



2021 Prospectus

Stanwix Community Pre-School

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Welcome to Stanwix Community Pre-School 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 to achieve their best.

This prospectus aims to provide you with an introduction to Stanwix Community Pre-School, 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.

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

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 registered charity and a parent committee managed setting, we also depend on the good will of parents and their involvement to keep going. 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;
- 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;
- 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

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 2021):

- *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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners, parents and/or carers.
- *Learning and Development*
Children develop and learn 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. (SEND)

How we provide for learning and development

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.

We refer to non-statutory curriculum guidance to support our professional judgement as we assess each child's progress and level of development as they progress towards the Early Learning Goals. We have regard to these when we assess children and plan for their learning by creating a curriculum that is ambitious and meets every child's needs. Our educational programmes support children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

- self-regulation
- managing self
- building relationships

Physical development

- gross motor skills
- fine motor skills

Communication and language

- listening, attention and understanding
- speaking

Literacy

- comprehension
- word reading
- writing

Mathematics

- number
- numerical patterns

Understanding the world

- past and present
- people, culture and communities
- the natural world

Expressive arts and design

- creating with materials
- being imaginative and expressive

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 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 engages with learning and being clear about what we can do and provide to support each child to remain an effective and motivated learner.

Our environment is set up into different areas of continuous provision.



Craft/Activity Tables



Snack Table



Quiet/Book Corner



Home Corner



Camper Van



Funky Fingers (fine motor skills)



Carpet/Story time Area



Water & Sand Tray



2 Year old Area



Music Area

Assessments

We assess how young children are learning and developing by observing them. We use information that we gain from observations of the children, to understand their progress and where this may be leading them. 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 may make periodic assessment summaries of children's achievement based on our on-going observations. These help us to build a picture of a child's progress during their time with us and form part of children's records of achievement/learning journeys. We undertake these assessment summaries at regular intervals, as well as at 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/learning journeys

We keep a record of achievement/learning journey for each child. Your child's record of achievement/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 person will work in partnership with you to keep this record. To do this you and he/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 progress. Together, we will then decide on how to further support your child's learning and development.

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;
- allow the children to explore and be adventurous in safety
- The staff who work at our setting are:

Name	Job Title	Qualifications
Becky Clarkson	Pre-School Manager	<ul style="list-style-type: none"> -CACHE level 3 Diploma for children and young people -Child protection -Paediatric First Aid -Food Hygiene -Communication Champion Co-ordinator -Named Child protection person in the group -Health & Safety Representative -SENCO -Administrator
Rhona Hammond	Pre-School Manager	<ul style="list-style-type: none"> -NVQ level 3 Early Years -Paediatric First Aid - Child protection -Food Hygiene - SENCO -Named Child protection Person in the group -Behaviour Manager Co-ordinator -Administrator
Megan Barrett	Pre-School Assistant	<ul style="list-style-type: none"> - Level 3 Diploma Childcare & Education - Diploma of Higher Education Level 4 Early Years Education & Development -Paediatric First Aid -Food hygiene - Child protection
Helen Thomson	Pre-School Assistant	<ul style="list-style-type: none"> - CACHE level 3 Diploma for children and young people -Child protection - Paediatric First Aid -Food hygiene -Health & Safety Representative

Angela Corrieri	Pre-School Assistant	- Qualified Teacher Status (QTS) - Food Hygiene - Child protection - Paediatric First Aid
Stacey Pape	Pre-School Assistant	- Early Years Care and Education Level 3 - Food Hygiene - Child protection - Paediatric First Aid
Innes Brown	Pre-School Assistant	-NCFE CACHE Level 3 Diploma in Early Years Education & Care (EY Educator) -Food Hygiene -Child Protection -Paediatric First Aid

We are open for 38 weeks each year.

We are open for 5 days each week

The times we are open are 8.30am – 3.30pm

We provide care and education for young children between the ages of:

2 ½ and 4 years.

	Start	Finish	Free Entitlement
Morning Session *If viable	*8.30am OR 8.45am OR 9am	11.30am	3 hours 2 ¾ hours 2 ½ hours
Morning Session with lunch	*8.30am OR 8.45am OR 9am	12.30pm	4 hours 3 ¾ hours 3 ½ hours
Afternoon Session	12.30pm 12.30pm	3.00pm OR 3.30pm	2 ½ hours 3 hours
Full Day Session	*8.30am OR 8.45am OR 9am	3.00pm	6 ½ hours 6 ¼ hours 6 hours
Full Day Session	*8.30am OR 8.45am OR 9am	3.30pm	7 hours 6 ¾ hours 6 ½ hours

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;
- being part of the committee of the setting where appropriate;
- joining in activities, in which the setting takes part; and
- building friendships with other parents in the setting.

Joining in

Parents can offer to take part in a session by sharing their own interests and skills with the children. By taking part in a session this enables parents to see what the day-to-day life of our setting is like and to join in helping the children to get the best out of their activities. Parents have visited the setting to play musical instruments for the children, tell a story and share their occupations with the children.

DURING COVID RESTRICTIONS THIS IS CURRENTLY NOT ALLOWED.

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 our 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. With regular training provided by Cumbria County Council. We also keep up-to-date with best practice, as a member of the Early Years Alliance, through *Under 5* magazine and other publications produced by the Alliance. The current copy of *Under 5* is available for you to read.

The setting's 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 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 all areas of learning and development, including their health 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 playroom.

We really value the opportunities that the outdoor environment can offer. Therefore, we use our outdoor provision in all weathers. We have waterproof clothing for your child to wear and appropriate footwear to enable them to enjoy the opportunities available.

Pre-School's Daily Routine

Time	Activity
8.30 8.45 9.00 12.30	Welcome parents/carers and children – discuss with parents any important information regarding their child or family. This information to be recorded on communication sheets to ensure all staff are aware and can support child. Register to be completed, daily absences recorded.
8.45 9.00 12.30	Free play – children have the opportunity to access continuous provision. The children choose where they want to play, while adults play alongside introducing new ideas and resources to support their play. Children also have free access to outdoor provision. Focused activities – the children will have the opportunity to part take in planned activities. These are adult lead activities linked to the topic or theme or individual child's interest or from information gathered from a key person observation/next step. Assessments will be completed and form part of the child's progress record. Rolling snack – children will have the opportunity to come and have a piece of fruit and a drink at any time during their free play session. Dietary requirements will be displayed on the inside of a cupboard door for staff to check when preparing snacks (this door is locked on an evening to maintain confidentiality). Children have a self-registration board; this enables staff to know which children have and have not had their snack.

11.00 2.35	Tidy up – the children will be encouraged to tidy away the resources.
11.15 2.45	Story time - stories may linked to theme/topic. Children may be split into two groups based upon abilities and needs, to ensure stories are delivered at an appropriate level and can extend children’s learning and vocabulary.
11.15 2.45	Song/music time – variety of activities from sounds, including singing and exploring musical instruments
11.25 2.55	Preparation for home time – supporting children in putting on coats, collecting their pictures or things they have made. Children take part in individual book browsing
11.30 11.45	Preparation for lunch time – children are asked to select a book to ‘read’ while every gets ready for lunch. Children are asked to go to the toilet and wash their hands. Children having a packed lunch or a hot meal – children are all seated around the table and staff assist the children in opening the contents of the lunch bags and the cutting up of the hot meals. We use lunch times to help children develop independence through making choices and feeding themselves, however staff are there to encourage them to eat savoury food first. We have at least three members of staff in the room during the lunch period. Once the children have finished eating, they are encouraged to pack up their lunches, put them on the trolley, wash their hands and then they are able to resume play.

Lunches and Snacks

We make snacks a social time at which children and adults eat together.

We operate a rolling snack system with milk and water readily available throughout our sessions. We ask our parent/carers to bring in a piece of fruit, although we are not able to accept nuts in case of allergies. We also buy bread, crackers, cereal and yogurts for snack time treats. You are more than welcome to bring in birthday cake as part of your child’s celebrations, we never say no to cake!

Although the children can access snack throughout the day. We usually try to ensure that all the children have had their snack by 10.15am and/or 2.15pm to avoid ‘putting them off’ their lunches or evening meal, particularly if it is a birthday treat.

Sometimes the children can be distracted by our wonderful resources and don’t eat much lunch. If this is the case, we will offer them their packed lunches again in the afternoon or offer an alternative snack. We always ensure that the children have eaten and drank something throughout the day. If they haven’t, we will inform you upon collection time.

Those children who stay all day can either bring in their own packed lunch or can order a hot meal that will be brought over from Stanwix School.

We kindly ask parents/carers if they can contribute a voluntary donation of 50p a week to our craft and snack box.

It is a huge help towards the cost of buying our snack time treats and supplies for the craft table.

PLEASE NOTE: UNDER COVID GUIDANCE AND RESTRICTIONS, ROLLING SNACK IS CURRENTLY UNAVAILABLE. WE OFFER A SET TIME FOR SNACK. ALL SNACKS AND DRINKS ARE KEPT IN THE KITCHEN BUT ARE AVAILABLE THROUGHOUT THE SESSIONS SHOULD YOUR CHILD REQUIRE IT.

Clothing

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

Policies

Our staff can explain our policies and procedures to you. A copy of which is located in the cloakroom on the bookcase. There are also some policies available to view on our website www.stanwixcommunitypreschool.co.uk

Our policies help us to make sure that the service provide is of high quality and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

Our staff and management committee 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 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 is 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.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure that people looking after children are suitable to fulfil the requirements of their role and to protect 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 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 Practice: 0 to 25 years (2015).

Our Special Educational Needs Co-ordinators are The pre-school managers

The management of our setting

Our setting is a charity and as such is managed 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:

- Helping to manage 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.

Nursery Education Grant

All children are entitled to claim up to 15 hours a week starting in the term after their 3rd birthday. You can use your 15 hours over two settings. You may also be eligible for an additional 15 hours of free childcare for working parents. To check the eligibility criteria, log on to www.childcarechoices.gov.uk

Fees

The fees are £4.75 per hour and are payable monthly in advance. 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, the managers and the chairs of the pre-school may review your fees.

For your child to keep her/his place at our setting, you must pay the fees. If there becomes a build-up of debt, this may result in your child's place being temporarily suspended. We are in receipt of nursery education funding for two, three- and four-year olds; where funding is not received, then fees apply. For those who are accessing free entitlement, you will only be able to use your 15/30 free hours, anything over and above will be suspended until payment is received in full.

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, our staff will work with you to decide on how to help your child to settle into the setting. Our policy on the Role of the Key Person and Settling-in is available in our policies and procedures file, located in the cloakroom on the bookcase.

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