



2026 Prospectus

Stanwix Community Pre-School
Church Street
Carlisle, Cumbria
CA3 9DJ

Tel: 01228 512630

Email: stanwixcommunitypreschool@gmail.com



Welcome to Stanwix Community Pre-School

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 2026):

- *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.



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 maintain a secure, personal online learning journey for each child using Tapestry.

Tapestry is an easy-to-use digital platform hosted on secure, dedicated servers in the UK, designed specifically to help us celebrate your child's milestones, track their developmental progress, and collaborate with you to support their overall well-being.

Your child's key person will work closely in partnership with you to build this digital record.

Together, you and the key person will use the application to collect photos, videos, observations, and narrative details about your child's unique needs, daily activities, interests, and achievements. These updates directly link to the [Early Years Foundation Stage \(EYFS\)](#)

[framework](#), allowing us to closely monitor progress and co-create next steps for your child's learning and development.

Working Together for Your Children

We strictly adhere to the legal staff-to-child ratios outlined in the Early Years Foundation Stage (EYFS) Statutory Framework Safeguarding and Welfare Requirements. Maintaining these precise, regulated supervision levels ensures we can provide a high-quality, attentive environment where your child can thrive.

The staff who work at our setting are:

Name	Job Title	Qualifications
Rhona Hammond	Pre-School Manager	-NVQ level 3 Early Years -Paediatric First Aid -Designated Safeguarding Lead (DSL) -Food Hygiene -SENCO -Fire Safety Officer -Administrator
Angela Corrieri	Pre-School Manager	-Qualified Teacher Status (QTS) -Food Hygiene -Designated Safeguarding Lead (DSL) -Paediatric First Aid -SENCO -Health & Safety Representative
Helen Thomson	Pre-School Assistant	-CACHE level 3 Diploma for children and young people -Child protection -Paediatric First Aid -Food hygiene -Health & Safety Representative
Innes Brown	Pre-School Assistant	-NCFE CACHE Level 3 Diploma in Early Years Education & Care (EY Educator) -Food Hygiene -Child Protection -Paediatric First Aid
Harry Sloan	Pre-School Assistant	-BA Hons Primary Education with QTS -Food Hygiene -Child Protection

		-Paediatric First Aid
Lexi Ruddick	Pre-School Assistant	- NCFE CACHE Level 3 Diploma in Early Years Education & Care (EY Educator) -Food Hygiene -Child Protection -Paediatric First Aid
Becky Clarkson	Financial Administrator	-CACHE level 3 Diploma for children and young people

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	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

Partnering with Parents: How to Get Involved

We recognize parents and carers as a child's first and most influential educators. Our staff view themselves as true partners alongside you, working collaboratively to provide a nurturing, stimulating, and safe environment for your child.

A strong home-setting partnership ensures every child feels secure and valued. There are many rewarding ways you can get involved in our nursery community:

- **Exchanging Insights:** Continually sharing details about your child's evolving needs, daily routines, home interests, and developmental achievements with their Key Person.
- **Co-creating Progress Checks:** Collaborating closely with our team to complete your child's official Progress Check at Age Two.
- **Contributing to Learning Journeys:** Using the Tapestry app to upload photos, updates, and milestones from your home life.
- **Joining Our Committee:** Taking an active role in the governance and future of the setting by becoming part of our parent-led management committee, where applicable.
- **Attending Community Events:** Participating in nursery celebrations, seasonal trips, and fundraisers throughout the academic year.

Key person and your child

At our setting, we use a key person approach. This means your child will be allocated a dedicated key person who will partner with you to ensure our care matches your child's unique needs, helps them settle in, and supports their daily learning. However, we also operate as a close-knit team, and all of our staff will build a warm, positive relationship with your child to ensure they feel safe and supported by everyone here.

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.

The Pre-School Day

9am - Welcome

Once the children are in the playroom they will sit down and enjoy circle time. This is when we sing our 'Good Morning' song, share news and introduce new topics.

9.30am Free-Flow Play

During this time your child will explore the indoor and outdoor environment and participate in adult guided activities.

10.15am Snack

The children sit down together and enjoy a healthy snack with a drink of either fresh milk or water.

10.30am Free-Flow Play

During this time your child will explore the indoor and outdoor environment and participate in adult guided activities.

11.15am Tidy-up Time 11.30am Story Time and Songs

11.45am Lunch

Children are seated at the tables with staff on hand to help open the contents of lunch bags and cut up hot meals (children either bring a packed lunch from home or order a hot meal from Stanwix School).

12.30pm Start of Afternoon Session

12.45pm Free-Flow Play

2pm Snack

2.15pm Free-Flow Play

2.40 Tidy-up, Story and Songs

3pm-3.30pm Home Time

Lunches and Snacks

We make snacks a social time at which children and adults eat together, with milk and water readily available throughout our sessions.

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 meals. 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 provide an alternative snack. We always ensure that the children have eaten and drunk something throughout the day.

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

Snack and consumables invoices will be issued termly along with any other fees owed. Our snack charge is 50p per session, which is calculated by the number of sessions attended per week, per term (September–December, January–March, and April–July).

This fee is entirely optional. If you do not wish to pay this fee, you may opt out by providing your child's own daily snacks

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

Stanwix Community Pre-School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. All Staff are expected to share this commitment and follow the Safeguarding policy to continuously promote a culture of safety.

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.

Government Childcare Funding (15 & 30 Hours)

All children in England are universally entitled to 15 hours of funded childcare per week starting the term after their 3rd birthday, regardless of their parents' income or working

status. Additionally, eligible working parents can claim up to 30 hours of funded childcare per week for children aged 9 months up to 4 years old. You are welcome to split your funded hours across up to two separate childcare settings if needed.

Fees

The fees are £6.50 per hour for 2-3 years old and £6.00 per hour for 3-4 years old 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.