



Prospectus

We are a childcare provider situated in West Swindon caring for children aged 6 months until they start primary school.

Shaw Village Pre School is built on the foundations of a well-loved playgroup run for 35 years in Shaw Ridge, West Swindon. In January 2020, our team of Outstanding Rated childminders joined to create the new Pre School with a mission to create the very best setting to nurture and educate young children. We are proud of our dedicated and highly qualified team who between them have many years experience caring for and educating children in their early years.

Our mission

- **To ensure** the highest quality care and education for children below statutory school age.
- **To work** in partnership with parents and carers and other professionals to help children to learn and develop.
- **To provide** a friendly, warm, welcoming and inclusive service to our families in a home-from-home environment, delivering the Early Years foundation stage in a mixture of child and adult led methods.
- **To offer** children opportunities to explore and develop to full potential.

Parents

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

- Valued and respected
- Kept informed
- Consulted
- Involved
- Included at all levels (stay-and-play sessions, development, reports, changes)

Children

As a member of our setting, your child:

- Is in a fun, safe and stimulating environment
- Is given focused care and attention by the qualified staff
- Has the chance to join with other children and adults to 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 develops accordingly to their age and stage
- Is in a Childcare provision which sees parents/carers and professionals as equal partners in helping their child to learn and develop
- Is in a Pre School in which parents help to shape the service it offers

Registering your child

If you would like to register your child at our Pre School, please complete the **Registration Form** which is available from staff, via email or on our website, and return it to the setting.

We will contact you on receipt of registration to discuss availability and arrange starting dates for your child.

Children's development and learning using EYFS

The Early Years Foundation Stage (EYFS) is the statutory framework that sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are ready for school and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. You can read more about this in our [Parents Guide to the EYFS](#) on our website.

Children start to learn about the World around them from the moment they are born. The care and education offered by our childcare provision helps children to continue to do this by providing all the children with interesting activities that are right for their age and stage of development.

Areas of learning and development

There are seven areas of learning and development that must shape educational programmes in early years settings. Three areas are particularly important for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn and to thrive. These three areas, known here as the prime areas are:

- **Personal, Social and Emotional Development**
- **Physical Development**
- **Communication, Language**

Providers must also support children in four specific areas of learning and development, through which the three prime areas are strengthened and applied. The specific areas are:

- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive arts and design**

Learning journeys

Shaw Village Pre School keeps a learning journey for each child. Staff and parents working together on their children's learning journey is one of the ways in which the key worker and parents work in partnership.

Your child's learning journey 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 worker will work 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 worker to identify your child's stage of progress. The key person will then work with you to decide on how to help your child to move onto the next stage through setting their Next Steps. These will be shared with you so you can support your child at home.

Our approach to learning, development and assessment

Learning through play

We believe that young children learn best through play. Playing with others is important for children's social and emotional development. Play allows children to explore and develop learning experiences, which help them make sense of the world.

Our setting uses EYFS guidance to plan and provide a range of play activities which help children to make vital progress in areas of learning and development.

In some of these activities' children decide how they will use the activity, and in others, an adult will take the lead in helping the children take part in the activity. In all activities, information from the practice guidance has been used to decide which equipment to provide and how to provide it.

Working together for your children

Our Setting maintains an adequate ratio of adults to children in the setting that is set through the Welfare requirements. This helps us to:

- Give time and attention to each and every child.
- Talk with our children about their interests and activities.
- Help children to experience and benefit from activities we provide.
- Allow children to explore and be adventurous in safety.

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 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 do at home and how they as parents are supporting development.

We make periodic assessment summaries of the children's achievement based on our ongoing development records. These form part of the children's 'Learning Journey'. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves settings or when they go to school.

Key workers

Our setting has a key worker system. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key worker will be the person who works with you to make sure that what the setting provides is right for your child's individual 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 settings activities.

Staff training

As well as gaining qualifications in Early Years Care and Education, Our Setting staff take part in further training to help them to keep up to date with new developments and changes in practice.

Currently all staff hold certificates in First Aid, Food Hygiene and Safeguarding. Our setting also keeps itself up to date in Early Years Care and Education through regular Government and Local authorities' publications and training.

Starting at Pre School

Home visits

As part of our introduction we arrange to come and visit you prior to your child starting with us. This is an opportunity for us to bring all the paperwork required for you to complete and will talk to you about any individual needs you might have. We also take a photograph of your child ready to use in self-registration on their first day.

We will then arrange a date and time for you and your child to come into the Setting to return all your completed paperwork. This enables you to come and meet your child's key worker, the other ladies and see the setting if you have not already.

Timetable and routines

Here at Shaw Village Pre School, we believe that care and education are equally important in the experience which we offer children.

The routines and activities that make up our setting's sessions 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 and teach them our **Shaw Village Rules**
- help children to gain from the social experience of being part of a group
- provide children with opportunities to learn and help them to value learning

The first days - settling in

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. The Setting has a policy about helping children to settle; this is available from our website and is something we discuss during your setting visit.

The sessions

- We are open 50 weeks each year.
- We offer Morning, Afternoon or Full-Day sessions every weekday.
- Morning sessions are 9am – 12pm and the Afternoon session is 12pm – 3pm.
- We are open from 7.30am - 5.30pm, although this may vary throughout the year, depending on the number of children on our register.
- We have an intake at the beginning of September, January, and at Easter.
- If we have spaces available you can choose to pay for extra sessions, these are charged in-line with government funding rates. Please see the section **Fees** further on for more information.

Our Pre School organises its 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, both inside and outdoors. The children are also helped and encouraged to take part in adult-led small and large group activities, including circle time, 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

We make snack and lunch times a social activity where children eat together. Milk or water will be available for those children who wish to have it. Children are encouraged to be independent in serving themselves snack, pouring their own drinks from a jug and washing up their own plates and cups when they have finished.

For each session that your child attends we will provide healthy snacks for all children, allergies and dietary preferences will be taken into account. Snack time is at 10am and 4pm

For lunch time you have the option to bring a healthy lunch for your child in a named lunch box. We do not allow crisps or chocolate bars into our setting. We can provide lunch if you would prefer at the cost of £2 per child per lunch. We will let you know what your child has eaten.

An example lunch would be:

- A small sandwich with healthy filling
- Cheese cubes
- Cucumber
- Grapes
- Banana
- Yoghurt
- Crackers

To promote your child's independence and to support their learning at home, getting them to help you prepare their snack each day will give you a great opportunity to develop their cutting skills; knowledge of healthy eating and name recognition.

Clothing

We will provide protective clothing for the children when they play with messy activities, however, please make sure your child wears suitable clothing for the session. We would hate them to get glue or paint over their 'best' clothes and lots of buttons and belts are difficult when using the toilet. If for some reason we must change clothing, we will where possible use the child's own spare clothes or if that is not an option we have a small selection of spare clothing which we would respectfully ask that you please return them clean and washed as soon as possible.

We encourage children to gain the skills which help them to be independent and look after themselves. These include being independent in the toilet and taking off - and putting on - outdoor clothes. Clothing which is easy for them to manage will help them to achieve this.

Please ensure your child's coat, accessories etc are clearly marked with his or her name, when used in the setting. We allow the children free access to the outdoor area, so please make sure they are dressed appropriately for the weather, i.e. coats and sunhats when applicable.

Illness

Please let us know if your child is going to be absent.

- **We can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.**
- **Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.**
- **After sickness and/or diarrhoea, parents are asked to keep children home for 48 clear hours after their last bout of illness.**

Please let our team know if your child has any condition which may be contagious, (i.e. chickenpox) as soon as possible and please do not bring your child into the setting until they have been treated.

Policies

Copies of our policies and procedures are available for you to see at the setting and on our website. The setting's policies help us to make sure that the service provided is a high quality one and that being a member of our setting is an enjoyable and beneficial experience for each child and their parents.

Our team works together to adopt the policies, and all can take part in the annual review of them. This review helps us to make sure that policies are enabling the setting to provide a quality service for its members and the local community.

You can find a full list of **Pre School Policies** on our website.

Safeguarding children

We have a duty under the law to help safeguard children against suspected or actual significant harm.

Please read our statement on the settings child protection responsibilities displayed on the noticeboard and on our website.

Our designated named member of staff for Safeguarding is **Angela Jesson** and the deputy designated staff members are **Alison Pope** and **Sue Allen**.

Special needs

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

- We have regard for the DFES Special Educational Needs Code of Practice (2014).
- We ensure our provision is inclusive to children with SEND.
- We identify the specific needs of children with SEND and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in supporting and meeting individual children's needs.
- We monitor and review our policy, practice, and provision and, if necessary, adjust.
- We comply with the Statutory Framework for Early Years Foundation Stage and The Equality Act (2010)

How parents take part in the Pre School

We recognise parents as the first and most important educators of their children. All the staff see themselves as partners with parents in providing care and education for their child. 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, using **All About Me** forms, WOW moments and talking to staff
- Attending **Key Worker meetings** and contributing to children's Progress Reports
- Reading information on our noticeboard, website and termly newsletter
- Using our **Honesty Lending Library** to share stories at home with your child
- Babysitting **Benny Bear** and sharing a diary of your time spent together
- Using our numerous and varied **Home Learning Sacks** with your child
- Sharing their own special cultural and personal interests with the children
- Building friendships with other parents in the Pre School setting.

- Occasionally helping to provide, make and look after equipment used in the play activities
- Joining any community activities in which the setting takes part.
- Making use of our **Open Door policy**, which means you are welcome to speak to staff at any time regarding your questions or concerns
- Adding photos from home onto our education system **Blossom**.
- Joining us for our **Stay & Play** sessions (see opposite)

Joining in

Each term, **Stay & Play** dates are announced on our website and in the newsletter. These sessions are a lovely opportunity for parents to see how much their children enjoy their time at the setting. Parents can stay with their child for the first 30 minutes of their child's normal morning session. You are welcome to stay longer should you wish.

But Stay & Play sessions are not the only means of taking part in the setting. You could offer to take part in a session by sharing your own interests and skills with our children. Parents have visited us to share their culture and foods, read us their favourite story or to explain about their occupations.

Fees

Fees, where applicable, are currently in line with government funding. Fees must still be paid if children are absent for a short period of time, i.e. off sick or on holiday. If your child has to be absent over a long period of time, please advise the setting. The setting Fees are reviewed annually and are therefore, subject to change. There are special arrangements available for those parents/guardians who have difficulties in paying fees. This will be dealt with confidentially.

For your child to keep his/her place at the Pre School, you must pay your fees. We are in receipt of nursery education funding for 2, 3 and 4 year olds, where funding is not received, then fees apply. The Pre School is totally dependant upon fees for our regular income. Fees pay for staff wages, room rental, insurances and for the day to day play materials of Pre School.

It is essential that fees are paid within the first week of each term to avoid financial problems.

If fees are not paid within the first week allocated a 'first reminder' letter will be issued and a further week will be allowed for payment to be made. However, if fees are still outstanding after this time, an added charge of 10% of the total fees will be made. This is to cover additional administration costs.

Funded children

Children are eligible for funding the term following their third birthday, as follows:

Birthdays between 1st April and 31st August	Funding starts September
Birthdays between 1st September and 31st December	Funding starts January
Birthdays between 1st January and 31st March	Funding starts April

To enable the setting to apply for funding for your child, it is imperative that you complete the PDF **Parent Declaration Form** which will be sent home to you in your starter packs. We will also require a copy of your child's birth certificate to validate this form.