



Lapworth Pre-school, Station Lane, Lapworth B94 6LR
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Lapworth Pre-school is a registered charity in England and Wales (1083888)

Prospectus

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.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (DfE 2014). 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 (Prime area)

Our Pre-school supports children to develop:

- making relationships;
- self confidence and self awareness; and
- managing feelings and behaviour.

Physical development (Prime area)

Our Pre-school supports children to develop:

- Moving and handling themselves and equipment; and
- Health and self-care

Communication and language (Prime area)

Our Pre-school supports children to develop:

- Listening and attention skills
- Understanding; and
- Speaking

Literacy (Specific area)

Our Pre-school supports children to develop:

- reading; and
- writing.

Mathematics (Specific area)

Our Pre-school supports children to develop:

- Understanding of numbers
- Space, Shape and measures

Understanding the World (Specific area)

Our Pre-school supports children to develop:

- An understanding of where they live, people and communities
- An awareness of the world they live in
- Technology

Expressive Arts and Designs (Specific area)

Our Pre-school supports children to:

- Explore and use media and materials
- Be imaginative

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' the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

The children are encouraged to explore, investigate and 'have a go'. They will be actively learning by concentrating on activities and our staff encourage the children to keep on trying if they encounter difficulties, therefore the children become proud of their own achievements. There are many resources in the Pre-school for the children to learn how to create and develop their own ideas and strategies for doing things. Our staff ask many open when, how, why, what questions during play to encourage the children to think, make up their own ideas and problem solve.

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 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 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 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 assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals e.g. Health Visitor.

Records of achievement

The setting keeps a record of achievement for each child which is known as their Learning Journal. Key workers work in partnership with parents to update each child's Learning Journal and we encourage parents to share information with us concerning their 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/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. You and the key person will then decide on how to help your child to move on to the next stage. We have a 'celebration tree' in our foyer area and encourage parents to write on paper leaves any home achievements so we can celebrate these together at the pre-school and add the leaves to the celebration tree.

Working together for your children

In our setting 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	Qualifications and Experience
Karen Turner	Manager	City & Guilds NVQ Level 3 in Early Years Care and Education
Sally Johnson	Manager	CACHE NVQ Level 3 in Early Years Care and Education
Donna Easson	Toddler Room Leader	NVQ Level 3 in Early Years Care and Education
Rose Wolstenholme	Early Years Assistant	NVQ Level 3 in Early Years Care and Education
Jo McGarr	Early Years Assistant	QTS
Lesley Stevens	Early Years Assistant	CACHE Level 3 Diploma in Pre-school Practice
Sharron Grice	Early Years Assistant	Early Years experience
Elizabeth Xifaras	Early Years Assistant	QTS
Jo Frost	Administrator and Bank Staff	
Laetitia Mace	Early Years Assistant and Bank Staff	Early Years experience

How we operate

We are open for 38 weeks each year.

We are open for 5 days each week

The times we are open are 9.05am to 12.05pm (Children 2/3 years)
9.05am to 1.05pm (3 year old children claiming Nursery Education Grant)

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

Where numbers allow, we split our setting into 3 groups

- Toddler group – Children aged 2/3 years. This group is primarily based in the small room.
- Step-Up group – Children aged 3 years but not starting at primary school the following September. This group is primarily based in the larger ‘pre-school’ room though activities remain age appropriate and they have separate ‘register time’ and ‘circle time’ activities to the pre-school group. **This group is only run where numbers allow.**
- Pre-school group – Children aged 3 years and due to start at primary school the following September. This group is primarily based in the larger ‘pre-school’ room.

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 special events in 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;
- attending our open mornings;
- 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; and
- building friendships with other parents in the setting.

Parents joining in

Parents can offer to take part in a session by sharing their own interests and skills with the children. Some parents like to do a small activity with the children, read a favourite story, play an instrument, show pictures of their childhood experiences or places they have visited etc.

We welcome parents to drop into the setting to see it at work or to speak with the staff.

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/he is particularly responsible. Your child's 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/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 take part in further training to help them to keep up-to-date with knowledge on 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 the Under 5 magazine and other publications produced by the Alliance. The current copy of Under 5 is available for you to read.

From time to time the setting holds 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 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 playrooms.

We ask parents to observe the session start times when dropping off children as late arrivals can disrupt sessions and delay staff on the door. We appreciate that special circumstances may occur which prevent punctual start times on occasion, and ask that parents give staff advance warning of this to assist with the signing in process.

Snacks and meals

The setting makes snacks and meals 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. Do tell us about your child's dietary needs and we will make sure that these are met. Children staying until 1.05pm will need to bring with them a healthy packed lunch i.e. no sweets, chocolate or crisps please. As we have children with nut allergies at the preschool, we ask that no nuts or nut products are brought in. As we are limited for storage of lunch boxes in our fridge, lunches should be sent with an ice pack to ensure they stay cool and fresh.

Policies

Copies of the setting's policies and procedures are available for you to see at the setting or on our website www.lapworthpreschool.co.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 her/his parents.

The staff and parents of the setting 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 the setting to provide a quality service for its members and the local community.

Safeguarding children

Lapworth Pre-school is committed to safeguarding children.

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

The Designated Safeguarding Lead at the Pre-school is Sally Johnson and Karen Turner is the deputy Designated Safeguarding Lead.

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.

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 Disability (SEND) Code of Practice (2014).

Our Special Educational Needs Co-ordinator is Donna Easson

The management of our setting

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

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.

The Annual General Meeting 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.

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 at the pre-school or on our website.

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.

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.

Uniform

For health & safety reasons we do encourage children to wear the appropriate uniform each day that they attend the Pre-school. We find that wearing the uniform helps children to prepare for school, and also protects their own clothes from being spoiled when doing messy work.

For those children who are required to pay a registration fee, a pre-school t-shirt and book bag will be provided as part of this fee. Children who are eligible to claim the nursery education grant will not have paid a registration fee and have the option to buy uniform from the Pre-school separately. T-shirts, sweatshirts and bookbags are all available to purchase directly from the pre-school.

Costs from September 2017:

Sweatshirts with pre-school logo	- £8 each or 2 for £15
T-shirts with pre-school logo	- £5.00 each or 2 for £9
Book bags with pre-school logo	- £4.50 each

Illness

If your child is unable to attend their session due to sickness, we ask that parents call the pre-school before the start of the session to inform us. Please be aware that if your child has been ill with sickness and/or diarrhoea, they should not be sent back to the pre-school until at least **48 hours** after the last episode of diarrhoea or vomiting. Please see our policy on managing children who are sick, for further information.

Fees

Our session fee from September 2015 for children under 3 and not receiving the grant will be £16.75. If your child is over 3 years, you can claim up to 15 free nursery education grant hours for your child, starting the term after their 3rd birthday. Additional time not covered by the grant will be charged at £6 per hour. These fees are payable half-termly in advance. **Fees must still be paid if children are absent. A late payment fee of £5 will be charged if invoices are not paid by the due date.** If your child has to be absent over a long period of time, talk to the committee chair or Karen Turner or Sally Johnson who manage the setting. **For your child to keep her/his place at the setting, you must pay the fees.**

For children not in receipt of the Nursery education grant, a non-refundable registration fee of £45 is payable on acceptance of a place at the pre-school. This will guarantee the child's place and will include a pre-school t-shirt and book bag.

Morning Club

Where numbers allow, the pre-school also offers a morning club facility, open to all children, offering a slightly earlier drop off time for parents.

The morning club runs from 8.30am to the start of the current toddler/pre-school session and is an additional cost of £3.50 for each session. (Fee applicable from Sept 2017)

Toddler lunch club

Where numbers allow, the pre-school also offers a lunch club facility, open to children doing the shorter toddler/step up session, offering a later pick up time for parents.

The toddler lunch club runs from 12.05pm to 1.05pm and is an additional cost of £6 for each session. Children will need to bring with them a healthy packed lunch (See **Snacks and Meals** above). (Fee applicable from Sept 2017)

Notice Period

Once your child has been guaranteed a place, or has started at the Pre-school, **you must give six weeks notice in writing if you wish to reduce the amount of days your child attends or withdraw your child from the setting.** Except in exceptional circumstances, if you do not give notice in writing then you will still be liable for the fees for your child even if they do not attend Lapworth Pre-school during this six week period.

Late collection of child

If you are going to be late to collect your child at the end of a session, please contact the pre-school as soon as possible. **Due to persistent late collection of children, we have sadly had to implement a late payment penalty of £1 a minute, which will be charged from the 5th minute you are late collecting your child** (e.g. if you arrive 6 minutes late, you will be charged £6, if you arrive 4 minutes late, you will not be charged). We run a very tight schedule with staff having short periods after sessions in order to plan and prepare for the following day. Any late collection impacts on this and therefore has cost implications for the pre-school. We are a flexible organisation and we do reserve the right to waive the fee for discretionary exceptional circumstances.