



Broughton Gifford Pre-School

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6.4 Early Years Prospectus

Broughton Gifford Preschool

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Welcome to Broughton Gifford Preschool and thank you for registering your child with us.

This prospectus aims to provide you with an introduction to Broughton Gifford 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 Mission: 'We aim to be a caring, nurturing, safe, personal and friendly environment for children to develop and learn, with close community and family focus.'

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
- 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
- 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.

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 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.
- Is in a setting in which parents help to shape the service it offers.

Children's Development and Learning

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*(DfE2014):

- *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 learning and development

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.

- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and to develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressing arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

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

Characteristics of Effective Learning
Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to have a go
Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creating and thinking critically – thinking Having their own ideas Making links Choosing to do things

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.

Our approach to learning and development and assessment

Learning through play

Play helps young children to learn and develop through taking part in activities and communication. Our setting uses the practice guidance Early Years Foundation Stage to provide a range of play activities which help children to make progress in each of the areas of learning and development. We use 'In the moment planning'. Planning in the moment is all about seizing the moment for children to progress. Based on what the children are already deeply involved in, this way of planning relies on skilled practitioners using quality interactions to draw out the children's knowledge and build on it there and then (in the moment). This means that the practitioner needs the skills to be able to see the teachable moment from the child's perspective and be skilled enough to know when to intervene and when to stand back and observe. Planning in the moment is all about capturing the moment of engagement and running with it to make sure the children progress.

Assessment

We assess how young children are learning and developing by observing them frequently. We use the information that we gain, as well as from photographs and 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 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 then plan for the children's next steps using this information.

We make periodic assessments summaries of children's achievement based on our ongoing development records (usually termly). 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 goes to school.

Summative Assessment

The EYFS requires early years' practitioners to review children's progress and share a summary with parents at two points: in the prime areas between the ages of 24 and 36 months and at the end of the EYFS in the EYFS Profile.

Development Matters might be used by early years' settings throughout the EYFS as a guide to making best-fit judgments about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age. Summative assessment supports information sharing with parents, colleagues and other settings

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 she 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.

Tapestry Online Learning Journeys

The setting keeps a record of achievement for each child, through an online Learning Journey System called Tapestry. Observations (photos and videos) of the children are uploaded onto iPads and parents receive an instant email link to view their child's observation and are encouraged to leave comments about it. These observations are linked to the relevant learning area of the EYFS and Characteristics of Learning. From this record and talking to parents about your child's particular interests or hobbies the key person will then decide on how to help your child to move on to their next step.

Working together for your children

In our setting we maintain the ratio of adults to children, which is set through welfare requirements. We also have volunteer 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 in our setting are:

Name	Job title	Qualifications and Experience
Bev Grylls	Manager	NNEB Paediatric First Aid Advanced Child Protection
Sheralyn Day	Early Years Practitioner	Level 3 Childcare Paediatric First Aid Child Protection
Ruth Dawe	Early Years Practitioner	Paediatric First Aid Child Protection

We are open term times only. We follow St Mary's Broughton Gifford for term dates and TD days.

Our sessions run: Monday – Friday 8:45am- 3:15pm.

Sessions Available: Morning or afternoon session, with or without lunch, or all day finishing at 2:45/3:15.

We provide care and education for young children between the ages of 2 – 5 years.

We accept 2 and 3 year- old funding.

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 child. 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.
- Helping at the sessions of the setting.
- 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 setting.
- 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.
- Building friendships with other parents in the setting.

Parents Helpers

Parent helpers are always welcome if they would like to help out.

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 play, the flute for the children, show pictures of the local carnival held in their neighbourhood and to show the children their collection of trains.

We welcome parents to drop into the setting to see it at work.

Key persons 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 is particularly responsible. Your 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 setting, she will help your child to settle and throughout your child's time at the setting, she will help your child benefit from the setting's activities.

Learning opportunities

As well as gaining qualifications in early years' care and education, the staff take part in further training to help keep them up-to-date with thinking about early years and education. The setting also keeps itself up-to-date with best practice in early years' care and education, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance. The current copy of the under 5 is available for you to read.

From time to time the setting holds events for parents. These usually look at how adults can help children to learn and develop in their early years. Courses on similar topics are held by the Pre-school Learning Alliance; watch out for information about these.

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
- provide children with opportunities to learn and to help them to value learning.

The session

We organise our sessions so that children can choose from and work at a range of activities. 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 indoors.

Snacks and meals

We have a café style snack time, where children chose when to have their snack, they independently use the snack table set up in the morning (we ask that you provide some form of fruit or vegetable, we provide milk and a biscuit.) Lunch is when children and adults all sit together and eat.

Policies

Copies of the setting's policies and procedures will be emailed to you or are available for you to see at the setting.

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 his/her parents.

The staff and parents of the setting work together to adopt the polices 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 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 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.

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 1993 Education Act and The Special Needs Code of Practice (2001). Our SENCO is Lynn Baker

The Management of our Setting

A parent management committee – whose members are elected by the parents of the children who attend the setting – manage the setting. The elections take place at our Annual General Meeting. The committee are responsible for

- managing the setting's finances
- employing and managing the staff
- making sure the setting has and works to policies that help to provide a high quality service
- making sure that the setting works in partnership with children's parents

The Annual General Meeting is open to parents of all 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

The fees are £4.00 per hour for 3 & 4 year olds and £4.20 per hour for 2 year olds. Payable monthly. 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, just let our committee know and concessions may be arranged. We are in receipt of nursery education funding for 2, 3 and 4 year olds, where funding is not received then fees apply.

Uniform

Children are encouraged to wear the Pre- School uniform. Sweatshirts are priced at £8.95 and Polo Shirts £6.95 and are available directly from Sound Marketing Group-Embroidery UK, Melksham. This is located behind the Pound Stretcher shop in the centre of town.

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 settle into the setting.

Clothing

We ask that you bring a pair of wellies and daps or slippers to leave at Pre School, as our setting can be very muddy, we encourage the children to take their outdoor shoes off in the cloakroom and wear daps in the building. We like to make the most of our outdoor surroundings so wellies are extremely useful.

We provide protective clothing for the children when they play with messy activities. We encourage children to gain 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 do this.

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.