

Needingworth Community Pre-school Prospectus



Passionate about the Power of Play



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 pre-school and have full participatory rights. These include a right to be:

- valued and respected
- kept informed
- consulted
- involved
- included at all levels

Children's learning and development

We aim to ensure that each child:

- is in a safe and stimulating environment
- is given generous care and attention due to our ratio of qualified staff to children, and 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 they make continuous progress.
- is in a pre-school that sees parents as partners in helping each child to learn and develop.
- is in a pre-school in which parents help to shape the service it offers.



OUR APPROACH TO LEARNING, DEVELOPMENT AND ASSESSMENT LEARNING THROUGH PLAY

At pre-school we plan and provide activities using Early Years Foundation Stage and the learning outcomes and children's interests. 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.

Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, 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 learning journeys 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.





KEY PERSON AND YOUR CHILD

Our pre-school uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible for. She/he will help your child to settle in at preschool and throughout your child's time at the setting, she/he will help them to benefit from pre-school's activities.

Each child has a learning journey, 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

Working together for your children

We maintain the ratio of adults to children in the pre-school 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.

Information for parents

Parents are regarded as members of our preschool 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. Our Committee always require new members to help us make the right decisions for pre-school.

WORKING TOGETHER FOR YOUR CHILDREN

We maintain the ratio of adults to children in the pre-school set by the EYFS. We also have volunteer parent helpers. 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 within reasonable risk.



HOW PARENTS TAKE PART IN THE PRE-SCHOOL

Pre-school 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 pre-school 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 out during sessions
- 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 preschool where appropriate via our Committee
- taking part in events and informal discussions about the activities and curriculum provided by pre-school
- joining in community activities in which preschool takes part
- building friendships with other parents in pre-school.

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

Pre-school session

Needingworth Community Pre-school 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 pre-school are provided in ways that:

- help each child to feel that he/she is a valued member of the pre-school.
- 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 value learning.



We organise our sessions so that children can choose from and work at a range of activities and in doing so build up their ability to select and work through an activity. The children are also helped and encouraged to take part in child/adult led small and large activities. This introduces them to new experiences and helps them to gain new skills and to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. Children have the opportunity and are encouraged to take part in outdoor child-chosen and adult-led activities.



THE FIRST DAYS AT PRE-SCHOOL

We want your child to feel happy and safe with us. We offer an induction session, an opportunity for you and your child to meet your child's key worker, become familiar with the setting and to discuss how best to help your child settle into pre-school. We hope that you and your child enjoy being members of our pre-school. The staff are always willing to talk with you about your ideas, views or questions

SNACKS AND PACKED LUNCH

The pre-school makes snack and meals a social time at which children and adults eat together. We ask you to supply your child with a healthy snack and packed lunch, if they are staying for lunch club. We provide a healthy snack for the children in the afternoon. Water is available throughout the day and milk is also provided at snack time. Please tell us about your child's dietary needs and we will make sure these are met.



CLOTHING

We provide protective clothing for the children when they are playing at 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 a pre-school t-shirt and jumper which are available to buy.

Policies

The way we run the pre-school is governed by our policies and procedures. The pre-school committee reviews these annually with input from staff and parents and with regard to Ofsted recommendations and help from the Pre-school Learning Alliance (PLA). Pre-school is a member of the PLA, which is a support network that provides all registered pre-schools with help and advice for all areas of work, from planning children's activities to writing business plans.

Pre-school's policies and procedures are very important as they make clear for committee members, staff, volunteers and parents, the principles which pre-school works towards achieving. They aim to reflect The Safeguarding and Welfare Requirements within the Statutory Framework of the Early Years Foundation Stage whilst serving as a constant reminder of the standards our pre-school is working to. They help us to make sure that the service provided is of a high quality and that being a member of the pre-school is an enjoyable and beneficial experience for each child and her/his parents. Copies of all the Pre-school's policies and procedures are available for you to view in the Preschool cloakroom.

SAFEGUARDING CHILDREN

Our pre-school 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 pre-school 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 pre-school'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 pre-school, works to the requirements of the Special Educational Needs Code of Practice (2001).

Management and Fees

A parent management committee - whose members are elected by the parents of the children who attend the pre-school - manages the pre-school. The elections take place at our Annual General Meeting. The committee is responsible for:

- managing the pre-school's finances
- employing and managing the staff
- fundraising and organising social events
- making sure that the pre-school has, and works to, policies that help it to provide a high-quality service
- making sure that the pre-school works in partnership with the children's parents.

The committee meets half-termly, in the evenings usually from 7.45pm onwards at a member's house. The way we run ourselves as a committee is governed by our Constitution which is on the Committee noticeboard in the Preschool cloakroom for you to view.

If you would like to see a "committee member welcome pack" which explains the responsibilities of being a committee member and what the key roles on the committee involve, please ask the committee chair who will be happy to provide you with a copy.

The Annual General Meeting is open to the parents of all the children who attend the pre-school. 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 payable half-termly in advance. Fees must still be paid if children are absent for a short period of time including holiday and illness and are payable within 7 days of receipt of your invoice. If your child is absent over a long period of time, talk to our Pre-School Supervisor. For your child to keep her/his place at the preschool, 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. We have a full explanation about the payment of fees in our policy.

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