



Prospectus 2018/2019

Starlings Preschool

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Treasurer, Kirsty Hyde

Secretary, Lisa Woodley

(This Prospectus has been adapted from the Pre-school Learning Alliance. Starlings Pre-school is registered with Ofsted and the local Early Years Development and Childcare Partnership and contributes to the Partnership's overall planning to provide education and care throughout the Early Years Foundation Stage.)

Welcome to Starlings Preschool and thank you for registering your child with us.

We know how important your child is and aim to deliver the highest quality of care and education to help them achieve their best.

This prospectus aims to provide you with an introduction to Starlings Preschool, 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.

We aim to:

- provide high quality care and education of children below statutory school age
- work in partnership with parents to help children 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:

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 environmental
- 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.
- had 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 share 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 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 times. 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 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 a progress a child makes along their progress towards 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.

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 measures

Understanding the world

- People and communities
- The world, and

- Technology

Expressive Arts & Design

- Exploring and using media and materials, and
- Being imaginative

Our approach to learning and development and assessment

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 learning. 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 make periodic assessment summaries of children's achievement based on our on-going 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. 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 achievement

We keep a record of achievement for each child. Your child's record of achievement helps us to celebrate together his/her achievements and to work together to provide what your child needs for his/her 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 them 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 with our 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

Staff - The regular staff at Starlings Pre-school are are:

Name	Title	Qualifications
Mrs Mandy Lawday	Manager	Certificate in Early years practise Level 4 SENco/SEND plus training Child Protection Officer TOPS – meeting the needs of the U5's on the Autistic Spectrum
Mrs Carol-Ann Watt	Room Leader Deputy Manager Key person	DPP
Mrs Lesley Rust	Room Leader SEN coordinator Health & Safety Key person	NVQ3
Ms Kate Chilcott	Key person	NVQ3
Mrs Sharon Jupp	Key person	National Diploma childhood studies
Mrs Lisa Jones	Key person	NVQ3
Mrs Erica Flood	Key person	NVQ3
Mrs Di Moore	Key person SEN coordinator	NVQ3
Mrs Anna Jarc	Key person	NVQ3
Mrs Jodie Williams	Key person	NVQ3

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 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.

The parents' rota; joining in

Starlings Preschool 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 and joining in 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.

Key Person and your child

Each child is allocated a key person within the room they are in, who you will meet on your visits, giving your child a special adult to relate to. This can make settling into the group much easier. In addition, the key person is in a position to tailor the learning opportunities to the unique needs of each individual child. The key person maintains links with the child's home setting, working with parents through shared record keeping to ensure that all children are supported in reaching their full potential. Formal parent contact appointments are offered every January, but staff are available for next steps in their learning and development. These are based on observation and shared with parents. A transition report will be sent to the school that your child will move on to.

When your child is at the age to move to the 3 and 4 year room (from the 2 & 3 year room) they will be allocated to their second key person who will then be your main contact within the setting. Their support will be the same throughout their time and records and tapestry journals kept exactly the same.

Learning opportunities for adults

As well as giving 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 up to date with the best practise as a member of the preschool 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 hold learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

The settings timetable and routines

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 he/she 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 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 inside areas.

Snacks and meals

The setting makes snacks, and when the children have lunch, a social time at which children and adults eat together. We plan the menus for snacks so that they provide the children with a healthy snack and they bring in their own packed lunches. Please tell us about your child's dietary needs and we will make sure that these are met.

You can also choose to give your child a hot meal at lunchtime which is cooked by the junior school kitchens, this is currently at a cost of £2.70 and is subject to change.

Clothing / Uniform

Starlings preschool have a uniform and the cost of this uniform is as follows:

Polo-shirt	£7.00	Jogging bottoms	£10.00
Jumper	£10.00	Fleece jacket	£15.00

We provide protective clothing for the children when they play 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 manager will help them to do this.

The role of parents

Starlings Pre-school recognises parents as the first and most important educators of their young children. We aim to support parents. Parents can get involved in a variety of ways and at a level of involvement to suit all circumstances. Families are encouraged to:

- Join in a session with the children. (Finding out what the children do and getting to know staff and children)
- Assist with fund-raising, or attend fund raising event.
- Share photographs of families, pets, special occasions with us
- Let us know of “WOW” moments in your child’s development.
- Take part in the management of the pre-school, through the committee.

Policies

Our staff can explain our policies and procedures to you. Copies of which are available for you to see at the setting.

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 his/her parents.

Our staff and parents work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies 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 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:

- Processed fairly, lawfully and in a transparent manner in relation to the data subject (you and your family)*
- Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes*
- Adequate relevant and limited to what is necessary in relation to the purposes for which data is processed*
- Accurate, and where necessary, kept up to date*
- Kept in a form that permits identification of data subjects (you and your family) for not longer than is necessary for the purpose for which the personal data is processed*
- Processed in such 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 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 educational 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 practise : 0 to 25 years (2015)

Our Special Educational Needs Co-ordinator are

Lesley Rust
Di Moore

The management of our setting

The preschool is run by an elected committee, which ensures that major decision making is in the hands of the parents who use the group. The committee is responsible for reviewing both policy and practice, and for the employment of staff along with the Manager, Deputy Manager. Our Annual General Meeting, at which the committee for the following year is elected, is held in September and parents will be informed in good time so they are able to attend.

Fees

Starlings Pre-school runs the following sessions and our charges are £5.00 per hour from September 2018, (reviewed every September). Charges remain at this level for academic year 2018-19.

	Session Time	Cost 2018-2019
		(£5.00p/h)
Monday – Friday	9.00 – 11.30	£12.50
	9.00 – 12.00	£15.00
	*9.00 – 12.30	£17.50
	12.00 – 3.00	£15.00
	12.30 – 3.00	£12.50
	9.00-3.00	£30.00

*If your child is with us between 11.30 and 12.30, we ask you to provide a packed lunch, alternatively your child can have a hot meal at an additional charge of £2.70 payable on the day or in advance.

Starlings Pre-school offers education and care for children below school age and over the age of 2 years.

Children are eligible to claim 15 hours free pre-school under the EYE Grant scheme from the term after their 3rd birthday.

Some 3 and 4 year old will qualify for 30 hours free and/or tax free childcare from September 2017. More information can be found at <https://www.childcarechoices.gov.uk>
Telephone number 0300 123 4097

Some 2 year old children are eligible for 15 hours free pre-school under the EYE Grant Two year old offer. To find out if your child may be eligible, visit:
<http://www3.hants.gov.uk/childrens-services/childcare/parents/cis/eye/2-year-oldoffer-2.htm>

We accept children over 2 who have qualified for “EYE” 2 year Grant if spaces are available.

Starlings Preschool accepts 30 hour grant children however we do not offer shared care with other professional establishments for example: 24 hours with us and 6 hours with another setting or child minder.

Starting at Starlings Preschool

The first days

A child who is tense or unhappy will not be able to play or learn properly, so it is important for parents and pre-school staff to work together to help the child to feel confident and secure in the group. This takes longer for some children than for others and parents should not feel worried if their child takes a while to settle. The pre-school's policy on settling is available on request. We are able to accommodate each child's individual needs and welcome comfort items as they often help children settle with a familiar item around them.

Toileting

While many children are toilet trained when they start pre-school, some are just not ready at this time.

We welcome children at Starlings Pre-school who are wearing nappies or pull ups and ask that they bring a couple of changes with them for their time with us.

Some children regress with potty training when they first start and this is quite normal but we usually find that once settled, the child reverts to being trained once more.

We have potties, steps, toilet seats and low sinks for the children to use to ensure that toileting is not a daunting process, and staff are happy to support families, whatever stage training is at.

We hope that your child's time in pre-school will be a very happy and productive one. If you have any queries, or if we can be of any help, please contact the staff or committee at any time.

*Mandy Lawday
Manager, Starlings Pre-school
September 2018*