

Pedmore Pre-School Centre- Prospectus

Pedmore Pre-School Centre
Pedmore Cof E Primary School
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Welcome to Pedmore Pre-School and thank you for registering your child with us. Pedmore Pre-School was formed in 1993 and is owned and managed by Mrs Sandra Pinder. Pre-School offers provision for children below school age and over the age of three years. We are registered and inspected by OFSTED Early Years Directorate. We are also members of and insured by the Pre-School Learning Alliance.

Pre-School is located in the foundation stage of Pedmore Cof E Primary School. Easy access is available using the Redlake Drive entrance to Pedmore school or the bridle path adjacent to Pedmore Convenience Stores. Please do not use the bridle path or school car park to park if you use a car. When arriving at Pre-School please use the foundation stage buzzer to gain access.

This prospectus aims to provide you with an introduction to Pedmore 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.

Our setting aims to:

- Enhance the development and education of children under statutory school age in a parent-involving community-based group;
- Provide a safe and stimulating environment;
- To work within a framework which ensures equality of opportunity for all children and families;

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.

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 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

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2014):

- *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 provision 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 *Early Years Outcomes* (DfE 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these 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.

**more information about each area can be found in our Learning and development policy.*

Our approach to learning and development and assessment

Our setting's ethos is '*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 Early Years Foundation Stage 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 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 use the online learning journey programme 'Tapestry' to document these observations enabling both staff and parents to track the children's learning and the progress they make.

We make periodic assessment summaries of children's achievement based on our on-going development record. We also compile a summative report twice a year, which is shared to ensure that parents are kept up to date with development levels and are aware of the next steps in the children's learning.

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 and Experience
Sandra Pinder	Owner manager	Level 3 NVQ Childcare and education. Level 3 play work. PLA accredited tutor.
Helen Bennett	Manager	Qualified teacher
Liane Pinder	Manager	Qualified teacher
Helen Teece	Senior assistant/ Key Person	Level 3 NVQ Childcare and Education
Emma Badger	Senior assistant/ Key Person	Level 3 NVQ Early Years Care
Jessica Price	Key Person	Level 3 NVQ Early Years Care and Education

Elizabeth Malpass	Senior Assistant	Level 3 NVQ Play Work
Karen Bagnall	Assistant	Level 2 Play Work.
Gill Williams	Assistant	Level 2 NVQ Early Years Care and Education

We are open during school term time, please see Dudley MBC website for the official term dates.

Preschool is able to provide up to 30 hours of educational child care supplemented by half an hours lunchtime sessions. The timings are:

Morning sessions: 9:00-12:00

Lunch time: 12:00-12:30

Afternoon: 12:30-3:30

All parents are entitled to the universal funding for 5 sessions of provision each week (15 hours) Some parents are eligible for 10 sessions (30 hours) of funding each week. For those not eligible for the 30 hours funding additional sessions can be purchased for £16.50 per session. If you are unsure please visit the childcare choices website: <https://www.childcarechoices.gov.uk/>

Lunchtime sessions: School dinners are available to Pre-School children or they may bring their own sandwiches. The children are taken up to the main school hall by Pre-School staff at 12 noon. Pre-School staff will help to assist children as required. The Lunch time session finishes at 12:30pm and the children can be collected at the bridle path entrance if they are not staying for the full afternoon session.

School dinners cost £2.25 and can be ordered on the day from the menu given out at the beginning of the school term. For those children bringing a packed lunch please make sure their lunch box is clearly labelled. All children staying for lunches will be charged a care fee of £3.00. This will be invoiced manually at the end of each month along with any hot dinners taken.

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 us;
- 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;
- 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.

The parents' rota

Our setting 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 our 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 setting. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have demonstrated their skills in knitting with the children, assisted in gardening activities, brought in babies and talked to the children about their jobs.

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

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 provision that we provide is right for your child's particular needs and interests. When your child first starts at the setting, they will help your child to settle and throughout your child's time at the setting, they will help your child to benefit from our activities.

Training

As well as gaining childcare qualifications, our staff take part in further training both in house and externally 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 Pre-school Learning Alliance, through *Under 5* magazine and other publications produced by the Alliance.

We put aside 6 staff development days each year to allow us to ensure staff are fully trained. This works out at one per half term, where possible we co-ordinate with school closures for their planned INSET days.

The setting's timetable and routines

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.

Each session begins with the children coming together in small groups to share news, listen to each other, talk about what will be happening in Pre-School that day, extend their knowledge of the days of the week, months of the year and the weather. We also do the register. Following this 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 1:1, 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 room.

Snacks

We have a healthy café system which is accessible throughout the morning. The children are encouraged to access the café independently, making choices between a range of items including, fresh fruit and vegetables, yoghurts, toast and breadsticks. Milk and water are available. We ask for a voluntary donation of 25p per session to allow us to provide a good range of snacks and will also be used towards cooking activities. This will be on your termly invoice. Please inform us of any dietary requirements so that we can cater for your child's needs.

In addition to our ongoing provision, Pre-school also offers:

Library- this takes place each Tuesday. The children are given the opportunity to borrow a book of their choice from the Pre-School library which should be returned the following week.

PE in the school hall- Once a week we are able to use the school hall for a music and movement/physical development session.

Fun with French- Mrs Vicky Bate visits weekly to introduce the children to French using a range of songs, games and other fun activities. If you wish your child to take part in this a small charge is made for these sessions.

Forest School- Mrs Ruth Hill runs forest school sessions. These sessions take place on a Monday afternoon during the first autumn half term and throughout the summer term. This is a brilliant opportunity for children to learn in a natural outdoor environment.

Arrival/collection to and from Pre-School- Pre-School is located within the grounds of Pedmore School which is a secure environment. There is no access to the Pre-School building outside opening hours without prior arrangement. If anyone other than a parent/ known carer is due to collect your child please inform a member of staff in order that the daily collection book is completed and signed also ensure the person collecting has your password, we will not release your child unless they can give the correct password.

What to wear

We are very proud of our green and gold uniform which is both practical and smart. Uniform is available to order from Mrs Pinder, for further information on style, sizes and prices please see our website.

We encourage children to practise the skills which make them independent. Simple clothing which they can handle themselves will allow 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 adults for help. For PE sessions in the hall (please check for day) children are required to wear trousers or jogging bottoms and socks. No tights please. We also ask that you provide a change of clothes in a small bag, drawstring if possible, which can be hung on their peg. Please label all clothing, footwear and bags.

When your child is unwell

Parents/carers are requested not to bring their child to Pre-School when they are unwell or have infectious/contagious diseases and to make sure they are fully recovered, 48 hours in the case of sickness or diarrhoea, before they return to group.

Snow closure

In the event of closure due to snow Pre-School follows Pedmore school's policy and will close as per the school. Details of school closure will be broadcast on local radio and will be on the school and Pre-School website.

Policies

Copies of our policies are available to view on the Pre-School website. Additionally, paper copies are held in the office and can be accessed whenever requested. 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.

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 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 referrals to appropriate agencies when necessary, to help families in difficulty.

For further information we recommend that you read our safeguarding policy available on the website and in the office.

Our Designated Safeguarding Lead is Liane Pinder

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 Helen Bennett

Fees

In September each parent will be required to complete the local authority's parent declaration form in order to receive funding for any free entitlements (both 15 and 30 hours.) Each term parents are required to re-sign this form to continue to access this funding.

For those eligible for 30 hours of funding you will need to set up an account with HMRC, more details are available from the childcare choices website. This must be applied for and revalidated prior to the beginning of each term to continue to receive funding. It is parent's responsibility to ensure that their code is valid and they will be liable for the outstanding fees charges at £16.50 per session if it is not re-validated. If you require any further help with this please see Liane Pinder.

Fees for additional unfunded sessions (£16.50 per session) are invoiced at the start of each month. Fees can be paid by bank transfer: HSBC bank, sort code: 401115, account number: 51499467. Please reference each payment with your child's name and the month you are paying for. We also accept cheques, cash payments and childcare vouchers. We ask that payments are made within the first week of each month.

For any additional unplanned sessions a cash payment is requested on the day of the session.

A half termly invoice will be sent for lunchtime care fees, snack contributions and French fees. This can be paid in any of the above methods.

For your child to keep her/his place at our setting, you must pay the fees.

Leaving Pre-School

If a child leaves for any reason other than reaching school age, a minimum of one month's notice is required and fees to be paid for this month.

Ofsted

Pre-School was inspected by Ofsted in March 2016 and all four areas of the inspection have been graded as OUTSTANDING. Comments from the report 'Teaching is creative, imaginative and inspirational.' 'Very positive partnerships have been established with parents' 'Outdoor learning is one of Pre-School's many strranegths' The report is available to peruse at Pre-School, please speak to Mrs Pinder.

Starting at our setting

We want your child to feel happy and safe with us. As part of this we encourage parents to visit our setting, with your child, to familiarise yourself with our provision. During the first week of the Autumn term we will arrange a home visit with you, this will enable us to get to know you and your child and give you the opportunity to ask any questions. It will also allow us to give you more detailed information about our learning journey's programme 'Tapestry' and discuss your registration form with you. Following this there will be an opportunity to come to a stay and play session before starting full sessions.

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.