

Welcome to the early years prospectus.

Our pre-school 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

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

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

We also depend on the good will of parents and their involvement to keep going. Membership of the pre-school carries expectations on parents for their support and commitment.

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;
- has the chance to join 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 pre-school that sees parents as partners in helping each child to learn and develop; and
- is in a pre-school in which parents help to shape the service it offers.



The Early Years Foundation Stage (EYFS).

Information on the Early Years Foundation Stage framework and how your child benefits from this framework at Apsley Lock Pre-School.

The EYFS is a stage of children's development from birth to the end of their first (Reception) year in school. The EYFS Framework describes how early years practitioners should work with children and their families to support their learning and development.

The revised EYFS explains how and what your child will be learning at Apsley Lock Pre-School to give them a firm foundation for a successful start at school. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through seven areas of Learning and Development.

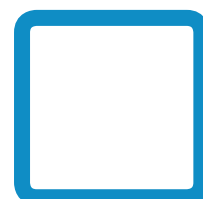
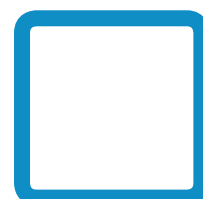
The Areas of Development and Learning comprise:

Prime areas

- personal, social and emotional development;
- physical development;
- communication and language

Specific areas

- mathematics
- Literacy
- understanding the world;
- Expressive Arts and Design





Early learning goals for children by end of reception.

For each area, the practice guidance sets out 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 practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our pre-school has regard to these matters when we assess children and plan for their learning.

Personal, social and emotional development

Our programme supports children to develop:

- positive approaches to learning and finding out about the world around them;
- confidence in themselves and their ability to do things, and valuing their own achievements;
- their ability to get on, work and make friendships with other people, both children and adults;
- their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;
- their ability to dress and undress themselves, and look after their personal hygiene needs; and
- their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Physical development

Our programme supports children to develop:

- increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- their understanding about the importance of, and how to look after, their bodies.



Early learning goals for children by end of reception - continued

Communication and language

Our programme supports children to develop:

- conversational skills with one other person, in small groups and in large groups to talk with and listen to others;
- their vocabulary by learning the meaning of - and being able to use - new words;
- their ability to use words to describe their experiences;
- their knowledge of the sounds and letters that make up the words we use;
- their ability to listen to, and talk about, stories;
- knowledge of how to handle books and that they can be a source of stories and information;
- Literacy
- To provide resources and opportunities to develop physical skills.

Mathematics

Our programme supports children to develop:

- understanding and ideas about how many, how much, how far and how big;
- understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- understanding that numbers help us to answer questions about how many, how much, how far and how big;
- understanding and ideas about how to use counting to find out how many; and
- early ideas about the result of adding more or taking away from the amount we already have.

Understanding of the world

Our programme supports children to develop:

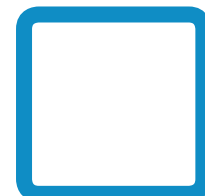
- knowledge about the natural world and how it works;
- knowledge about the made world and how it works;
- their learning about how to choose, and use, the right tool for a task;
- their learning about computers, how to use them and what they can help us to do;
- their skills on how to put together ideas about past and present and the links between them;
- their learning about their locality and its special features; and
- their learning about their own and other cultures.

Expressive Arts and Design

Our programme supports children to develop:

- Our programme supports children to develop:
- the use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and
- their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.





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.

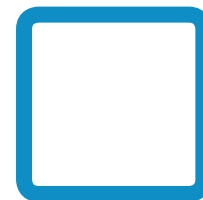
Our pre-school uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

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 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.



Records of achievement:

The pre-school 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. what equipment to provide and how to provide it.

Working together for your children

In our pre-school we maintain the ratio of adults to children in the pre-school that is set through the 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 pre-school are:

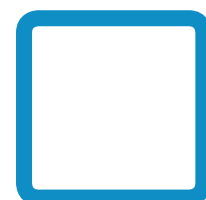
Name	Job Title	Qualifications
Lucy Peters	Pre-school Manager	Qualified Teacher Status
Jacque Green	Deputy Leader Senco	NNEB (NVQ Level 3 Childcare equivalent)
Narda Gowlett	Pre-school Practitioner	NVQ Level 3 Childcare
Karen Brown	Pre-school Practitioner	CACHE Level 3 Early Educator
Ines Trent	Pre-school Practitioner	Qualified Teacher Status
Mel Buckley	Pre- School Practitioner	Qualified Teacher Status
Nicola Keyte	Pre-school Assistant	NVQ Level 2 CACHE Certificate in Supporting, Teaching and Learning
Angela Cook	Pre- School Practitioner (Bank Staff)	NVQ Level 3 Childcare
Tanya Welch	Pre-school Practitioner (Bank Staff)	NVQ Level 3 Childcare

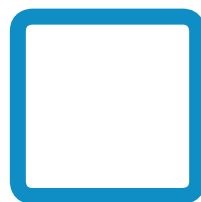




When are the pre-school opening hours?

We are open	Term time only	
We are closed	School holidays and bank holidays	
We are open for	5 Mornings	each week
The times we are open are	9.15am –12.15 12.15- 1pm (Lunch Club)	
We provide care and education for young children between the ages of 2 years (if funded) and 4 years or 2 years, 4 months and 4 years.		





How parents take part in the pre-school.

Our pre-school 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 child. There are many ways in which parents take part in making the pre-school 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;
- helping at sessions of the pre-school;
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- being part of the management of the pre-school by being involved with the Committee;
- taking part in events and informal discussions about the activities and curriculum provided by the pre-school;
- joining in community activities in which the pre-school takes part; and
- building friendships with other parents in the pre-school.

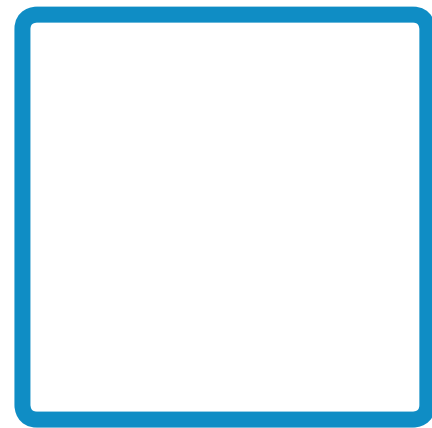
The parents' rota

The pre-school has a dated rota which parents can sign if they would like to help at a particular session or sessions of the pre-school. Helping at the session enables parents to see what the day-to-day life of the pre-school is like and to join in helping the children to get the best out of their activities.

Joining in

Joining the rota is not the only means of taking part in the life of the pre-school. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the pre-school to play the clarinet for the children, show pictures of the local carnival held in their neighbourhood, and show the children their collection of shells.

We welcome parents to drop into the pre-school to see it at work or to speak with the staff.



Key persons approach and adult learning.

Key persons and your child

Our pre-school 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 what we provide is right for your child's particular needs and interests. When your child first starts at the pre-school, she/he will help your child to settle and throughout your child's time at the pre-school,



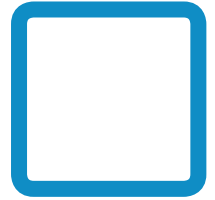
Learning opportunities for adults

As well as gaining qualifications in early years care and education, the pre-school staff take part in further training to help them to keep up-to-date with thinking about early years care and education.

The pre-school also keeps itself up-to-date with best practice in early years care and education, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance. The current copy of Under Five is available in the entrance for you to read.



The pre-school's timetable and routines.



Our pre-school 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 the pre-school 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; 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 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 playroom.

Snacks and meals

The pre-school 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.





Safeguarding children and special needs.

Our pre-school 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 pre-schools and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

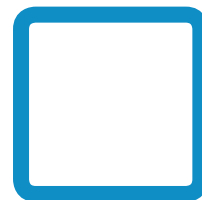
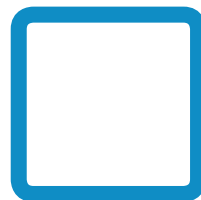
Special needs

As part of the pre-school's 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 pre-school works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001).

Our Special Educational Needs Co-ordinator is

Jacque Green



The management of our pre-school, and fees.

A parent management committee - whose members are elected by the parents of the children who attend the pre-school - manages the pre-school. The elections take place at our Annual General Meeting. The committee is responsible for:

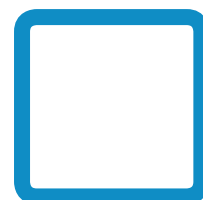
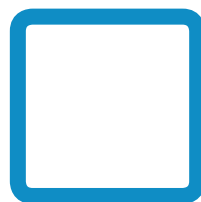
- managing the pre-school's finances;
- employing and managing the staff;
- making sure that the pre-school has, and works to, policies that help it to provide a high quality service; and
- making sure that the pre-school works in partnership with the children's parents.

The Annual General Meeting is open to the parents of all of the children who attend the pre-school. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

Fees

The fees are £15.00 per session payable monthly/weekly/daily/half-termly/termly 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, talk to Nick Peters who is the committee treasurer or Lucy Peters who is the manager.

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



Starting at our pre-school and what to expect.

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 pre-school.

The first days

The pre-school has a policy about helping children to settle into the pre-school:

a copy is enclosed in this prospectus or is available from Lucy Peters.

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.

We hope that you and your child enjoy being members of our pre-school 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.