code of Practice (2001).

Our Special Educational Needs Co-ordinators are: **Katrina Goodenough**  
**Deputy: Karen Funnell**

### **The management of our setting**

An affiliated management committee, (made up of representatives from Coleview Community Centre) - these members were elected at the AGM in June 2012, by the parents of the children who attended the pre-school - manages the setting. The committee is responsible for:

- managing the setting's finances;
  - employing and managing the 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.
- **Our chairperson is Carol Kimmens**

The Annual General Meeting (**Covid Permitting**) 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**

Fee charges are reviewed regularly and are currently £14.25 per 3-hour session (£4.75 per hour). Fees can be paid weekly, monthly, half-termly or termly **in advance**. If paid **weekly**, fees should be paid no later than the Friday of the week they fall due. Our Administrator will provide you with a payment summary at the start of each term. **Fees must still be paid if children are absent for a short period of time (including illness and holidays)**. If your child has to be absent over a long period of time, talk to the committee chair or supervisor.

**Snacks are 50p per day.**

**For your child to keep her/his place at the setting, you must pay the fees (where applicable).**

Government funded nursery education is available for three- and four-year olds, from the full term AFTER the child's third birthday; where funding is not received, then fees apply.

Since September 2017 government funding has been split into two categories; Universal Entitlement (up to 15 hours for all 3- and 4-year-olds as above) and Extended Entitlement (up to a further 15 hours where parents meet eligibility criteria). At Coleview Pre-School we aim to give as many children as possible the full 15 hours of Universal entitlement in their first year with us (dependent upon availability) and, where possible, some of the extended entitlement in the year before the child attends school where flexible provision is available.

**Failure to pay fees on time will result in a 10% additional charge on any outstanding balance.**

If you have any queries regarding fees or payments please contact:

**Adele Deacon - 07449802360**

### **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, the 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 available in the setting and on our website:

**[www.coleviewpreschool.org.uk](http://www.coleviewpreschool.org.uk)**

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.