



# Heathwood Pre-School

# PROSPECTUS

September 2016

## **Welcome**

Thank you for your interest in Heathwood Pre-School This prospectus aims to answer some of your questions and to convey our commitment to the learning, development and well-being of the children in our care. If you would like to come and meet our staff and children during session time please phone or email to arrange a convenient time.

## **Our Contact details**

Telephone: 01525 377096

Email: [heathwoodps@gmail.com](mailto:heathwoodps@gmail.com)

Website information: [www.heathwoodlower.com](http://www.heathwoodlower.com)

## **Our Staff**

Gillian Lumsden, Manager

Sara Kingslake, Deputy Manager

Heather Batty, Early Years Practitioner

Davina Sweetman, Early Years Practitioner

Emma Clarke , Midday Supervisor

## **Our setting aims to:**

- provide high quality care and education for children below statutory school age
- work in partnership with parents to help their children 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 of our pre-school children automatically become members of our setting and have full participatory rights. These include a right to be:

- valued and respected
- kept informed
- consulted
- involved
- included

**We aim to ensure that each child:**

- is in a safe and stimulating environment
- is given generous care and attention, through our ratio of qualified staff to children.
- has the chance to join with other children and adults to live, play, work and learn together
- builds on what they already know and can do so that learning and development takes place
- has a personal key person who makes sure each child makes good progress
- is in an environment where parents are partners in helping their child to learn and develop
- is in an environment where parents help to shape the service it offers

**The Early Years Foundation Stage**

The Early Years Foundation Stage (EYFS) is how the Government and early years' professionals describe the time in your child's life between birth and age 5.

This is a very important stage as it helps children get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.

We are registered to deliver the EYFS and follow a legal document called the Early Years Foundation Stage Framework.

In 2012 the framework was revised to make it clearer and easier to use, with more focus on the things that matter most. This new framework also has a greater emphasis on parents' role in helping children develop.

**The EYFS sets out**

- The legal welfare requirements that we must follow to keep your child safe and promote their welfare
- The 7 areas of learning and development which guide our engagement with your child's play and activities as they learn new skills and knowledge
- Assessments that will tell you about your child's progress through the EYFS
- Expected levels that your child should reach at age 5, usually the end of the Reception year; these expectations are called the "Early Learning Goals (ELGs)"
- There is also guidance on planning the learning activities, and observing and assessing what and how your child is learning and developing

### How my child will be learning

- The EYFS Framework explains how and what children will be learning to support their healthy development
- They will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**
- Children should mostly develop the **3 prime areas** first. These are:
  - **Personal, Social and Emotional Development**
  - **Communication and Language**
  - **Physical Development**

These prime areas are those most essential for your children's healthy development and future learning. As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

These **7 areas** are used to plan your child's learning and activities. We will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's designed to be really flexible so that we can follow each child's unique needs and interests.

Here at Heathwood Pre-School our children learn by playing and exploring, being active, and shaping their activities through creative and critical thinking in both the indoor and outdoor environment.

**Our learning involves activities and experiences for our children as follows:-**

#### **Personal, Social and Emotional Development (PSED)**

Involves helping children to develop a positive sense of themselves and others; to form positive relationships and 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.

**In pre-school we encourage this development by helping children to understand the importance of using kind hands and words while playing. We celebrate all children's successes through our WOW board and use circle time and key times to role play, talk about and learn to express our feelings.**

#### **Communication and Language (CL)**

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. Good communication skills are a fundamental part to all areas of learning within the EYFS.

**In pre-school we encourage this development by having conversations with the children while they are playing. We ask questions extending their language skills and developing their levels of thinking and problem solving skills. We also support this through small group key time activities planned by the children's key person.**

### **Physical Development (PD)**

Involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children are also helped to understand the importance of physical activity and to make healthy choices in relation to food.

At pre-school we encourage this development by providing opportunities for them to develop their gross motor skills which are large arm and leg movements and fine motor skills which are the finer pincer skills required for the future development of writing. Young children need opportunities to make lots of big arm movements and develop their gross motor skills which will aid the development of the fine motor skills.

### **Literacy (L)**

Involves encouraging children to identify differences in sounds, enjoy and notice rhyme and rhythm as well as linking sounds to letters, to enjoy stories, to make marks which all leads to reading and writing. Children are given access to a wide range of reading materials (books, story props and puppets to support their own re-telling of stories) to ignite their interest.

At pre-school we encourage this development by providing opportunities for the children to look at books individually within our book area. We focus on a story book every half term as part of our adult led planning and a traditional fairy story every month. We

sing many nursery rhymes and songs throughout the year. We also plan phase one phonic activities on a weekly basis learning about sounds in the environment, rhythm and rhyme of words and sounds. All this information is provided for parents to enable them to support this development at home.

### **Mathematics (M)**

Involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers; calculating simple addition and subtraction problems; using the language of one more and one less and to describe shapes, spaces and measures.

At pre-school we encourage this development by providing daily activities through play and the singing of number rhymes. We also support this by weekly adult led activities focusing on playful maths learning activities involving counting and other maths concepts about size, shape, pattern, quantity. Likewise, introducing the children to the maths concept and language of one more one less, full, empty, big, little and long, short etc.

### *Understanding of the World (UW)*

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.

At pre-school we encourage this development by providing opportunities for children to explore the outdoor environment on the school field looking for bugs and exploring in the trees and bushes. We also provide opportunities for the children to learn about people's similarities and differences by finding out about different festivals celebrated within this country and the world. We promote positive images of different cultures, gender and abilities throughout the pre-school environment. We also learn about the kindness of others finding out more about people who help us at home, school and our community.

### *Expressive Arts and Design (EAD)*

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. At pre-school we encourage this development by providing opportunities for the children to experiment within our creative area the children have free access to a wide variety of resources to make their own creations that they can either complete in a session or go back to add things to over time. They can also experiment through music and movement making up their own dances to music or instruments. We have a home corner area for role play and a role play area that changes every term to become an area of the children's choice.

### *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 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 which we call 'playful learning.' It also uses the knowledge we gather from the children's observations to plan for their individual learning needs. In some of these activities children decide how they will use the resources provided and, in others, an adult takes the lead in helping the children to take part in the activity. The adult takes on the role of a facilitator of their learning by offering support to extend and scaffold their learning. This encourages children to think and extend their own learning.

### **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 of the children, to document their progress and where this may be leading them. This information is then used to form the children's next steps in learning, these next steps can happen on that day, week or require a half termly focus depending on the individual needs of the child at that time.

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 journals. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves to a different setting or when they go on to school.

### **Learning Journals**

The pre-school keeps a learning journal for each child. Staff and parents working together on their children's journal this is one of the ways in which the key person and parents work in partnership. Your child's journal helps us to celebrate together their achievements and to work together to provide what your child needs for their well-being and to make progress.

Your child's key person will work with you to keep this record. To do this you and the key person 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 and appropriate next steps.

### **Working together for your children**

In our setting we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. 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
- allow the children to explore and be adventurous in safety

**Session times;**

Monday - Friday (Term Time only)

Morning session 09.00 am - 12.00 pm

Afternoon session 12.20 pm - 3.20 pm

All day flexible provision available between 9.00am - 3.20pm (lunchtime forms part of this).

**How parents take part in the setting**

Our setting recognises parents as the first and most enduring 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.
- you will be asked to complete a Registration Form, Starting Pre-School pack and various permission forms
- sharing their own special interests with the children
- joining in community activities in which the setting takes part
- building friendships with other parents in the setting

**Joining in**

Parents can offer to take part in a session by sharing their own interests and skills with the children. If you have any links within the wider community such as police, firefighters, nurses, artists or shopkeepers and could arrange a visit the children would benefit greatly and really enjoy it. Also if you (or someone you know) have skills in cooking dishes from other cultures that would be of great value to the children; just pop in and let us know...

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

**Key persons and your child**

We use 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 what we provide is right for your child's particular needs and interests. When your child first starts with us, they will help your child to settle and throughout your child's time with us they will help your child to benefit from our activities.



### **Learning opportunities for adults**

As well as having gained qualifications in early years care and education, our staff take part in further training to help them to keep up-to-date with current thinking about early years care and education. We also ensure that our pre-school is kept up to date and able to offer the best practice in early years care and education.

### **The setting's timetable and routines**

We believe 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 they are 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 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 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. The pre-school offers a free-flow play environment where the children can access both the indoor and outdoor environment in equal measure throughout the session (it has to be particularly bad weather for our doors to remain closed).

For children that stay with us all day, the sessions are organised so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the day. The setting caters for children's individual needs for rest and quiet activities during the day.

### **Snacks and meals**

Snacks and meals are a social time, we provide a rolling morning and afternoon snack each day. There is a choice of milk or water to drink and a choice of fruit to eat. At certain times other food will be available according to our themes and celebrations. Tell us about your child's dietary needs so that we can make

sure that these needs are met. Children who stay all day can be provided with a healthy packed lunch from home or a hot school meal provided by the school kitchen available at the current additional charge of £2 per day. A member of staff and a mid-day supervisor will support the children during lunch each day.

### **Policies**

Copies of the setting's policies are available in our cloakroom area and are available on request.

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

Staff work together to adopt the policies and have the opportunity to take part in the annual review of these policies. This review helps us to make sure that the policies are enabling us to provide a quality service for our members and the local community. Comments and suggestions from parents will also be taken into account at the time of review.

### **Safeguarding children**

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. We work to procedures which are set down in the 'Working Together to Safeguard Children' document.

Our Designated Person is **Gillian Lumsden** (Pre-School Manager)

Our Designated Officer is **Mrs Susanne Dove** (Head teacher)

Please see our Safeguarding Policy for further information.

**When you visit our setting we will bring your attention to our Mobile Phone and Camera policy.**

Children have access to computers and the internet whilst in pre-school, and you will be asked to sign a form to give your permission. Please see our e-safety policy for further information.

### **Confidentiality**

It is important that confidentiality is maintained at all times within Heathwood Pre-School. All staff, parent helpers and students are made aware of the 'Children's Records', 'Confidentiality' and 'Information Sharing' policies.

## Health and Safety

This is always a high priority in our day-to-day care. We have various Health and Safety policies and Risk Assessments and these include Fire Evacuation Procedure and daily kitchen, main room and outdoor checks.

## Health Issues

Our outdoor and indoor areas are easily accessible for parents or children with disabilities and we have a disabled toilet.

If your child has an accident in pre-school we will issue an accident report form which you will be asked to sign at the end of the session.

If your child is taken ill during the session we will phone the emergency contact numbers on their Registration Form to inform you. Children who are unwell should be kept at home. Children who have suffered with **diarrhoea or sickness should be kept away from Pre-School for 48 hours following the last bout.**

We will ask you to fill in the Permission to Administer Medication form if you need us to administer prescribed medication to your child.

If your child has any allergies e.g. asthma, eczema, food allergies, please keep us informed.

## 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 Education Needs Code of Practice 0-25 years (2014)

Our Special Educational Needs Co-ordinator is **Gillian Lumsden**

## Registration of our setting

We are registered with Ofsted as a provider of childcare on non-domestic premises on the Early Years Register.

Pre-school Manager is responsible for:-

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

## Fees

We are registered to receive Nursery Education Funding and your child will be eligible to receive this from the beginning of the term after their third birthday. This is free at the point of delivery. We will provide a declaration form which you will complete to enable us to claim funding for your child. We

welcome children from their third birthday but charges would apply for these sessions until they become eligible for the funded care.

Fees for any non-funded sessions are charged at £12 per session which is payable on a monthly basis in arrears. We will issue an invoice for this non-funded care. Fees are still payable during short absences from pre-school, including sickness and holidays. Our Terms and Conditions give more information on fees and notice period, a copy of which you will be asked to sign and return to pre-school. If your child has to be absent over a long period of time, please talk to the pre-school manager.

### **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 our setting. We have a 'Role of Key Person and Settling In' policy: a copy of which is available on request. We will send you a 'Starting Pre-School' pack which you can return to us on or before their first day with us. This will provide us with information to help us provide the care that is best suited to your child. We will also ask you to complete various 'permission forms'.

#### **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. **Please name all clothing and footwear.**

Heathwood Pre-School polo shirts and jumpers can be purchased from Wear2School in Leighton Buzzard. You can contact Wear2School on 01525 373030 or visit [info@wear2school.co.uk](mailto:info@wear2school.co.uk) if you require any further information.

We will send you regular updates about news, information, planning, dates etc. These may be sent via email or made available in other formats on request.

**If you decide to join Heathwood Pre-School 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 Pre-School team are always ready and willing to talk with you about your ideas, views or questions.**