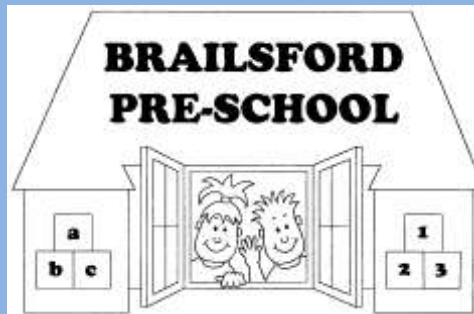




Providing high quality care and education to children below statutory school age



The Institute, Main Road, Brailsford, Ashbourne

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www.brailsfordpreschool.co.uk



Working in partnership with parents to help children to learn and develop



Mon 9:15 am – 12:15 pm

Tue 9:15 am – 12:15 pm

Wed 9:15 am – 12:15 pm

Thur 9:15 am – 12:15 pm

Fri 9:15 am – 12:15 pm

£8.50 per session incl light snack

Funded places for 3 year olds



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

At Brailsford Pre-School we aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention and because of our ratio of qualified staff to children has the chance to join with other children and adults to play, work, learn and be together;
- is helped to take forward her/his learning and development by being helped to build on what they already know and can do;
- has a personal key worker 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.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage 2008 (EYFS). The key principles we have adopted are:

A Unique Child:

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships:

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments:

The environment plays a key role in supporting and extending children's development and learning.

Learning and Development :

Children develop and learn in different ways and different rates and all areas of learning and development are equally important and inter-connected.

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 stimulating activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

- ✓ personal, social and emotional development;
- ✓ communication, language and literacy development;
- ✓ problem solving, reasoning and numeracy;
- ✓ knowledge and understanding of the world;
- ✓ physical development;
- ✓ creative development.

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 setting has regard to these matters when we assess children and plan for their learning.

Brailsford Pre-school supports children in the following ways:

Personal, social and emotional development

- 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.

Communication, language and literacy

- 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;
- knowledge of the purposes for which we use writing; and
- making their own attempts at writing.

Problem solving, reasoning and numeracy

- 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.

Knowledge and understanding of the world

- 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.

Physical development

- 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.

Creative development

- 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 setting 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.

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 environment.

Assessment;-

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations and 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 you to contribute to assessments by sharing information about what your child likes to do at home and how you as parents are supporting their development.

We make regular assessment summaries of children's achievements based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at frequent intervals as well as times of transition, such as when a child goes to school.

Training

Our membership of the Pre-School Learning Alliance (PLA) ensures that we are constantly kept up to date in the field of child education and care. We receive a monthly magazine offering practical advice and up-to-date information, and have access to a range of professionally produced publications. Parents may ask to see any of these. In addition, on-going training is available for all staff through the Early Years and Childcare Partnership.

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.

Your child's key person will work with you to keep this record. To do this you and your child's key person 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.

Working together for your children

At Brailsford Pre-school we maintain the ratio of adults to children that is set through the Welfare Requirements of the Early Years Foundation Stage (EYFS). The staff are all fully qualified and CRB checked according to the regulations.

Staff regularly take part in further training to help them to keep up-to-date with current thinking and develop their skills further.

How parents take part in the setting

Brailsford 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 Brailsford 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;
- sharing their own special interests with the children;
- joining the committee and so being part of the management of the setting;
- 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.

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 times

As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment.

Joining in

Parents can offer to take part in a session by sharing their own interests and skills with the children. We welcome parents into the setting to see it at work or to speak with the staff. When volunteering, please be aware of the adult child ratio, adult only helpers are recommended – please check first with the Supervisor.

We ask all parents/carers, where possible, to help at two sessions every half term. Each half term's rota is placed on the notice board in the foyer for you to fill in – please ask a member of staff if you have any queries.

Key persons 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 what 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 the setting's activities

Policies

Copies of Brailsford Pre-schools policies and procedures are available for you to see at the setting. The policies help us to make sure that the service provided by the setting is of high quality, Staff and committee work together on the policies, which are annually reviewed. A copy of our latest Ofsted report can be viewed upon request.

Safeguarding children

Brailsford Pre-school has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our Guidelines can be found on our notice board and policy pack.

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.

Injuries

All previous injuries to your child must be reported to a member of staff when dropping off your child in the mornings. This information will be entered into a book. Likewise, we will inform you of any injuries your child has at Pre-School.

Special needs

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

Our Special Educational Needs Co-ordinator (SENCO) is Sally Smith.

The management of Brailsford Pre-school

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

- Managing the setting's finances;
- Employing and managing the staff;
- Making sure that the setting has, and works to, policies that help it to provide a high quality service; and
- Making sure that the setting works in partnership with the children's parents.

Committee member's details can be found on our notice board at the setting.

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

Fees £8.50 per session

The fees are payable half-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 the committee chairperson or supervisor. We require written evidence of any absences - a form will be provided from the Supervisor for this purpose.

Please note Fees may be subject to an annual increase.

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 three and four year olds; where funding is not received, then fees apply. If a funded child has used the allocated funding here and / or another setting, additional sessions will be charged at £10.50.

Snacks

Brailsford Pre-school makes snack time a social experience in which children and adults eat together. We plan a menu of 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.

Arrival/Collection procedures

On arrival please make sure the member of staff taking the registration knows your child is there before leaving him/her. Please arrive in good time to collect your child and always let a member of staff know if someone else is to collect your child.

Please remember to use caution when arriving and leaving the car park as young children are around. Remember to hold your child's hand and not let them run free.

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. The setting has a policy about helping children to settle into the setting this is available to view at any time.

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.

Uniform

This is available to purchase if you wish, please speak with a member of staff.

Admissions

We have 30 places available for each session. The following criteria for admission will apply in order of preference:

- Children over the age of four years who are entitled to an Early Years Grant will receive first priority;
- Children over the age of three years who are entitled to an Early Years Grant will receive second priority;
- We shall then try and accommodate the requirements of children between the ages of 2 and 3 depending on the number of places available.
- Upon admission, we shall require a photocopy of your child's birth certificate – this is a Derbyshire County Council requirement regarding funding. Copies are retained by Pre-School and kept in a secure room.

Please see the supervisor with any specific requirements or queries.

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

