

Puffin Pre-School



PROSPECTUS 2021

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Registered Charity No. 1023389

Welcome to our Pre-School

This prospectus aims to provide you with an introduction to Puffin's, 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:

- provide high quality care and education for children;
- 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.

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
- 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

The Early Years Foundation Stage

Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* as stated below:

- *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.

Learning through play

We use the EYFS to plan and provide opportunities which will help children to make progress in all areas of learning. This is made up of a mixture of activities that are child led and initiated and activities planned and led by practitioners following children's interests.

We assess how young children are learning and developing by observing and planning activities for them frequently. We use information that we gain from these observations to document and extend your child's learning. You are able to access and contribute to your child's observations by using our secure online learning journal, details will be made available to you when your child starts with us. Your child's key person will work in partnership with you to keep this record and together you will then decide on how best to support your child to thrive.

We regularly monitor your child's learning so we are able to tailor the support we provide.

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.

Working together for your children

All staff are DBS checked before working with children, all staff have also received Paediatric first aid training and safeguarding awareness training. We maintain the ratio of adults to children in the setting that is set by the Safeguarding and 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; and
- allow the children to explore and be adventurous in safety.

We will hold termly parent meetings to give you a chance to come and have an informal chat with your child's keyperson to discuss your child's learning and development.

The staff who work at our setting are:

Name	Job Title	Qualifications and Experience
Kirby Price	Manager Designated Person for Safeguarding Special Educational Needs Coordinator	Certificate for the advanced practitioner (Level 4) Safeguarding Role of the designated person (Level 3) Role of the Special Educational Needs Co-ordinator (Level 3)
Denise White	Deputy Manager Equality Named Co-ordinator Health and Safety Coordinator	Diploma in Pre-School Practice (Level 3)
Julie Cottrell	Deputy Manager Deputy Safeguarding Lead	Diploma in Pre-School Practice (Level 3)
Maria Fobbester	Early Years Practitioner	Certificate in Early Years Practice (Level 4)
Victoria Shrubsall	Early Years Practitioner	Diploma in Pre-School Practice (Level 3)
Julie Prendergast	Trainee Early Years Practitioner	Working towards Early Years Educator (Level 2)
Alex Barr	Trainee Early Years Practitioner	

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 our staff;

- contributing to the progress check at age two;
- 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.
- Becoming a committee member.

Key person and your child

Our setting uses a key person approach. 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, the key person will help your child to settle and throughout your child's time at the setting, will help your child to benefit from our activities.

The setting's timetable and routines

We are open for 38 weeks a year, Monday to Friday. Your child can either attend for the whole day (8:45am to 3:15pm) or either mornings (8:45-11:45am) or afternoons (12:15-3:15) or a mixture of these session. We run a lunch club between 11:45am and 12:15pm.

Our setting 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 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 run a free flow environment, giving children the chance to access activities and resources of their choice. 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. The children have the opportunity, and are encouraged to participate in child-chosen and adult-led activities which are tailored to their interests and stage of development.

Snacks

We make snacks a social time at which children and adults eat together. We provide healthy and nutritious food for midmorning snack, and also try to introduce children to new foods and experiences. These foods include a daily choice of fruit and vegetables, cheese and a carb option such as toast or crackers. Milk and water is always available. Please inform us of your child's dietary needs and we will plan accordingly.

Clothing

While we provide protective aprons for the children when they play with messy activities, we encourage you to send your child in clothing that you do not mind getting messy. 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, coats and shoes. Clothing that is easy for them to manage will help them to do this.

Toilet Training

If your child is still in nappies, we have a nappy changing system in place, and your child will be changed regularly throughout the day. When you feel that your child is ready for toilet training, we will work closely to support you and encourage your child in this next stage of their development. Please feel free to speak to a member of staff, who will be happy to discuss the next steps with you.

Policies

A list of our current policies can be found on our website, or in your child's induction pack. Our staff can explain these policies and procedures to you or, copies are available on request. 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.

Our staff and committee work together to adopt the policies and they all have the opportunity to take part in the review of the policies, work together with parents to adopt the policies and provide them with the opportunity to take part in the annual review of the policies. This review helps us 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 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 which is 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 about 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 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. Our Special Educational Needs Co-ordinator is Kirby Price.

The management of our setting

Our setting is a charity and as such is managed by a volunteer management committee. The elections take place at our Annual General Meeting. The committee make up the registered person with Ofsted and are 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.

The Annual General Meeting is open to the parents of all of the children who attend our setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

Fees

Our fees are £13.50 for a three-hour session and are payable monthly in advance. We bill on the 4th of every month to be paid by the 4th of the following month e.g. fees for May will be billed on the 4th April to be paid by 4th May. 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, talk to a member of staff. For your child to keep her/his place at our setting, you must pay the fees on time. If you are having difficulty in paying on time please speak to the manager. Please note that if your fees are not paid your child's place could be compromised.

We also run a half an hour lunch club which can be added to the end of the morning session or to the beginning of the afternoon session. This also gives you the flexibility of having your child stay all day. The cost for each lunch club is £2.20 and we ask that you supply a healthy lunch (no nut products such as peanut butter or chocolate spread due to allergies) and a drink.

We accept childcare vouchers.

2, 3, and 4-Year-Old Funding

We are registered to provide free nursery education places for 2, 3 and 4-year-olds. All three-year olds are eligible for up to 15 hours of funding following the term after they turn three. We are also registered to accept two-year-old funding if you meet criteria also accept 30-hour funding for working parents. Children receive funding term after 3rd birthday.

Starting at our setting

The first days

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a positive role model who will help with friendship and to be able to share with their parents afterwards the new learning experiences enjoyed in the pre-school.

In order to accomplish this, we will:

1. Encourage parents to visit the pre-school with their children before an admission is planned.
2. Make clear to families from the outset that they will be supported in the pre-school for as long as it takes to settle their child there.
3. Reassure parents whose children seem to be taking a long time settling into the pre-school.
4. Introduce new families into the group on a staggered basis, for example two new children a day for a week rather than 10 new children all at once.
5. Encourage parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.

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

Children cannot play or learn successfully if they are anxious and unhappy. Our settling procedures aim to help parents to help their children to feel comfortable in the Pre-school, to benefit from what it has to offer, and to be confident that their parents will return at the end of the session/day.

