



Early years prospectus

-+Name of
provider

Little Chicks Pre-School Limited

Address

Shawbirch Community Centre
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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.

GDPR/Data protection act 2018 rights for individuals

You have the right to request the deletion of your data where there is no compelling reason for its continued use. However Little Chicks Pre-school has a legal duty to keep children's and parents details for a reasonable time, Little Chicks Preschool retain these records for 3 years after leaving pre-school, children's accident and injury records for 19 years (or until the child reaches 21 years), and 22 years (or until the child reaches 24 years) for Child Protection records. This data is archived securely onsite and shredded after the legal retention period.

Parents

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.

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 student 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;

The Early Years Foundation Stage

The provision for children's development and learning is guided by the Early Years Foundation Stage (DfE 2017). 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:

<p><i>Personal, social and emotional development</i></p> <ul style="list-style-type: none"> ▪ making relationships; ▪ self confidence and self awareness; and ▪ managing feelings and behaviour. <p><i>Physical development</i></p> <ul style="list-style-type: none"> ▪ moving and handling; and ▪ health and self-care. <p><i>Communication and language</i></p> <ul style="list-style-type: none"> ▪ listening and attention; ▪ understanding; and ▪ speaking. <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.
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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 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 profile summaries of children's achievement based on our ongoing learning journey records.. We undertake these profile 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.

Learning Journeys

The setting keeps a Learning Journey for each child. Your child's Learning Journey 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 in partnership 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.

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:

Name	Job Title	Qualifications
Angela Taylor	Managing Director	BA Hons – Child & Family Studies. Early Years Professional Statuses.
Carol Hill	Deputy Manager SEN Co	NVQ 4 – Children's Care, Learning and Development
Samantha Gater	Pre-School Assistant	NVQ 3
Sharron Bradley-Porter	Pre-School Assistant	NVQ 3
Katharine Jones	Pre-School Assistant	NNEB
Teckers Porter	Pre-School Assistant	NVQ 3

We are open for Term Time 39 weeks each year.

We are closed 5 PD days & for elections

We are open for 5 days each week

The times we are open are 8.15am – 4pm

We provide care and education for young children between the ages of 2 yrs – 5 yrs

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;
- sharing their own special interests with the children;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- building friendships with other parents in the setting.
- Parents are welcome parents to come into the setting and take part in activities and to share their experiences.

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 the setting's activities.

Your child's key person will arrange each term, to meet with you to share information and achievements about your child.

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.

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 the 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 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.

The day

The setting organises the day so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the day. The setting caters for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The setting offers several flexible care: sessions and full day care.

Snacks and meals

The setting makes snacks and meals a social time at which children and adults eat together. We provide a healthy snack for all children in the morning, which includes a drink of water or milk and a choice of fruit. Fresh water is available at all times. Please tell us about your child's dietary needs and we will make sure that these are met.

Afternoon Sessions

If your child is staying during the afternoon (12pm+) session please provide them with a packed lunch. We request that children's lunches do not contain sweets, fizzy drinks or chocolate.

Also please refrain from using any ingredients that may contain nuts e.g. peanut butter.

Example of what to put into a lunch box...

- **Drink of water or diluted juice**
- **Sandwich**
- **A yogurt**
- **Some fruit**

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

Copies of the setting's policies and procedures are available for you to see at the setting.

The setting's policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

The staff and management of the setting work together in the annual review of the policies. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

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.

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 Special Educational Needs Code of Practice (2001).

Our Special Educational Needs Co-ordinator is Carol Hill

Fees

The fees are £4.50 per hour.

Fees must still be paid if a children is absent for short period of time. If your child has to be absent over a long period of time, talk to **Ange Taylor** who is the Managing Director.

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.

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 situated in a folder in the parents waiting room.

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.