



Prospectus
'Enjoy and excite'



Colne Engaine Pre-School

Colne Engaine Village Hall

Colne Engaine

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Welcome to Colne Engaine Pre-School

We are a friendly village pre-school situated in the heart of Colne Engaine in the village hall. Colne Engaine Pre-School is committed to good practice. This prospectus is designed to give you information about the pre-school and should answer many of your questions. This should be read in conjunction with our policies which are available in our operational file.

Colne Engaine Pre-School aims:

- To provide a safe and stimulating environment in which children can learn and develop at their own pace
- provide high quality care and education for children below statutory school age
- To work in partnership with parents to help children learn and develop
- To add to the life and well being of its local community
- To offer children and their parents a service which promotes equality and values diversity
- To value the belief of learning through play with encouragement to choose from a number of carefully planned activities in line with the Early Years Foundation Stage Curriculum
- To encourage an understanding of the environment around them by exploring the features of the outside world in a safe and secure manner

As a member of Colne Engaine Pre-School your child:

- Is in a safe and stimulating environment
- Is given generous care and attention developed through our ratio of qualified staff to children
- Has a personal key person who makes sure each child makes satisfying progress
- Has the chance to join with other children and adults to play, work and learn together
- Is encouraged to take forward his/her learning and development by building on what he/she already knows and can do
- Is helped to develop good habits of listening, sharing and concentration, and to have pride in their achievements
- Is in a setting that sees parents as partners in helping each child to learn and develop
- is in a setting in which parents help to shape the service it offers.

Parents 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.

Session Times:

We offer six sessions during term time. All children can attend mornings, afternoons or full days. However, many children appear to benefit from attending a couple of morning sessions per week to begin with, extending to full day sessions after an initial settling in period. Children who attend full days require a packed lunch.

	Morning session	Afternoon session
Monday	9.00 – 12.00	12.00 – 3.00
Tuesday	9.00 – 12.00	
Wednesday	Toddler Group	
Thursday	9.00 – 12.00	
Friday	9.00 – 12.00	12.00 – 3.00

The fees are £12.00 per session. Fees must be still be paid if children are absent without notice for a short period of time. The parents of children who are eligible for government funding will be contacted the term before grant funding is available, [currently 5 funded sessions are available the term after a child turns 3]. Each child’s attendance is conditional upon continued payment of any necessary fees. If you have any difficulties paying the fees or have a query, please contact the senior supervisor.

We offer a lunch club on Monday and Friday. This is intended to get the children used to socializing with their peers and preparing them for school. The charge for the club is £3.00 and parents must provide the food, although a drink will be provided.

A non-refundable registration fee of £10.00 is payable before your child starts to ensure a place is held open.

We require half a terms notice of any alterations in the number of sessions attended.

Admissions:

We are an inclusive setting and welcome all families regardless of where they live, their choice of primary school or if they attend another pre-school. We maintain close links with Colne Engaine Primary School; however, your attendance at Colne Engaine Pre-School will have no bearing on whether or not you will be offered a place at the school.

We maintain a waiting list for all prospective children. Places will be offered on a first come first served basis to the children on the list.

Children's development and learning:

Our Pre-school curriculum is play based and aims to ensure that the children's early learning is an enjoyable experience. Play activities are carefully planned to ensure a balance giving breadth and depth and opportunity for the children's personal choice. They take into account every child's abilities, interests and special education requirements in ways that most effectively meet their individual development and learning needs.

The Early Years Foundation Stage

The provision for children's development and learning is guided by the Early Years Foundation Stage (DfE 2012). Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage.

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

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:

<i>Prime Areas</i>	<i>Specific Areas</i>
<ul style="list-style-type: none">▪ Personal, social and emotional development.▪ Physical development.▪ Communication and language.	<ul style="list-style-type: none">▪ 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.

The *Development Matters* guidance sets out the likely stages of progress a child makes along their learning journey towards the Early Learning Goals. Our setting has regard to these matters when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

<i>Personal, social and emotional development</i>	<i>Communication and language</i>	<i>Physical development</i>
<ul style="list-style-type: none">▪ making relationships;▪ self confidence and self awareness; and▪ managing feelings and behaviour.	<ul style="list-style-type: none">▪ listening and attention;▪ understanding; and▪ speaking.	<ul style="list-style-type: none">▪ moving and handling; and▪ health and self-care.

<p><i>Literacy</i></p> <ul style="list-style-type: none"> reading; and writing. 	<p><i>Mathematics</i></p> <ul style="list-style-type: none"> numbers; and shape, space and measure
<p><i>Understanding the world</i></p> <ul style="list-style-type: none"> people and communities; the world; and technology. 	<p><i>Expressive arts and design</i></p> <ul style="list-style-type: none"> exploring and using media and materials; and being imaginative.

Our approach to learning and development and assessment

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the Development Matters in the Early Years Foundation Stage guidance to plan and provide a range of play activities, which help children to make progress in each of the areas of learning and development. In some of these activities, children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities, information from 'Development Matters' the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

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 Development Matters the Early Years Foundation Stage guidance 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 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 like to do at home and how they, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing 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. The key person is responsible for completing the check using information from ongoing observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

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Records of achievement:

The setting keeps a record of achievement for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's record of achievement helps us to celebrate together her/his achievements

and to work together to provide what your child needs for her/his well-being and to make progress. This information helps the key person track your child's progress towards achieving the Early Learning Goals.

Your child's key person will work with you to keep this record. To do this you and she/he 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. You and the key person will then decide on how to help your child to move on to the next stage.

Key person:

The pre-school has a key person system. This means that each member of staff has a group of children for whom she is particularly responsible. Your child's key person will be the person who works with you to make sure that the pre-school provision is appropriate for your child's particular needs and interests. When your child first starts at pre-school she will help your child to settle and throughout your child's time at the pre-school, she will help your child to benefit from the pre-schools activities.

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 and be adventurous in safety.

The staff who work at our setting are:

Vanessa Szwandt	Senior Supervisor	Qualified Teacher Status Early Years Professional Status SENCO, First Aid, Food Hygiene, Safeguarding Children
Natalie Duncombe	Deputy Supervisor	NNEB Diploma, First Aid, Safeguarding Children
Gloria Staton	Pre-school assistant	NVQ 2 Child Care, Learning & Development , First Aid, Safeguarding Children
Gemma Lingley	Pre-School Assistant	NVQ Level 3 Childcare, Safeguarding Children
Shelly Kemp	Pre-School Assistant	Safeguarding Children

Please note that many members of staff have a number of year's experience and hold additional qualifications in addition to those listed above.

We aim for all staff to undertake courses run by The Essex Early Years Development & Childcare partnership, Pre-School Learning Alliance and other bodies, and hold up to date First Aid qualifications. Staff training is continuous to keep up to date with best practice.

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.

Do feel free to arrange to drop into the pre-school if you would like to see it at work or talk to the staff.

The routine:

Colne Engaine Pre-School believes that care and education are equally important in the experience that we offer children. The routines and activities that make up the pre-schools session/day are provided in ways that:

- Help each child to feel that she/he is a valued member of the pre-school
- Ensure the safety of each child
- 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 pre-school organises its sessions so that 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 cooperatively.

The pre-school has an enclosed area to the side of the village hall, solely for pre-school use, as well as an area to the front of the hall with mobile fencing. These areas provide space for activities which contribute to children's health, physical development and their knowledge of the world around them as well as the other areas of learning.

A typical session will generally follow the pattern of:

- Self Registration
- Free play
- Key worker time (small groups)
- Carpet time (large group) – story or circle time
- Free play – outdoor
- Carpet time (large group) – singing

A snack bar system operates throughout the morning. This allows children to choose when to have their snack so it does not interrupt their play activities. The setting makes snacks and meals a social time at which children and adults eat together. We plan the menus for snacks so that they provide the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met.

What to wear:

In order to feel free to explore and experiment with all kinds of materials, including messy ones, it is best to send your child dressed in clothes that are easily washable or not too new. Our Colne Engine Pre-School t-shirts are ideal and available to purchase. Please see a member of staff.

Policies:

Copies of the pre-school's policies are available to view in the operational file. The policies help us to make sure that the service provided by the pre-school is of a high quality one and that being a member of pre-school is an enjoyable and beneficial experience for each child and his/her parents. They are reviewed on a regular basis and comments and suggestions from parents are always welcome.

Special Needs:

As part of the pre-schools policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001). We work in close liaison with professionals across the range of special educational needs and have the support of an area SENCO who regularly visits us. If you would like to discuss the pre-school's ability to meet your own child's special needs please talk to our Special Educational Needs Co-ordinator Vanessa Szwandt.

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 settings 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.

Equality:

We are committed to providing equality for all by providing a respectful and educational environment. The children will be provided with opportunities to explore and learn about different values and cultural diversity. We aim to provide high quality multi-cultural toys and books to promote positive images from a variety of cultures and communities.

Accidents:

If your child has an accident during the session, it will be recorded in the accident file, which you will be asked to sign upon collection of your child. This records the time, date, injury and circumstances, along with the information about the treatment given and by whom. At least half the staff (often more) of all staff on duty at each session have current first aid certificates, updated every 3 years. Should your child need medical assistance, you will be contacted to either collect your child, or to be informed of any assistance we have called upon (i.e. ambulance). Your child will be accompanied to hospital by a member of staff if you are unable to arrive before then. If your child has been treated for any type of bleed, you will be called by the senior or deputy supervisor to inform you of the incident.

Parents are required to fill in and sign an accident form if their child enters Pre-School with a pre-existing injury they have sustained outside of pre-school. For example broken bone, black eye etc

Safety and security:

This is of great priority and the following steps are taken to ensure the safety and security of your child whilst at Colne Engaine Pre-School:

- An entrance book is kept detailing entry time and who will collect your child at the end of the session.
- The outside doors are permanently locked when the session has begun. A doorbell is used to gain entry.
- The child self registers themselves and a daily register is taken
- Any visitors to the premises are signed in.
- At the end of the session a member of staff signs the children out as they leave the premises and monitors who comes in and out of the hall. The other staff supervises the children waiting to be collected.
- We ensure that there are the correct and safe ratio of adults to children when on and off premises.
- That your personal information sheet is kept up to date and includes at least two emergency contact names and telephone numbers
- A risk assessment is taken regularly and fittingly to ensure the children's safety, security and well-being
- All members of staff and anyone who works closely with the children on a regular basis has police clearance from the Criminal Records Bureau, endorsed by OFSTED

Fees

The fees are £12.00 per session payable half-termly in advance.

Colne Engaine Pre-School operates the following fees policy

Sickness

If a child is absent due to sickness or other reasons the fee will remain in place as the preschool will have kept their place open and still have to employ and pay staff. In the case of continuing illness please speak to the Owner / Manager as fees for absences are at the discretion of the Pre-school.

Holidays

The Pre-school is currently closed on all Bank Holidays thus no fee is collected for these days. If a child has a planned holiday that falls during term time fees will remain in place as the preschool will have kept their place open and still have to employ and pay staff.

Payment of fees

Invoices will be given to the parent during the first week of term where payment dates and amounts will be stated. Fees should be placed in an envelope clearly marked with the child's name and amount enclosed and then the envelope should be given to a member of staff. Cheques should be made payable to Yappy Dog Limited.

Late payment of fees

Fees should be paid within the payment dates given on the bill. If payment is not made within this timescale a reminder will be sent to the parent/carer and payment should be received within 7 days or the parents need to speak to the Owner/Manager. If fees continue to be outstanding the parent will be sent a further letter asking for fees to be paid within 14 days upon receipt of the letter or proceedings through the small claims court will be instigated to reclaim the outstanding amount. Parents will also be asked to withdraw their child until the outstanding fee is paid. Any child who is receiving Nursery Education Funding will be able to remain at pre-school for their funded hours only.

Should a problem arise concerning payment of fees parents should speak to the preschool supervisor or Treasurer as soon as possible to enable the pre-school to come to an agreement regarding payment.

Confidentiality will be assured.

Nursery Education Funding (NEF)

Colne Engaine Pre-School are in receipt of funding for three and four year olds. This is available the term following your child's third birthday. Funding will fund 15hrs a week. To access this funding you need to complete a NEF registration form and provide a copy of your child's birth certificate or passport.

All fees charged relate to hours or weeks not funded by NEF.

Termination of the contract

Colne Engaine Pre-School reserves the right to terminate the contract without notice in the event of unsuitable behaviour of parents or non-payment of fees following the non-payment procedure. At all other times one month's notice in writing will be given.

If your child is leaving Colne Engaine Pre-School, half a term's written notice must be given to the manager. When a child leaves in the middle of a term, fees must be paid for the remainder of that half term. (For government funded children transferring to another setting ask for advice from the administration staff.)

For your child to keep her/his place at the setting, you must pay the fees. We are in receipt of nursery education funding for two, three and four year olds; where funding is not received, then fees apply.

Failure to collect child:

We ask that you contact the pre-school in the event that you are held up. If this fails to occur we would contact the parent/carer using the child's registration information; if this fails we would then call the additional emergency contact numbers. Two staff members will remain on the premises until the child has been collected. As late collections may incur additional costs for Colne Engaine Pre-School, parents/carers may be asked to make a contribution towards these.

Ill child:

Colne Engaine Pre-School requests that you do not bring your child to pre-school if they are not well enough or they are still undergoing recovery from an illness or injury. If your child becomes ill in Colne Engaine Pre-School, we will try to contact the parent first; failing that we will use the emergency contact numbers given to us on the registration form.

If your child develops a contagious illness i.e. chicken pox, impetigo, please keep your child away until clear under doctors advice, keeping the senior supervisor on the likely date that your child will returning to Colne Engaine Pre-School.

Parents are asked not to bring in to the pre-school any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since to last attack.

If your child is on medication while attending pre-school, you will be asked to hand the medicine to a member of staff and fill in a medicine form, allowing us to administer the medication at the appropriate times. When administered, the member of staff will sign the form and parents will be asked to sign the form again upon collection of the child to confirm that the child has received the requested dose(s).

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, the 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 from Vanessa .

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

Complaints procedure:

If you have any concerns or complaints about Colne Engine Pre-School, please feel free to discuss them with us – the happiness of you and your child is extremely important to us, and we will do our best to rectify any situation as soon as possible. Your child's key worker should be able to reassure you in the first instance, but you are free to talk to the senior / deputy supervisor.

Should you still have issues and wish to take the matter further, you can contact OFSTED:

NBU, 3rd Floor

Royal Exchange Buildings

St Ann's Square

Manchester

M2 7LA

Telephone: 08456 404040