



# Needingworth Community Pre-School

## PROSPECTUS

(Registered Charity No. 1005511)

Mill Way  
Needingworth  
PE27 4TF

Pre-school Telephone Number  
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## **WELCOME TO NEEDINGWORTH COMMUNITY PRE-SCHOOL**

In this prospectus we hope to provide you with all the information that you as a parent/carer need to understand how the pre-school works. We hope that the prospectus is clear but if there is any area you feel is not covered or about which you need more information, please do not hesitate to ask either a staff or committee member. Needingworth Community Pre-school is a very busy and happy pre-school and we would like to take this opportunity to welcome you and your child into the busy, happy pre-school family.

## **BACKGROUND**

Needingworth Community Pre-school is a registered charity that was set up in 1978 by a group of parent/carers keen to provide community based sessional day-care for the under fives in the parish of Holywell-cum-Needingworth.

The pre-school operates from the village of Holywell-cum-Needingworth's Community Education room, which is situated in the school grounds of Holywell Church of England Primary School. Pre-school maintains close links with the school and has sole use of the room it operates from. Pre-school has use of the schools playground at designated times and the school playing fields.

Pre-school values its place at the heart of our community both as a provider of quality, nurturing community childcare and as a social network that provides support, friendship and opportunities for families to be directly involved in their children's pre-school education.

We have regular OFSTED inspections, which enable us to receive government funding for our 3 and 4 year olds. We hope you and your children enjoy becoming a part of this thriving pre-school!

## **AIMS**

### **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 pre-school and 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 pre-school 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.

### **The Early Years Foundation Stage**

The provision for children's development and learning is guided by the Early Years Foundation Stage (DfE 2012). 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 year's 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 pre-school 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 pre-school 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*

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

*Physical development*

- moving and handling; and
- health and self-care.

*Communication and language*

- listening and attention;
- understanding; and
- speaking.

*Literacy*

- reading; and
- writing.

*Mathematics*

- numbers; and
- shape, space and measure.

*Understanding the world*

- people and communities;

- the world; and
- technology.

#### *Expressive arts and design*

- exploring and using media and materials; and
- being 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 pre-school 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.

#### *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.

### **Records of achievement**

The pre-school keeps 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/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.

The staff who work at our setting are:

<b>Name</b>	<b>Job Title</b>	<b>Qualifications and Experience</b>
Dawn Gibson	Supervisor	NNEB CCLD Level 4, SENCO, Behaviour, ENCO, Child protection, First Aid
Margaret Riggs	Deputy Supervisor	CCLD Level 4, Health & Safety, Child Protection, Risk Assessment, First Aid, Food Handling
Angela Maxwell	Pre-school Assistant	NVQ Level 3, First Aid
Cathy Biddle	Pre-school Assistant	NVQ Level 3, First Aid
Sally Beaman	Pre-school Assistant	NVQ Level 2, Food Handling, First Aid
Anne Aldridge	Temporary Pre-school Assistant	NNEB Qualification in Nursery Nursing

### **Opening Times**

Pre-school is open for all morning sessions during the school academic year and afternoon sessions are opened according to demand. Lunch club is a bookable facility available once your child is 3 years old. Our pre-school offers education and care for children below school age and over the age of 2 years 10 months. Toilet-training is encouraged but is not a requirement for starting pre-school. Term dates coincide with those of Holywell School. Dates for the next year can be found at the back of the prospectus.

Session times are:	Mornings	8.50am	-	11.50am
	Lunch club	11.50am	-	12.20pm
	Afternoons	12.20pm	-	3.20pm

### **HOW PARENTS TAKE PART IN THE SETTING**

Our 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 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 sessions of the pre-school;
- 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 pre-school where appropriate;
- taking part in events and informal discussions about the activities and curriculum provided by pre-school;
- joining in community activities, in which pre-school takes part; and
- building friendships with other parents in the pre-school.

### **The parents' rota**

The pre-school has a dated rota which parents can sign if they would like to help at a particular session or sessions of the setting. Helping at the session enables parents to see what the day-to-day life of the setting is like and to join in helping the children to get the best out of their activities.

### **Joining in**

Joining the rota is not the only means of taking part in the life of the pre-school. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the pre-school to talk about being a dentist, being a farmer, being a hairdresser and many more.

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

### **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. 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/he will help your child to settle and throughout your child's time at pre-school, she/he will help your child to benefit from the pre-school'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 thinking about early years care and education. The pre-school also keeps itself up-to-date with best practice, as a member of the Pre-school Learning Alliance, through 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 pre-school holds learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

## **THE PRE-SCHOOL'S TIMETABLE AND ROUTINES**

Our 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 the pre-school are provided in ways that:

- help each child to feel that she/he 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; and
- provide children with opportunities to learn and help them to value learning.

### **The day**

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 a task to its completion. The child are also helped and encouraged to take part in adult-led small and large group activities, which introduces them to new experiences and helps them to gain new skills, as well as helping them to learn to work with others. The activities take into account the children's changing energy levels throughout the day and will also cater for their individual needs for rest and quiet activities.

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 area

### **Links with school**

Strong links have been forged over the years between pre-school and Holywell Church of England Primary School. In the year before they start in reception, our four year olds follow a "Getting ready for school" program which involves going into reception, meeting Mrs. Harland who will be their teacher, doing story snaps, visiting the school hall and even trying a school dinner. We also take part in various school social and fundraising events. A letter from Mrs Harland to Pre-school is included in the welcome pack.

### **Snacks and meals**

The pre-school makes snacks and meals a social time at which children and adults eat together. We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs and we will make sure that these are met.

### **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.

## **POLICIES AND PROCEDURES**

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 detail either on the pre-school notice board or in the policies and procedures folder held at pre-school.

### **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).

Our Special Educational Needs Co-ordinator is

**Dawn Gibson**

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### **THE MANAGEMENT OF OUR PRE-SCHOOL**

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; and
- 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 pre-school notice board.

A list of the current committee, with contact telephone numbers, can be found at the back of the prospectus. Please feel free to contact any committee member directly if you have any questions concerning pre-school. Photos of the committee and their jobs are on the pre-school notice board.

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 Michelle who will be happy to provide you with a copy.

The Annual General Meeting is open to the parents of all of 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.

## **STARTING PRE-SCHOOL**

### **The first days**

Before a child starts at pre-school a home visit will be arranged. There will be a few forms to fill in and some paperwork to go through. Your child will have the opportunity to meet with the Preschool Supervisor and any queries or concerns can be discussed. You and your child are then invited to attend a trial morning. This gives your child a chance to join in the session activities giving you an idea of our routine and to meet your child's Key Worker and the rest of the staff.

It is important for parents/carers and pre-school staff to work together to help the child to feel confident and secure in the group. This takes longer for some children than for others and you should not feel worried if your child takes a while to settle. The pre-school's policy on The Role of the Key Person and settling-in is available for reference in the policies folder at pre-school.

### **What to wear**

In order to feel free to explore and experiment with all kinds of materials, including messy ones, it is best to send children dressed in clothes which are easily washable or not too new. It is good for children to practise the skills that will make them independent. Simple clothing, which they can handle themselves, will enable them to go to the toilet when they want to and to put on and take off their outdoor clothes without being too dependent on other people's help.

Red or navy blue Sweatshirts and T-shirts, with the pre-school logo, are available for sale from pre-school. However, please note that these are optional.

Please provide a pair of named plimsolls or old sandals (not slippers) for your child to change into when they come into pre-school. Please also provide a change of clothing (in case of accidents) which can be kept in their bag provided by pre-school.

### **Fees**

*The Early Years Education Scheme* is the name for the government scheme that provides funding for pre-school children. In Cambridgeshire, children are entitled to funding for up to a total of 15 hours per week from the term after their third birthday. You can split your entitlement between different childcare providers (e.g. pre-school and nursery) but you cannot claim for more than 15 hours in total. Once your child is eligible for funding, you will be asked before the beginning of each term how many sessions per week you would like to claim for your child. Any extra sessions you choose for your child over and above the grant funding will be charged at the grant rate, which is currently £13 per session.

Lunch club can be included in your 15 hours grant funding, however if it takes you over and above it will be charged at the rate of £1.50 per session.

These fees are paid half termly in advance. Please note that the Government and Local Authority are constantly reviewing the scheme and that changes may occur at any time.

Before grant funding applies, fees are paid half-termly in advance at the rate of £9 per session and lunch club at the rate of £1.50 per session.

Fees continue to be payable if a child is absent without notice or for a short time. If absences of a week or two (for holidays, hospital visits etc.) are notified before the start of the term then the lunch club fees will be waived, **however session fees remain payable**. In cases of prolonged absence, parents/carers should consult the committee about fee payment. Each child's attendance at the group is conditional upon continued payment of any necessary fees and/or qualification for funding through the government Early Years Education Funding Scheme.

If at any time you experience difficulties in paying a bill, please talk either to the Chair person or the Registrar. In certain situations we are happy to receive weekly instalments, and in some cases the Social Services may be able to help. Of course, such matters will be dealt with in confidence.

Pre-school request four weeks' notice if your child is leaving pre-school for any reason (except when leaving at the end of the summer term to attend school).

### **Illness**

We would ask that you notify the pre-school staff if your child is to miss a session due to illness. We do ask that you do not send your child to pre-school with an infectious disease. Also if your child has had sickness and/or diarrhoea please keep them at home for 48 hours after it has stopped, in an attempt to stop the sickness spreading.

Our full health policies are available for you to see in pre-school at any time.

### **Pre-school closure**

In the event of very bad weather or other exceptional circumstances such as a power cut the pre-school may be forced to close. Information about any such closure will be publicised on BBC Radio Cambridgeshire or the radio station Heart FM.

### **Complaints procedure**

If you feel uneasy about any aspect of the pre-school's provision, please speak to the Pre-school Supervisor or the committee Chairperson and talk over any worries or anxieties you may have. It is always better if a problem can be resolved informally; however, if you feel the matter is still not resolved then please refer to the complaints procedure, which is included in the welcome pack and on the pre-school notice board for you to view.

We hope that your child's time in pre-school will be very happy and productive. The staff and committee are always ready and willing to talk with you about your ideas, views and if you have any questions or if we can be of any help, please contact a member of staff or a committee member at any time.

## **Committee Members and Contact details: October 2015**

<b><u>Position</u></b>	<b><u>Committee Member</u></b>	<b><u>Contact No:</u></b>
Chair	Michelle Dolan	01480 300507
Treasurer	Elizabeth Dolby	
Secretary	Lisa Howden	
Admissions Secretary	Michelle Medicott	01480 301351
Registrar	Rachel Edwards	
Website	Michelle Medicott	
Buyer	Emma Taylor	
Fundraising	Michelle Brookes Becky King	
General	Jo O'Reilly Liz Burdett Vivienne Ogilvie	
Website	<a href="http://www.needingworthcommunitypreschool.org.uk">www.needingworthcommunitypreschool.org.uk</a>	

# **Preschool Opening Times 2016/17**

Morning sessions: 8.50 – 11.50am  
Lunch club (bookable @ £1.50): 11.50 – 12.20pm  
Afternoon sessions: 12.20 – 3.20pm

Sessions are run according to demand. This means that generally pre-school will be open for 5 mornings a week plus selected afternoons and lunch club sessions in the autumn term, and for up to 10 sessions plus lunch club in the spring and summer terms.

## **Autumn term 2016**

### **5 September to 16 December 2016**

Half term: 24 October to 28 October 2016

## **Spring term 2017**

### **9 January to 31 March 2016**

Half term: 13 February to 17 February 2017

## **Summer term 2017**

### **18 April to 21 July 2017**

May Day: 1 May 2017

Half term: 29 May to 2 June 2017