

3 2 5 Pre-School

PROSPECTUS



3-2-5 Pre-School's Early Years Prospectus for Parents

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Welcome

Welcome to 3-2-5 Pre-School and thank you for your interest in our setting.

We know how important choosing the right setting for your child is, and we aim to deliver the highest quality of care and education to help them to achieve their full potential.

This prospectus aims to provide you with an introduction to 3-2-5 Pre-School, 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.



In-the-moment
Planning

Child Centred
Setting



Real World
Objects

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Our setting aims to:

- provide high quality care and education in line with statutory regulations and setting policies;
- work in partnership with parents to help children to learn and develop;
- promote a child-led approach to learning and development;
- offer children and their parents a service that promotes equality and values diversity.

Parents

You are regarded as members of our setting who have full participatory rights. These include a right to be:

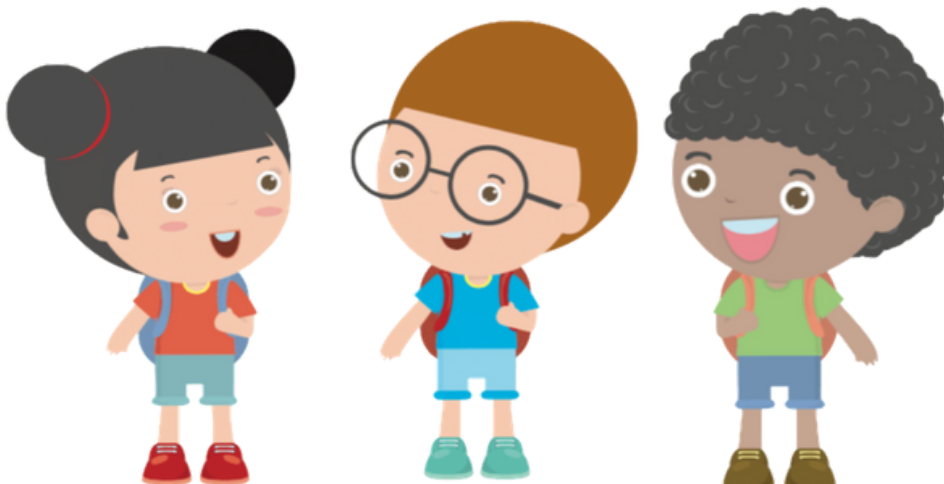
- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

As a voluntary managed setting, we also depend on the good will of parents and their involvement to maintain a high quality provision. Membership of the setting carries expectations on you for your support and commitment.

Children's Development and Learning

We aim to ensure that each child:

- is in a safe and stimulating environment;
- has the opportunity to challenge themselves, make positive choices and lead their own learning;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers;
- has the chance to form positive relationships with other children and adults, supporting them to play, work and learn together;
- has the opportunity to use their own knowledge and experiences to build on what she/he already knows and can do;
- has a personal key person who understands their needs, strengths and interests and supports their progress and achievements;
- 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

At 3-2-5 Pre-School we believe in providing children with a safe and stimulating environment where children flourish.

We believe that every child is unique and should be treated so, allowing them the opportunity to develop and learn in a safe and nurturing environment where play and learning is combined.

Learning should be fun, and we strongly believe in children leading their own learning whilst valuing the importance of the environment to develop children's thinking and creative skills. We understand the value of learning experiences and strive to equip children with a love of learning and a natural curiosity, that will inspire them to become inquisitive lifelong learners.

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 the children with open-ended resources that are appropriate for their age and stage of development.



The Areas of Development and Learning

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:

Prime Areas:

Personal, Social and Emotional Development

- making relationships;
- self-confidence & self-awareness;
- managing feelings and behavior.

Physical Development

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

Communication and Language

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

Specific Areas:

Literacy

- reading; &
- writing.

Mathematics

- numbers; &
- shape, space and measure.

Understanding the World

- people and communities;
- the world; &
- technology.

Expressive Arts and Design

- exploring & using media & materials;
- being imaginative

Child-led planning

At 3-2-5 Pre-school, we believe that children learn best when they are following their interests in an open-ended environment.

Each individual child's learning and development matters to us and that is why we do not plan ahead, instead we choose to join the child 'in the moment' as they explore the environment.

We observe children in their play, looking for 'teachable moments'. These moments are the perfect opportunity to develop children's learning, and usually occur when the child is showing high levels of engagement and involvement, and deep level learning can be achieved.



The Environment

Our environment has been developed to create a calming home away from home space for children to develop and feel safe, using natural colours.

The layout of the room focuses on space for children to play collaboratively with one another throughout all the areas. This helps to promote communication between the children whilst they play.

All our resources are open-ended, and include real-world objects to help children make links between the setting and other environments such as their home and wider community. The resources encourage children to use their imaginations and have a sense of curiosity. We have very little plastic resources, instead opting to use natural and real-world items that are open-ended and can be used in a variety of ways.



Children have access to real tools, real cutlery, logs, cable reels, crates, measuring tapes, and many more items.

Helicopter Stories

Helicopter stories are an Early Year's approach to supporting children's literacy and communication development through storytelling and story acting. Helicopter stories allow children to dictate their own stories to an adult, this is written down exactly as it is said.



The children gather round our 'stage' and act out the stories they have created. Alongside the simplicity of this approach is an ethos that is child-centred, creating a culture of curiosity and wonder at the dexterity of children's imaginings during both the telling and acting out of their stories.

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 considering the 'unique child' and observing how a child is learning, being clear about what we can do and provide in order to support each individual child to remain an effective and motivated learner.

Assessment

We assess how young children are learning and developing by recording their experiences through observations and images, which are uploaded to our online learning platform, Tapestry, to be shared with parents. Keyworkers create initial baselines, termly reports and next steps for their Key children, and discuss these with parents to determine the best route of support for their child.

We believe that parents know their children best and we will ask you to contribute to assessment by sharing children's home-learning experiences through Tapestry, and by providing information about what your child likes to do at home and how you, as parents, are supporting their development.

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.

Records of Learning and Development

We keep a record of learning, development and progress for each child, this record contains all progress-reports and next steps for the children. Your child's key person will work in partnership with you to keep this record.

To do this you and she 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. Together, we 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. 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, challenge themselves, and be adventurous in a safe, controlled environment.

The staff who work at our setting are:

Name	Job Description	Qualifications
Ms Rachael Woolley	Manager	Foundation Degree (Level 5) Children's Development & Learning, Safeguarding Level 4
Mrs Debbie Harrison	Deputy Manager	NVQ Level 4, LSO, SENCO, Safeguarding Level 4
Mrs Emma Bishop	Room Leader	NVQ Level 3
Miss Lauren Juliff	Pre-School Assistant	NVQ Level 3
Mrs Agnieszka Tworek	Pre-School Assistant	NVQ Level 3
Miss Karen Turner	Pre-School Assistant	NVQ Level 3

Opening Hours

We are open 38 weeks each year, 5 days a week.

Our opening times are 9:15am to 14:15.

We are closed for 14 weeks including 5 inset days.

We provide care and education for young children between the ages of 2.5 and 5 years.

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;
- 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.

Key Person and your Child

Our setting uses a key person approach, your child will be assigned a key worker to be their 'special adult' and take responsibility for their learning, assessment and intimate care. Each key worker has a buddy so that, in the absence of the key worker, their 'buddy' will take over

responsibility for your child. Your child's key person will be the person who works with you to make sure that the childcare we provide is right for your child's particular needs and interests.

When your child first enrolls at the setting, you will have a meeting with the key worker to establish if your child needs any additional support, and what their likes and dislikes are. The key worker will help your child to settle and become familiar with the environment once they start their sessions.

Learning Opportunities for Adults

All our staff are at least Level 3 qualified, and are Paediatric First Aid and Safeguarding trained. 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 keep up-to-date with all the legislative updates through the local authorities' Birth to Four and Safeguarding webinars, and update all training through annual online refresher courses. 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. The current copy of Under 5 is available for you to read in the foyer.

The Setting's Routine

Our setting believes that children learn best when they lead their own play, therefore we do not expect children to take part in adult-led activities or follow adult-implemented routines, instead we extend the children's learning through 'teachable moments' and encourage them to use their own knowledge, experiences and interests to consolidate their learning.

We do not have set routines, such as carpet time, and our mealtimes are a free-flow, self-service experience for the children.



The Session

Our sessions start at 9.15, the garden is open immediately and the whole environment is free-flow throughout the day, allowing the children to choose where they play and what they play with.

The resources available are open-ended, and the adults provide extra resources when there is an opportunity for extending the child's learning, i.e. baking real cakes after making mud cakes and incorporating numeracy into the preparation of ingredients. Sessions finish at 14.15, other options, such as half-sessions, are available.

Snacks and Meals

Snack and lunch time are also free-flow experiences. The children are told when the snack or lunch table is open, and they are free to come and eat whenever they like within those times. Children help to prepare the food, and serve themselves, as we believe this promotes their independence and supports the development of skills for the future.

Please tell us about your child's dietary needs and we will plan accordingly, we respect everyone's choices over food and fully support families who are vegetarian or vegan, and will make all reasonable adjustments to adhere to everyone's needs and wishes.



Clothing

We provide protective clothing for the children when they play with messy activities, such as aprons for painting and waterproof overalls for the mud kitchen. We encourage children to gain the skills that help them to be independent and manage their self-care. These include asking for the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

Uniform

Although uniform is not compulsory we do recommend it.

We have supplies of branded uniform including lovely warm Jumpers available at very reasonable prices, please speak to a member of staff if you would like to purchase some.

Our prices are as follows;

Short Sleeve T-Shirt - £6.50 (Black with logo)

Polo Shirt - £8.00 (Black with logo)

Sweat shirt - £14.00 (Black with logo)

Hoodies - £15.00 (Black with logo)

Available in age 2, 3-4 or 5-6



Policies

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 Managers, staff and committee all work together to adopt the policies and take part in the annual review. This review helps us to make sure that the policies are enabling our setting to provide a quality service for children and their families.

All our policies are available to view in the Pre-school foyer and on our website.

Information we Hold About your Child

We have procedures in place for the recording and sharing of information about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data is we collect is;

- 1.Processed fairly, lawfully and in a transparent manner in relation to 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 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 safeguard all children against harm, and all staff follow our Safeguarding policy and adhere to national legislation.

All our staff have had extensive safeguarding training, and are expected to read and understand all safeguarding legislation and updates, such as 'Keeping Children Safe in Education' and the 'Counter Terrorism Act'. Our staff are trained to spot the signs of abuse, and fully understand the reporting thresholds and processes. We work closely with Children's Services to ensure any concerns about a child are reported, and investigated, swiftly and thoroughly.

Special Educational Needs and Disabilities (SEND)

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have and make reasonable adjustments to ensure they are fully included within the provision. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015), and refresh staff training regularly. Our SENCO attends all the Safeguarding webinars provided by the Local Authority, and works in partnership with outside agencies to support children with SEND.

Our Special Educational Needs Co-ordinator is: Debbie Harrison

The Management of our Setting

3-2-5 Pre-school have a Manager (Rachael Woolley) and Deputy Manager (Debbie Harrison) who take overall responsibility for the day to day running of the setting.

As our setting is a charity, the Managers are supported by a volunteer management committee - whose members are elected by the parents of the children who attend our setting.

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

There is a £15 registration fee to pay on acceptance of a place; this will guarantee your child a place and include a **FREE** complimentary pre-school t-shirt.

The hourly fee is £5.15 for all children, except those funded by the local authority, and is payable half-termly in advance. Fees must still be paid even 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 talk to the Managers. For your child to keep her/his place at our setting, you must pay the fees. The cost of fees are reviewed each September, as they must cover our running costs.

All children are entitled to 15 hours per week free education in the term after their third birthday and some two year olds may also be entitled. Please check on www.gov.uk/help-with-childcare-costs to see if you qualify.

Some Children are also entitled to 30 hours per week free education. Please check on www.gov.uk/apply-30-hours-free-tax-free-childcare to see if you qualify.

We will process your 30 hour code before the funding can be claimed. Eligible parents must have applied on the above government website for the 30 hour eligibility code before the deadline, which is the last day of the month before each new term. The 30 hour eligibility code will need to be re-confirmed every 3 months, which can be done by following the same link above to the Gov.uk website.

Children eligible for the 30 hours funded childcare and already attending a Nursery School for 15 hours per week can claim the additional 15 hours funded childcare with their 30 hour code.

We hope that you have found this prospectus informative, and thank you for your interest in 3-2-5 Pre-school.