**10.3 Early Years Prospectus**

Acorn Pre-School Early Years Prospectus for Parents

Holy Rood Church Centre

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We know how important your child is and aim to deliver the highest quality of care and education to help them achieve their best.

This prospectus aims to provide you with an introduction to Acorn 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.

**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.

**Children’s development and learning**

We aim to ensure that each child:

* Is in a safe 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 His/Her learning and development by being helped to build on what He/She 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**

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.

* 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 developing and learning**

Children start to learn about the world around them from the moment they are born. The care and education offered by our 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 by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what is expected that children will know, and be able to do, by the end of the reception year of their education.

The Early Years Outcomes guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning.

Our programme supports children to develop the knowledge, skills and understanding they need for:

**Communication and Language**

The development of Children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what Children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build Children’s language effectively. Reading frequently to Children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give Children the opportunity to thrive. Through conversation, story-telling and role play, where Children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, Children become comfortable using a rich range of vocabulary and language structures.

**Personal, Social and Emotional Development**

Children’s Personal, Social and Emotional Development (PSED) is crucial for Children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other Children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which Children can achieve at school and in later life.

**Physical Development**

Physical activity is vital in Children’s all-round development, enabling them to pursue happy, healthy and active lives[[1]](#endnote-1). Gross and fine motor experiences develop incrementally through-out early childhood, starting with sensory explorations and the development of a Child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support Children to develop their ore strength, stability, balance, spatial awareness, co-ordination and agility. Grows motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow Children to develop proficiency, control and confidence.

**Literacy**

It is crucial for Children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with Children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

**Mathematics**

Developing a strong grounding in number is essential so that all Children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – Children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

In addition, it is important that the curriculum includes rich opportunities for Children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that Children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, `have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

**Understanding the World**

Understanding the world involves guiding Children to make sense of their physical world and their community. The frequency and range of Children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening Children’s vocabulary will support later reading comprehension.

**Expressive Arts and Design**

The development of Children’s artistic and cultural awareness supports their imagination and creativity. It is important that Children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what Children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

**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 guidance on 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 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 observation, 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 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 make periodic assessment summaries of Children’s achievement based on our on-going 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 when a Child is aged between 24-36 months, 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
* Communication and Language

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**

We keep a Record of Achievement of each Child. Your Child’s record of Achievement helps us to celebrate together His/Her achievements and to work together to provide what your Child needs for His/Her 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 He/She 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.

Together, we 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 rations.

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 & Experience** |
| Jayne Smith | Manager | Level 324 Year Experience |
| Elizabeth Ponting | Deputy Manager | Level 3 28 Years Experience |
| Joanne Green | SENDCO | Level 513 Years Experience |
| Teresa Constance | Pre-School Practitioner | Level 320 Years Experience |
| Michelle Lloyd | Pre-School Practitioner | Level 39 Years Experience |
| Charlotte Chambers | Pre-School Practitioner | Level 322 Years Experience |
| Samantha James | Pre-School Practitioner | Level 312 Years Experience |
| Elizabeth Hambidge | Pre-School Practitioner | Level 615 Years Experience |

We are open for 38 weeks each year. We are closed during School Holidays.

We are open for 5 days each week:

Monday, Tuesday, Thursday & Friday: 9am – 3.30pm, Wednesday: 12noon – 3.30pm

We provide care and education for young Children between he ages of 2 years and 5 years.

**How Parents take part in the Setting**

The setting recognises Parents as the first and most important educators of their Children. All our 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 our setting a welcoming and stimulating place for Children and Parents, such as:

* Exchanging knowledge about their Children’s needs, activities, interests and progress with our staff;
* Contributing to the progress check at age two;
* Helping at sessions of the setting;
* Sharing their own special interests with the Children;
* 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

We Welcome Parents to drop into the setting to see it at work or to speak with the Staff.

**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 He/She, is particularly responsible 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, He/She, will help your Child to settle and throughout your Child’s time at the setting, He/She, will help your Child to benefit from our activities.

**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. We also keep up to date with Best Practice, as a member of the Pre-School Learning Alliance, through Under 5 Magazine and other publications produced by the Alliance.

**The Setting’s Timetable and Routines**

Our Setting believes that Care and Education are equally important in the experience 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 He/She, 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 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. We cater 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.

**Snacks and meal**

We make snacks and meals a social time at which Children and Adults eat together. We supply snacks so that they provide the Children with Healthy and Nutritious food.

Please tell us about your Child’s Dietary Needs and we will plan accordingly.

**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 them to be as independent as possible when toileting and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

**Policies**

Our Staff explain our Policies and Procedures to you. Copies of which are available on request and on our Website [www.acorn-preschool.co.uk](http://www.acorn-preschool.co.uk)

Our Policies help us to make sure that the service provided by our setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each Child and His/Her, Parents.

Our Staff work together to adopt the Policies and they all have the opportunity to take part in the Annual Review of the Policies.

**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 Setting 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 that 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**

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: 0-25 years (2015).

Our Special Educational Needs and Disabilities Co-Ordinator is Joanne Green.

A copy of our Special Educational Needs and Disabilities (SEND) Local Offer is attached.

**The Management of our Setting**

The Setting is Managed by Jayne Smith

**Fees**

The Fees are available on request, payable either Daily, Weekly, Monthly, or Half-Termly. 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 Manager regarding this matter.

For your Child to keep His/Her, place at our 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, we will work with you to decide on how to help your Child to settle into the setting.

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

1. The Chief Medical Officer has published guidance on physical activity, which is available at: <https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>. [↑](#endnote-ref-1)