



# PROSPECTUS

## 2018-19



## **Rainbow Pre-School**

### **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 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.

As a community-based, voluntary-managed setting, we also depend on the goodwill of parents and their involvement to keep going.

### **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 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 care and education 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 *Development Matters* guidance sets out the likely stages of progress a child makes along their learning journey towards the Early Learning Goals. Our setting 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 setting 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 in 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 setting 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 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.

**The staff who work at our setting are:**

Name	Job Title	Qualifications and Responsibilities.
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Debbie Reed	Manager & Lead Practitioner	NVQ level 3 CCLD NVQ Level 2 CCLD SENCo Behaviour management, CAF and Child Protection Designated Officer ELKLAN.
Deborah Biscoe	Deputy Manager & Practitioner	NVQ Level 3 CCLD NVQ Level 2 CCLD Child Protection Designated Officer ENCo ELKLAN
Deborah Mould	Practitioner	NVQ Level 3 CCLD Health & Safety Officer
Tracey Vigar	Practitioner	Level 2 Children and Young People Workforce
Leona Poulton	Practitioner	Level 3 Children and Young People Workforce
Emma Brodie	Practitioner	Level 2 NVQ Early Years Care and Education
Tonia Simper	Finance Manager	AAT

We are open term-time only. We have the following sessions:

Morning sessions: 9.15am-11.45am

Afternoon sessions: 12.15pm-2.45pm

All day: 9.15am-2.45pm (includes packed lunch club from 11.45am-12.15pm)

Monday, Wednesday and Friday afternoons are dedicated to children in their pre-school year. Grouped with their peers our pre-schoolers benefit from focused age-appropriate time together in preparation for primary school.

We provide care and education for young children between the ages of 2.5 years and 4 years, 11 months.

We call our younger children 'Cubs' and our children in their preschool year are called 'Tigers'.

## **How Parents Take Part in the Setting**

Our setting 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 at 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.

### **The Parents' Rota**

The setting has a dated rota which parents can sign if they would like to help at a particular session or sessions. 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 setting. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited 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.

### **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/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 the setting, she/he will help your child to benefit from the setting'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. We also keep 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 setting

holds 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 that we offer children. The routines and activities that make up the day in the 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 playrooms.

### **Snacks and packed lunch club**

The setting makes snacks and lunch a social time at which children and adults eat together. We plan the menus for snacks so that they provide the children with healthy and nutritious food. We provide parents whose children attend packed lunch club with packed lunch guidelines. Please tell us about your child's dietary needs and we will make sure that these are met.

### **Policies**

Summaries of some of the setting's policies and procedures are included below and are available for you to read in full at the setting or on our website, [www.rainbowpreschool.co.uk](http://www.rainbowpreschool.co.uk).

The setting's policies help us to make sure that the service provided by the 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.

The staff and parents of the setting work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

### **Safeguarding children**

Our setting will work with children and parents to ensure the rights and safety of children and to give them the very best start in life. Our safeguarding policy is based on the three commitments of the Pre-School Learning Alliance Safeguarding Children Policy:



- We are committed to a 'culture of safety' in which children are protected from abuse and harm;
- The setting must respond promptly and appropriately to all incidents or concerns of abuse that may occur;
- All staff are committed to regular training regarding child protection issues and promoting children's rights to be strong, resilient and listened to.

We have a procedure for managing complaints or allegations against a member of staff.

### **Our Child Protection Officers are Debbie Reed and Deborah Biscoe**

#### **Information we hold about you and your child**

[I/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.

Should you decide you no longer need the place we will not retain the details on your application form

### **Special Educational Needs and Disability (SEND)**

We provide an environment in which all children, including those with special needs, are supported to reach their full potential.

- We work to the requirements of the DfES Special Educational Needs Code of Practice (2014);
- Our provision is inclusive to all children with special needs;
- We support parents and children with special needs;
- We identify the specific needs of children and plan to meet those needs through strategies;
- We work in partnership with parents and other agencies.

**Our SEND Co-ordinator is Debbie Reed**

### **Equality of Opportunity**

We ensure that the setting is fully inclusive in meeting the needs of all children. We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish;
- Include and value the contribution of all families;
- Provide positive non-stereotyping information about gender, ethnicity and culture;
- Improve our knowledge and understanding of issues of anti-discriminatory practice;
- Ensure that inclusive practice runs through all of the setting's activities.

**Our Equal Opportunities Co-ordinator is Deborah Biscoe**

### **Achieving Positive Behaviour**

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations of their behaviour. Children need to learn to consider the views and feelings of others and the impact that their behaviour has on people, places and objects. This can be achieved with our support, encouragement, teaching and setting the correct example. By working in partnership with children's parents, appropriate responses to children's behaviour can be jointly managed.

**Our Behaviour Management Co-ordinator is Debbie Reed.**

### **The Management of our Setting**

A parent management committee, whose members are elected by the parents of the children who attend the setting, manages the setting. The elections take place at our Annual General Meeting, usually held in November. The committee is responsible for:

- managing the setting's finances;
- employing and managing the staff;
- making sure that the setting has, and works to, policies that help it to provide a high quality service; and
- making sure that the setting works in partnership with the children's parents.
- The Annual General Meeting is open to the parents of all of the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

### **Fees**

The fees will not be more than £11 per session or £24 for a full day. There is a snack fee of £5 per session per half term. From the term after the child's third birthday NEF funding is available and therefore will only be required to pay for additional sessions above their 15 hours that are funded and all snack fees. 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 the committee chairperson or Debbie Reed, the Manager. Fees are reviewed annually. One month's term-time notice is required if a child leaves the setting during the school year

For your child to keep her/his place at the 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.

## **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, the staff will work with you to decide on how to help your child to settle into the setting.

### **Clothing**

We provide protective clothing for the children when they play with messy activities. All paints and glues used are non-toxic and washable, but on occasion have been known to stain delicate fabrics. With this in mind, we ask that you dress your children in appropriate clothing. We also sell pre-school t-shirts and sweatshirts if you would prefer your child to wear them. Please ask for an order form.

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- no belts on trousers, mittens rather than gloves and Velcro footwear.

We hope that you and your child enjoy being members of our setting and that you 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.