

Information pack

Welcome to Braunston Pre-school and thank you for registering your child with us.

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

This information pack aims to provide you with an introduction to Braunston 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. This should be read alongside our childcare terms and conditions for a full description of our service.

We aim to:

- Provide high quality care and education for children below statutory school age.
- Work in partnership with the primary school and parents to help children learn and develop.
- Add to the life and well-being of the local community
- 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
- Included at all levels

As a 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 you for your support and commitment.

We aim to ensure 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 volunteer parent helpers.
- 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 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.

Ofsted

Braunston pre-school is registered with the office for standards in education (Ofsted) and we are visited regularly by qualified inspectors. Our Ofsted registration number is 219931, and our Ofsted reports can be found on the desk by the notice boards or online at www.ofsted.gov.uk.

Early Years Alliance

We are also a member of the pre-school learning alliance (EYA), giving staff and parents access to a range of resources and training opportunities in early years learning and care. Information can be found by the notice board or on the EYA website at www.eyalliance.org.uk.

Working together for your children

We maintain the ratio of adults to children in the setting that is set out by The Early Years Foundation Stage. We also have volunteer parents helpers, where possible, to complement these ratios. This is to help 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
- Allow the children to explore and be adventurous in safety

Staff

We are fortunate to have a good-sized team of committed and experienced staff, and we are able to offer a high ratio of adult to children. Your child's keyworker will be happy to let you know your child is settling in, or answer any questions at any stage.

Manager:	Carrie-Ann Biggs (Level 3)
Deputy Manager:	Gwen Withall (Level 3) (Level 3 SENCO)
Assistants:	Diana Costello (Trained teacher overseas)
	Rachael Bacon (Level 3 Training)
	Lisa Grant (Level 3 Training)
	Becky Mcmenigall (Level 4)
	Libby Russell (Level 2 Training)
	Rachael Dicks (Level 3)

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 Early Years Alliance, through under 5 magazine and other publications produced by the Alliance.

Parents and carers

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. 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.

Committee

Pre-school is a registered charity and is run by an elected, voluntary committee. The committee reviews policy and practice, and manages staff. Our annual general Meeting, at which the committee for the following year is elected, is held in October; we hope you will be able to attend.

Chair: Sarah Smith
Treasurer: Carrie-Ann Biggs
Secretary: Dawn Dyson
Village Hall representative: Carrie-Ann Biggs
Child Protection Officer: Sarah Smith
General members: Amy Berry, Ami Chesney, Dawn Dyson, Justine Mole.

The preschool is a registered charity, managed by a parent committee with members elected from parents and carers of the preschool children. This ensures that major decision making is in the hands of the parents who use the group, although the day to day running of the group is in the hands of experienced staff. The committee is responsible for reviewing both policies and practice, and for the employment and appraisal of members of staff. Our annual General Meeting, at which the committee for the following year is elected, is held in October and parents/carers will be informed in good time so they are able to attend.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of 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
- 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 parts
- Building relationships with other parents in the setting.

Parents are welcome to volunteer to help out during a session at any time once their child is settled. Please speak to the manager to arrange.

Times, Costs and Term Dates

We are based in Braunston Village Hall during school term and our session times are:

Monday:	9:00 – 12:00	12:00 – 15:00	£16.00 per session
Tuesday:	9:00 – 12:00	12:00 – 15:00	£16.00 per session
Wednesday:	9:00 – 12:00	12:00 – 15:00	£16.00 per session
Thursday:	9:00 – 12:00	12:00 – 15:00	£16.00
Friday:	9:00 – 12:00	12:00 – 15:00	£16.00 per session

Fees

Fees are currently £16.00 per session. This brings the fees inline with the funding received for the government funded children (children receive government funding from the term after their third birthday). Fees are payable monthly in advance, and you will receive an individual invoice via email or paper form. The fees will be reviewed annually.

Fees continue to be payable if a child is absent without notice or for a short time. In cases of prolonged absence, parents should consult the committee about fee payment as soon as possible.

In cases of financial hardship, please ask for an application form for the "help a preschool child fund". If paying weekly in advance would be better for you please talk to the supervisor.

Children are currently eligible for government funding the term after they turn 3 years olds. Once your child becomes eligible the manager will give you a claims form to complete. Please note that this funding only covers three hours sessions at preschool.

Settling In

We encourage you to make short visits to preschool with your child a few times in the half-term before he or she starts, so that you both can get to know the staff and setting. Once your child has started, please feel free to stay and play for as long as you feel is right for them. Your child's key worker can help advise how best to manage any anxieties you or your child might have about being left.

So that they feel free to explore and use all the different materials (including the messy ones) it is sensible for children to be in clothes that are easily washable or not too new.

It is good for children to practise the skills that will make them independent. Simple clothing will make going to the toilet easier and will encourage children to put on and take off their outdoor clothes without needing too much help. Please note that although staff escort the children to the toilets to ensure absolute safety, they remain outside the cubicle. Staff help the children wash their hands afterwards.

First day

Come to the main door of the village hall anytime from 8:50am.

The door to preschool is opened at 9:00am, where the children will come in on their own and hang their stuff up on their pegs.

Come to the main village hall door for pick up at 11:55am, children will be let out at 12:00pm. They will come out with their coats, bags and water bottles, their pictures will be on their peg on the drying rack if you can collect them while waiting for your child to come out.

Learning, development and assessment

Children's development and learning

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

The four themes of the early years foundation stage underpin this guidance. The four themes are: - A unique child

- Positive relationships
- Enabling environment
- Learning and development

Characteristics of Effective Learning

Playing and Exploring – finding out and exploring, playing with what they know, being willing to 'have a go'.

Active Learning – being involved and concentrating, keep trying, enjoying achieving what they set out to do.

Creating and Critical Thinking – having their own ideas, making links, choosing ways to do things.

Areas of learning and development are split into 7 areas – 3 prime areas and 4 specific areas.

Prime Areas

Personal, Social and Emotional Development – making relationships, self-confidence and self-awareness, managing feelings and behaviour.

Physical Development – moving and handling, health and self-care.

Communication and language – listening and attention, understanding, speaking.

In the first instance we work towards the three prime areas, branching out later into the four specific areas.

Literacy – reading and writing

Mathematics – numbers, shapes space and measurements

Understanding the world – people and communities, the world and technology

Expressive Arts and Design – exploring and using media and materials, being imaginative

Forest School

We offer forest school learning to all 3 and 4 year old children, it's a long term programme where you child will have one full session a week in the forest school area.

Forest school Leader: **Gwen Withall (Level 3 in forest school)**

Our approach to assessments

We assess how the children are learning and developing by observing them frequently. We use information that we obtain from observations – written, photographs etc to document their progress and to plan for future learning. We appreciate and value information from parents as we believe it is the parents that know the children best.

We make periodic assessment summaries of children's achievements based on our ongoing development records, completing these at regular intervals as well as completing a transition document when the child moves to school or a different setting.

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. 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 contribution of parents and other professionals.

Records of achievement

We keep a record of achievement for each child. Your child's records of achievement helps us to celebrate together their achievements and to work together to provide what your child needs for their 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 them 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.

The structure of our sessions

We organise our sessions so that the children have a large range of activities to choose from. Activities may be adult led or child led. The children are also encouraged to take part in both small and large group activities – encouraging the children to explore new experiences, gain new skills and help them to learn, to interact and work with others. Outdoor activities are available most days and are actively encouraged.

Security, health and safety, safeguarding

Snacks and meals

We make snack and meals a social time at which children and adults eat together. We plan the menus for snack and meals 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.

Cooked lunches are on a 2 week menu and are an additional £3 per day, if you would like to book lunches please see the manager for the forms.

Security

The front door of the hall is locked from 9:10am, if you need to return to the hall for any reason during this time please ring the door bell on the preschool door located on the Ashby road side of the village hall.

When taking children on outings we always ensure that extra adult helpers are present.

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.

Health and safety

Preschool accepts no responsibility for loss or damage to personal property. Parents/carers are responsible for their own children in the waiting area before and after each session and should be closely supervised at all times.

Please do not allow your child to play on or under stacked tables and chairs or to play with the curtains.

Please ensure that your child brings a warm/waterproof coats, hat and gloves for cold/wet weather. In the event of heavy snow or inclement weather the preschool supervisors will liaise with the chair of the committee regarding preschool closure. In event of this we will contact parents.

During sunny weather please bring a sunhat for your child to use in the playground. It is advisable to have sunscreen applied before outdoor play. Your child may bring sunscreen to preschool to be re-applied, if necessary.

Please be vigilant and take appropriate action should you become aware of any other safety issues.

Preschool is a no smoking environment.

Information we hold

We have procedures in place for the recording and sharing of information about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject
2. Collected for specified, explicit and legitimate purpose and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and, where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects for no longer than is necessary for the purpose for which the personal data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organised measures.

When you register your child with us we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

Safeguarding children

Our setting has duty under the law to help safeguard children against suspected or actual 'significant harm'.

Safeguard Lead: **Carrie-Ann Biggs**

Safeguarding Deputy: **Gwen Withall**

Our employment practice ensures 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 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 to 25 year (2015)

Our Special Educational Needs Co-ordinator is: **Gwen Withall**

Our policies and procedures

Our staff can explain our policies and procedures to you, copies of which are available on tapestry and our website.

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 their parents. Our staff and parents work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling our setting to provide a quality service for its members and the local community.

Braunston preschool committee meetings

The committee holds monthly meetings, of which are open to any parent or carer, who wish to find out more about the committee/preschool. If you are interested in joining the committee or providing support in whichever way you can you will be very welcome. Please approach any of the committee members or see a member of staff.

Contact Information

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Email Address: braunstonpreschool@googlemail.com

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