



Fylingdales Preschool's Early Years Prospectus for Parents

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Welcome to Fylingdales Preschool 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 Fylingdales Preschool, 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 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.

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 student volunteer 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

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*:

- *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 (SEND).

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.

We refer to non-statutory curriculum guidance to support our professional judgment as we assess each child's progress and level of development as they progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning by creating a curriculum that is ambitious and meets every child's needs. Our educational programmes support children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

- building relationships
- self-confidence, self – regulation, self-awareness and
- managing feelings and behaviour.

Physical development

- gross motor skills
- fine motor skills and
- health and self-care.

Communication and language

- listening and attention
- understanding; and
- speaking.

Literacy

- comprehension
- word reading; and
- writing.

Mathematics

- numbers; and
- numerical patterns

Understanding the world

- people, culture and communities
- past and present

- the natural world and
- technology.

Expressive arts and design

- exploring and being creative with materials and
- being imaginative and expressive

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 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. We use information that we gain from observations of the children, to understand 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 may make periodic assessment summaries of children's achievements based on our on-going observations. 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.

We record these observations and assessments using a secure online system called 'Dojo.' Parents are provided with a password protected secure account that is for their individual child. It is through this that we

record children's observations and assessments. It is active in real time so parents can view their child's progress at any time. Parents are also encouraged to share pictures and information this way. Managers and staff will also post regular updates and information on Dojo to keep parents as informed as possible.

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 record of achievement for each child. Your child's record of achievement 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 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. Together, we will then decide on how to further support your child's learning and development.

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:

Name	Job Title
Rebecca Oliver	Manager
Megan Thornton	Deputy manager
Deborah Michie	Early Years Practitioner
Holly Lythe	Early Years Practitioner

Korin Hutton	Early Years Practitioner
Carmen Lee	Early Years Apprentice

We are open For 38 weeks each year.
Term time only.

We are closed During the school holidays

We are open for 5 days each week

The times we are open are 8:30-5:30

We provide care and education for young children between the ages of:

6 weeks and 5 years years.

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;
- 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; including becoming a member of the committee
- 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.

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. 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 particular needs and interests. When your child first starts at the setting, they will help your child to settle and throughout your child's time at the setting, they 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 Early Years Alliance, through *Under 5* magazine, Alliance training on EYA Central and other publications produced by the Alliance. The current copy of *Under 5* is available for you to read. From time to time we hold learning events for parents/carers.

The setting's timetable and routines

Our setting believes that care and education are equally important in the experience that 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.

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 and adults eat together. 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, particularly any known allergies or food intolerance and we will plan accordingly.

Clothing

We provide protective clothing for the children when they play with messy activities. However, we do not force a child to wear these if they are uncomfortable doing so, although we do encourage their use. 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.

Please wear clothing that you would not mind becoming dirty/ messy. We participate in lots of messy play activities. A children's uniform is available for you to purchase, although this is not compulsory wear. This is available to order through The Laughing Whale website. Please speak with us if you need more information on this.

Policies

Our staff can explain our policies and procedures to you. Copies of which are available in the office and some are available on our website.

Our policies help us to make sure that the service provided by our setting 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.

Our staff and committee work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. 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.

Information we hold about you and your child

We have procedures in place for the recording and sharing of information 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 that people looking after children are suitable to fulfil the requirements of their role and help protect 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.

We have an open and positive culture of safeguarding with robust safeguarding procedures and child centred practice. The children are at the heart of everything we do.

Special educational needs (SEN)

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 Deborah Michie

The management of our setting

Our setting is a charity and as such is managed by a volunteer management committee - whose members are elected by the parents of the children who attend our setting. 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 the children who attend our setting. 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 detailed in the table below and are payable half-termly in advance. Fees must still be paid if children are absent. If your child has to be absent over a long period of time, talk to our manager who will share this request with the committee members for review. Fees are also due in the event of bank holidays and closure due to events out of the settings control i.e. adverse weather conditions. Fees are inclusive of meals, snacks, milk (including formula) and nappies/ wipes (where appropriate). For your child to keep her/his place at our setting, you must pay the fees.

Session times	Fees
8:30am -1pm (includes lunch)	£30.22
8:30am-3:30pm (includes lunch)	£45.35
8:30am-4:30pm (includes lunch and light tea)	£54.40
8:30am-5:30pm (includes lunch and light tea)	£60.45

Afternoon only sessions maybe available, please speak with the manager regarding this.

We are in receipt of nursery education funding for under two, two-, three- and four-year-olds. Where funding is not received, then fees apply. Eligibility checks may also apply for some of the funding.

A materials and extras daily charge of £2.00 (for the days your child attends preschool) is a voluntary payment applicable to families who receive of any form of government funding. This enables us to buy more learning-based items such as craft materials, as well as building up savings for larger items such as play equipment. We will also allocate some of this money to the purchasing of wipes, paper towels, toilet roll, hand soap etc.

There is also a charge of £3.00 per meal for funded children.

If at any time a parent finds it difficult to pay an invoice, then they must speak to the manager. In this event a payment schedule may be arranged.

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 worker and settling in is available on 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. Our members of staff are always ready and willing to talk with you about your ideas, views or questions.