

Henley Pre-School prospectus

Henley Pre-School Early Years Prospectus for Parents

Henley Community Centre

Church Meadows

Henley Suffolk

IP6 0RP 07879

468467

enquiries@henleypreschool.com

Welcome to Henley Pre-School and thank you for registering your child with us.

Henley Pre-School is a GOOD provider and Ofsted registered.

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. We are a small, friendly village pre-school with experienced and caring staff. We have a secure outdoor play area and a large carpark. We are open Term Time only.

This prospectus aims to provide you with an introduction to Henley Pre-School, 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.
- As a 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 you for your 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.
- 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.

Birth to 5 Matters Non-Statutory guidance for the Early Years Foundation Stage The principles of the Early Years Foundation stage.

□ *A Unique Child*

Every child is a unique child who is constantly learning and who 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, with teaching and support from adults, who respond to their individual interests and needs and help them build their learning over time.

□ *Learning and Development*

(Recognise the) Importance of Learning and development. Children develop and learn at different rates.

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.

Statutory framework for the early years foundation stage January 2024 Setting the standards for learning , development and care for children from birth to five.

Personal, social and emotional development

- making relationships;
- sense of self
- understanding feelings

Physical development □

moving and handling □
health and self-care.

Communication and language □

listening and attention.

- Understanding.
- speaking.

Literacy □

reading □
writing.

Mathematics

.

Understanding the world

- people and communities.
- the world;
- technology.

Expressive arts and design

- creating with materials
- 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 statutory guidance on 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 Birth to 5 matters :

- playing and exploring - engagement;
- active learning - motivation
- creating and critical thinking - 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 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 make periodic assessment summaries of children's achievement based on our on-going 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. 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 .

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	Qualifications
Bridget Wyatt	Manager and SendCo	Cache Level 3 in Child Care and Development .
Sarah Burrows	Deputy Manager	City and Guilds Cache Level 3 in Child Care and Development
Kerry Brett	Early Years Educator	Level 4 in Child Care and Development

We are open for 38 weeks each year.
 Term Time Only
 days each week
 The times we are open are 09.00 -15.00 (08.30) – Early Start
 We provide care and education for young children between the
 ages of: 2 and 5 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;
- 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.

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 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, she will help your child to settle and throughout your child's time at the setting, she 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 and other publications produced by the Alliance. The current copy of *Under 5* is available for you to read.

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 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 a range of activities through their interests. The children are also helped and encouraged to take part in adult-led activities, 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. We provide areas of continuous provision and Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

Snacks and meals

We make snacks and meals a social time at which children and adults eat together. We plan the snacks and cooking activities so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs and we will plan accordingly.

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 .We also have uniform to purchase.

Policies

Our staff can explain our policies and procedures to you. Copies of which are available in a folder at the preschool.

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 parents work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies/I work together with parents to adopt the policies and provide them with 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 [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 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.

Special needs

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 Bridget Wyatt

The management of our setting

Our setting is a charity and as such is managed by Trustees and run by pre-school management team. The Trustees 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 of 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.

Our setting has a fundraising group. This group is made up of the parents of the children who attend the setting and parents can join and help out at anytime. This is a lovely way to make friends.

Fees from September 2024

The fees are payable in advance of starting and are invoiced termly, these can be paid in two instalments.

2yr olds £18.50 per 3 hour session (If your child turn 3 within the term you will still be charged the 2yr old rate until the following term starts.)

3 to 4 year old (non-funded or extra sessions) is £17.00 per 3 hour session.

Early start- £3.00 (08.30-09.00)

Lunch Club is £6.00 for all children and can be added on if your child attends the morning session. Additional cost £1.00 per day This covers all extras that includes art and craft resources , cooking, food experiences and activities , additional wipes or nappies if needed and a healthy snack

. Fees must still be paid if children are absent without notice for a short period of time.

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

Starting at our setting

The first days

We want your child to feel happy and safe with us. We ask you to attend an Induction session with your child to help settle them in and to get used to the environment, our staff will work with you to decide on how to help your child to settle into the setting.

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