



## Five Wents Pre-school Prospectus

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Ofsted URN: EY557273

Welcome to Five Wents Pre-school and thank you for your interest in registering with us.

There has been a pre-school playgroup at the Five Wents Memorial Hall since 1972 and we were very lucky and excited to have opened the new Pre-School in the community in September 2018. My name is Sasha, I am the owner, and I attended Five Wents when I was a young child and my Mum worked there for a number of years. We are situated in a rural area between Swanley and Hextable.

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.

This prospectus aims to provide you with an introduction to Five Wents 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 a curriculum that meets the needs of all of our children;
- offer experiences of awe and wonder of the world in which we live to our children;
- give essential knowledge that children need to prepare them for their future success;
- ensure all children make progress in their learning and development in readiness for their next step;
- create an environment where children feel safe, secure and happy;
- 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.

### *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 (EYFS)* (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 deliver the EYFS**

At Five Wents Pre-school we are developing a setting that takes inspiration from the 'Reggio Emilia Approach' and the 'Curiosity Approach'. Both of these encourage learners to be curious and creative. Through exploring the children's own curiosities and interests can lead to a greater understanding and desire to learn. Our philosophy ensures children are highly focussed, engaged, resilient problem solvers.

We use the EYFS curriculum to build on to decide what we intend our children to learn and develop. We choose how to implement the curriculum so that all children make progress in the seven areas of learning. We evaluate the impact of the curriculum by checking what they children know and can do. Our aim is to develop, consolidate and deepen their knowledge and understanding to prepare them for their next stage. We use the curriculum to enhance the experience and opportunities that are available to our children, as well as being guided by their own interests.

We want all of our children to leave us being able to speak with confidence and fluency, which will ensure that have strong foundations for future learning, in particular to become a fluent reader. We follow the 'Letters and Sounds' document and mainly focus on embedding Phase 1 phonics and moving onto Phase 2 phonics, if appropriate.

We promote, through play and role – modelling, high levels of respect and confidence. At Five Wents Pre-school we aim for our children to be able to confidently demonstrate their understanding of behaviour rules. We encourage children to reflect upon their feelings and develop their ability to self regulate.

We believe that a rich set of experiences will promote understanding of people, families and communities. We encourage children to reflect on differences to understand that makes them unique.

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. Our 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.

### *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.

### *Assessment*

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.

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. Five Wents Pre-school use Tapestry, this is an online learning journal. Once parents/carers sign up, they will receive notifications when a new observation has been made. 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. Parents and carers can also upload photos and videos of the children's 'wow moments' at home.

### *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.

The staff who work at our setting are:

<b>Name</b>	<b>Job Title</b>	<b>Qualifications</b>
Sasha Tadman	Owner/Manager Deputy Designated Safeguarding Lead Paediatric First Aider Emergency First Aider at work (EFAW) SENCO	BA (HONS) in Primary Education with QTS
Kristine Stanton	Deputy Manager/Health and Safety Lead Paediatric First Aider	CACHE Level 3 NVQ in Early Years Care and Education  Early Years Care and Education Level 3 - Advanced Apprenticeship
Candice Graham	Early Years Educator/Designated Safeguarding Lead Paediatric First Aider	NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator)
Jenny Waddington	Early Years Educator/Senco	NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator)
Hannah Osborne	Early Years Educator Paediatric First Aider	CACHE Level 2 Certificate in Child Care and Education
Kate Rudd	Early Years Educator Paediatric First Aider	
Rachel Baynton	Early Years Educator	
Susan Sharman	Early Years Educator	CACHE Level 3 NVQ Childcare and Development

We are open weekdays during term time.

Our opening times are 9.15am – 12.15pm and the option of 9am – 2.30pm on Tuesdays.

Children can start with us from 2 years old and stay with us until they start school.

We will provide our term dates in the summer before each academic year starts in September.

### **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;
- 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.

### **Joining in**

Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents may wish to visit the setting to play the clarinet for the children, show pictures of the local carnival held in their neighbourhood, and show the children their collection of shells or share facts about their job.

### **Key person and your child**

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 us 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. From time to time we may hold learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

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

Our setting believes that care and education are equally important in the experience which we offer children. Our timetable is shared with the children at the beginning of each session. 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 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 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 playroom.

### **Snacks**

We make snacks 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 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.

## **Policies**

I will explain our policies and procedures to you. Copies of which are available either in our setting or on the website.

My policies help me to make sure that the service provided by my 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 policies are reviewed annually. This review helps me 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 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'. We will look after the children's personal and emotional development, including if they feel safe, secure and happy. We will meet the requirements for children's safeguarding and welfare. My 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 Sasha Tadman

## **The management of our setting**

Sasha Tadman is the registered person with Ofsted and is 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.

## **Fees**

The fees are currently £12 per session and £22 for all day Tuesday, payable monthly in advance, not in arrears. Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time, please let me know. An alternative session will be offered if possible.

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.

We also ask for a voluntary contribution of £1 per week to cover snacks, craft activities and sand etc.

## **Notices**

A notice board is displayed in the entrance hall, it informs parents/carers of term dates, curriculum plans, upcoming events and any other information relating to the Pre-school. A newsletter will regularly be provided.

## **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, our staff will work with you to decide on how to help your child to settle into the setting. Our policy on the Role of the Key Person and Settling-in is available on request or on our website.

### **Additional activities**

We are lucky to be able to offer, at an additional charge, sessions run by specialists. The children currently have opportunities to attend (*Please note that these are subject to change*):

- Music and Movement run by Miss Lizzie from Simply Performers
- Tiny Tekkers run by Concept 4 Football
- French sessions run by Louise Ives

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