

## Crowmarsh Pre-school's Early Years Prospectus for Parents

Crowmarsh Pre-school,  
Old Reading Road,  
Crowmarsh Gifford,  
Wallingford.  
OX10 8EN

Telephone: 07951 599623 general enquiries and reporting absence

Email Manager: [manager@crowmarshpre-school.org.uk](mailto:manager@crowmarshpre-school.org.uk)

Email Admissions: [admin@crowmarshpre-school.org.uk](mailto:admin@crowmarshpre-school.org.uk) admissions enquiries/fees and changes to sessions

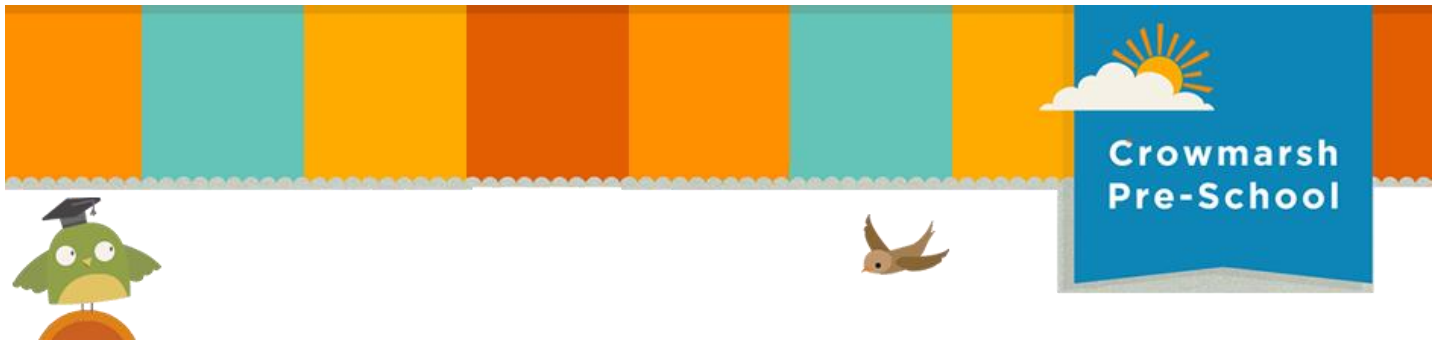
Welcome to Crowmarsh Pre-school and thank you for registering your child with us.

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 prospectus aims to provide you with an introduction to Crowmarsh 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:

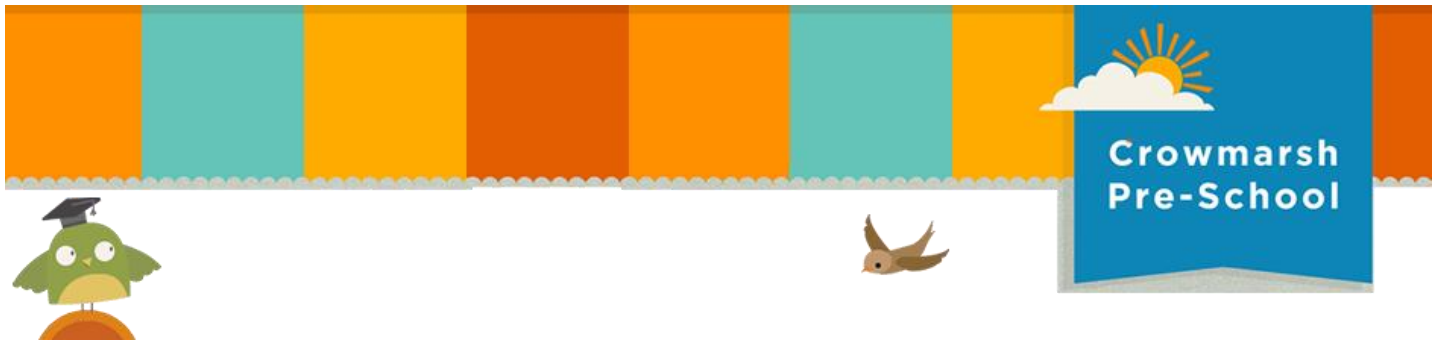
- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

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.

## Children's development and learning

We aim to ensure that each child:

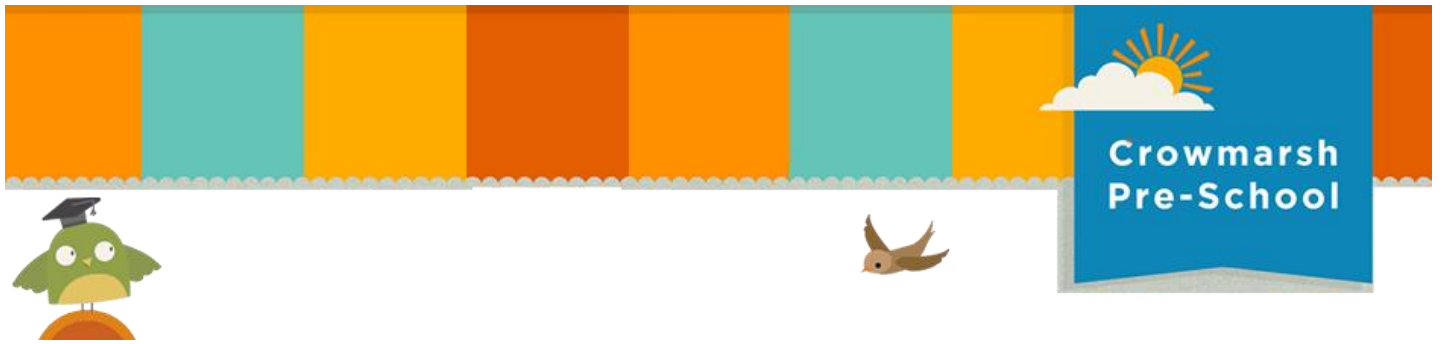
- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers;
- has the chance to join in with other children and adults to live, play, work and learn together;
- is helped to take forward her/his 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 they make 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.



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* (DfE 2014):



- *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.

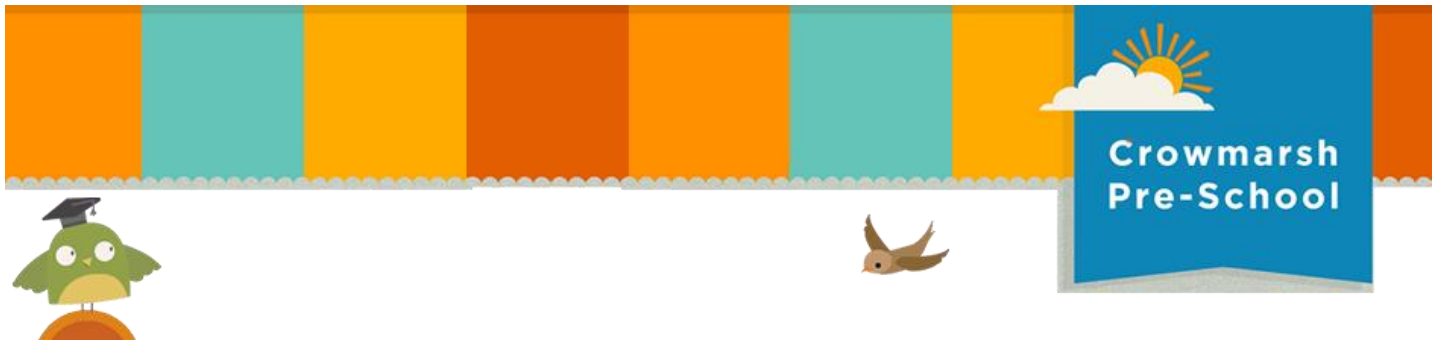


## How we provide for development and learning

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:*

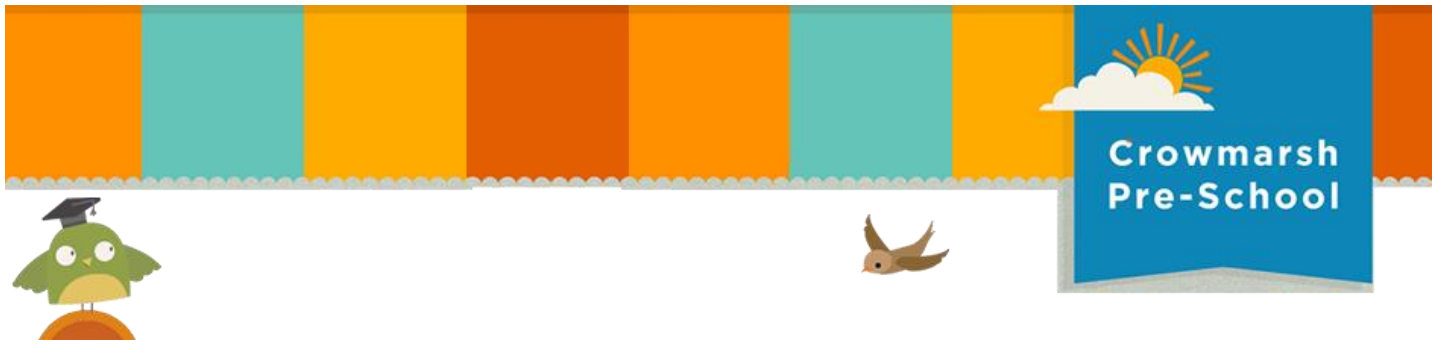
- *Prime Areas*
  - **Personal, social and emotional development** – involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
  - **Physical development** – involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to food.
  - **Communication and language** – development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.



▪ *Specific Areas*

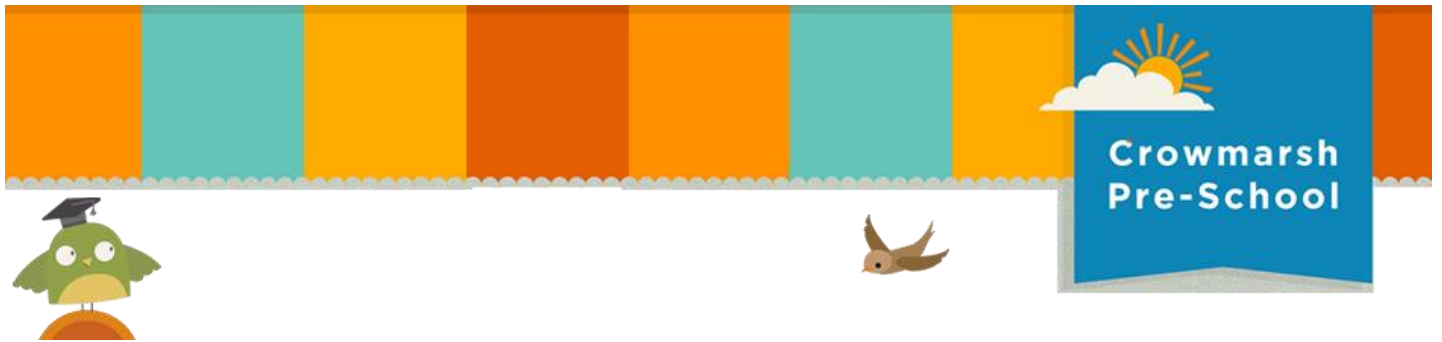
- **Literacy** – development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials to ignite their interest.
- **Mathematics** – involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtracting problems; and to describe shapes, spaces and measures.
- **Understanding the world** – involves guiding the children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** – involves enabling children to explore and play with a wide range of media and materials , as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology. .

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 *Early Years Outcomes* (DfE 2013) 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:

<p><i>Personal, social and emotional development</i></p> <ul style="list-style-type: none"> <li>▪ making relationships;</li> <li>▪ self-confidence and self-awareness;</li> <li>▪ managing feelings and behaviour.</li> </ul>	<p><i>Physical development</i></p> <ul style="list-style-type: none"> <li>▪ moving and handling;</li> <li>▪ health and self-care.</li> </ul>
<p><i>Communication and language</i></p> <ul style="list-style-type: none"> <li>▪ listening and attention;</li> <li>▪ understanding;</li> <li>▪ speaking.</li> </ul>	<p><i>Literacy</i></p> <ul style="list-style-type: none"> <li>▪ reading;</li> <li>▪ writing.</li> </ul>
<p><i>Mathematics</i></p> <ul style="list-style-type: none"> <li>▪ numbers;</li> <li>▪ shape, space and measure.</li> </ul>	<p><i>Expressive arts and design</i></p> <ul style="list-style-type: none"> <li>▪ exploring and using media and materials;</li> <li>▪ being imaginative.</li> </ul>
<p><i>Understanding the world</i></p> <ul style="list-style-type: none"> <li>▪ people and communities;</li> <li>▪ the world;</li> <li>▪ technology.</li> </ul>	



## **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;
- creating and thinking critically - thinking.

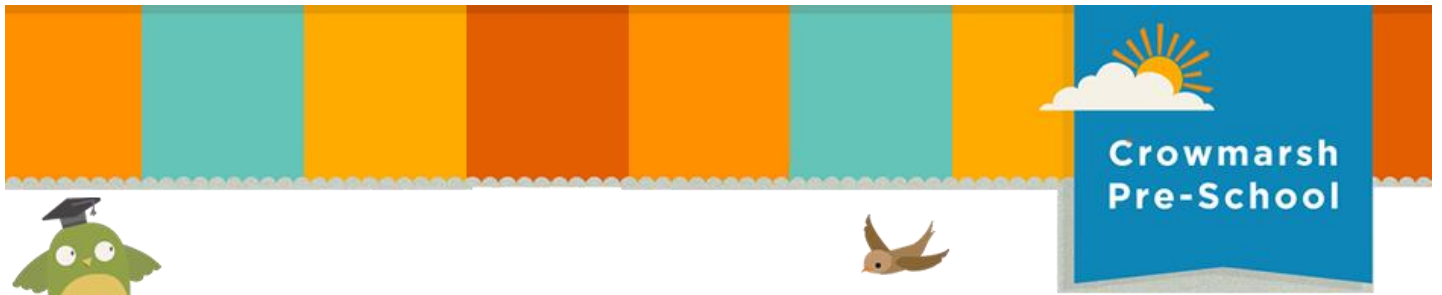
We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

### *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 or videos of the children, to document their progress and where this may be leading them. We use electronic tablets and a program called Tapestry for this recording. The Tapestry program has parent access through an app whereby parents can review observations and add comments. In addition to direct observation comments 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 to a different setting or when they go on to school.

## **10.1 Early years prospectus**



### *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 contributions of parents and other professionals.

### **Records of achievement**

We keep a record of achievement for each child. 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.

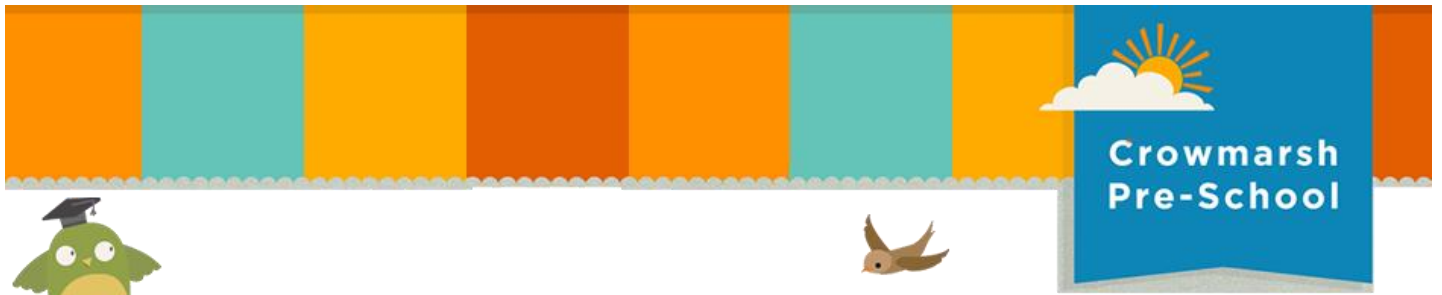
Your child's key person will work in partnership with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. Together, we will 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 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
Dilys Beaumont	Manager	Early Years Professional Status (Level 6) Forest School Leader
Kelly Dix	Supervisor	Diploma for the Early Years Workforce (Level 3)
Emmanuelle James	Senior Assistant	Diploma for the Children and Young People's Workforce (Level 3)
Millie Taylor	Assistant	BTEC National Diploma in Children's Care, Learning and Development (Level 3)
Jilly Lake	Assistant	PGCE Oxfordshire Early Years Specialism Award
Vikki Lages Araujo	Administrator	

In addition to our permanent team of staff, we have a group of qualified/experienced individuals who are available to work at short notice, providing 'supply cover' for staff attending training courses/meetings or who are unwell.

We are open for 38 weeks each year.

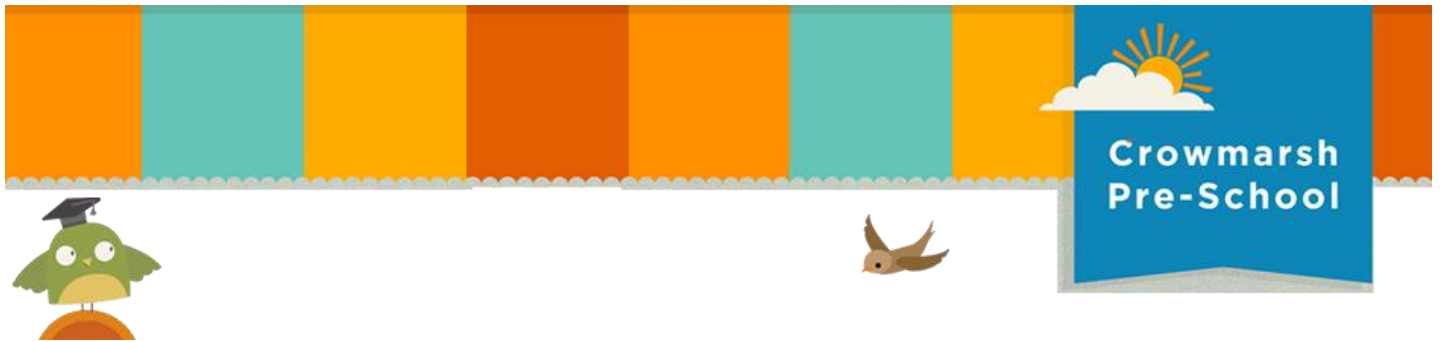
We are open for 5 days each week

The times we are open are 8.45am – 3pm

In the child's best interests, we require children to attend a minimum of 2 sessions per week.

We provide care and education for young children between the ages of:

2 years and 5 years.



### **How parents take part in the setting**

Our 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;
- taking home a bag of laundry (found hanging in a bag just inside the cloakroom door);
- 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, eg washing;
- being part of the managerial committee of the setting and/or assist with fundraising;
- sharing their culture/traditions/festivals with our group as we value and respect cultural diversity within pre-school;
- 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.

### **The parents' rota**

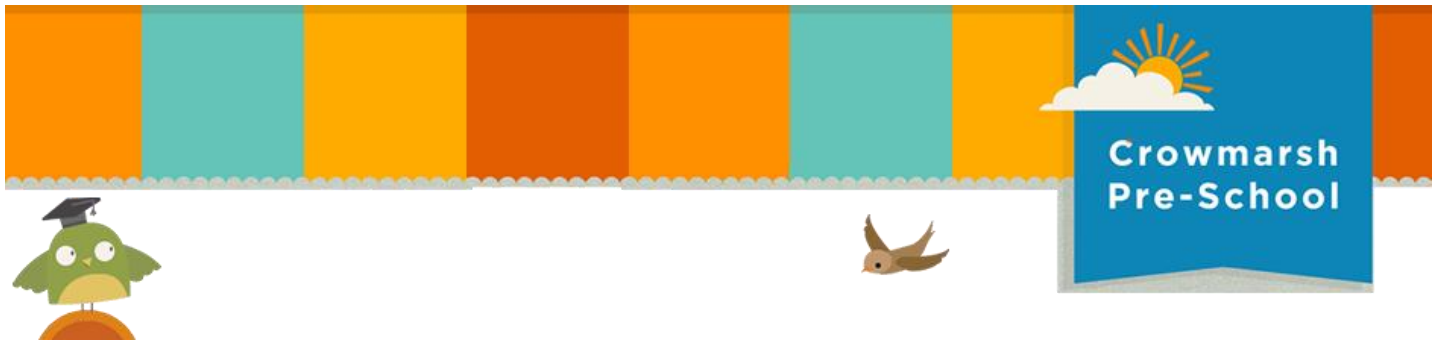
Our setting has a dated rota and we ask that each child provides an adult to help at one session per term after the child's first term. Helping at the session enables parents to see what the day-to-day life of our setting is like and to join in helping the children to get the best out of their activities.

### **Joining in**

In addition, parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to talk about their jobs, explain their nurse's uniform, show pictures of carnival in their home land (Thailand) and show the children how to bath a baby.

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

## **10.1 Early years prospectus**



### **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. She/he will help your child to benefit from our activities throughout your child's time at this setting.

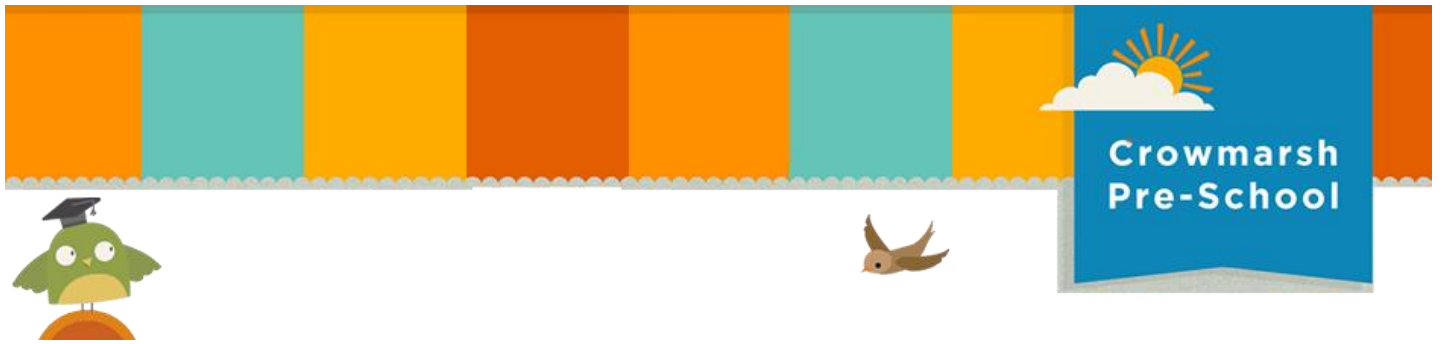
### **Learning opportunities for adults**

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 current copy of *Under 5* is available in the office for you to read.

### **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 our 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, as well as those provided in the indoor playroom(s). We also run weekly Forest School sessions for our Rising 5's group.

We cater for children's individual needs for rest and quiet activities during the day. We do have children's mattresses and blankets available or, if you prefer, you may bring in your child's own blanket, clearly labelled, for their own use.

### **Snacks and meals**

We provide morning and afternoon snacks which always include a fruit/vegetable option. We encourage children to choose their drink from a choice of water or milk, to pour their own drinks and to choose their snack from the daily offer available. We promote independence at the table for example by asking children to use cutlery and spread their own butter.

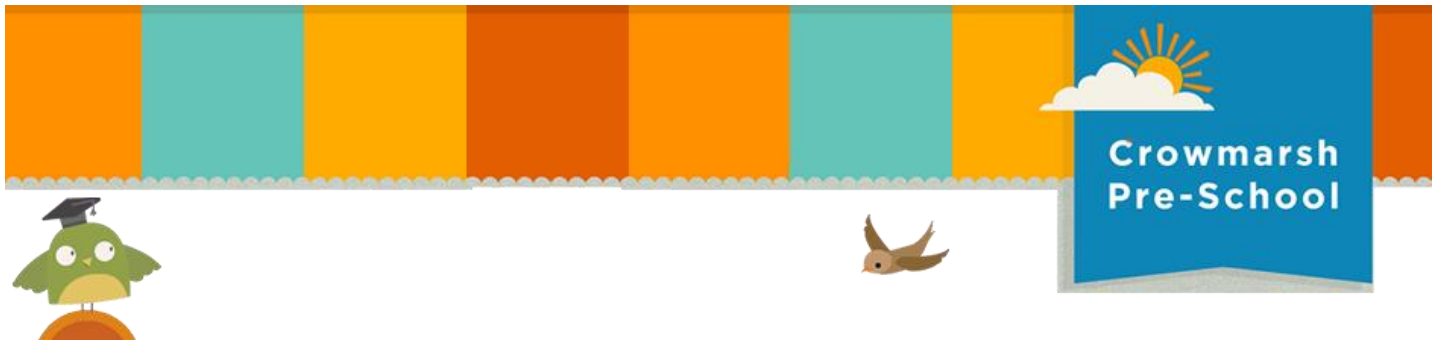
Please inform us if your child has a special dietary requirement so we can plan to accommodate this.

Children may bring in a packed lunch (no sweets or fizzy drinks please) or may order a freshly prepared school lunch by ordering through the school office.

### **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 ask you to supply indoor/outdoor footwear for your child. Please remember to label clothes, shoes and boots with your child's name.



## Absence

Please inform Pre-school if your child is absent by phoning 07951 599623 or emailing [manager@crowmarshpre-school.org.uk](mailto:manager@crowmarshpre-school.org.uk) before 9am.

In the event of sickness and/or diarrhoea, we follow guidance from our Health Visitors and request that you wait 48 hours after the last episode of sickness or diarrhoea before returning your child to pre-school.

At times head lice can be prevalent amongst children. If your child should contract head lice, please inform us, and treat them appropriately before returning your child to pre-school. It is sensible to regularly check your child's hair and use preventative action.

If your child contracts an infectious disease e.g. Chicken pox, please keep them at home and inform us. This information will be treated in confidence and is necessary so we can inform other parents and look out for symptoms in other children.

For further details, please see our Promoting health and hygiene policy; Managing children with allergies, or who are sick or infectious.

If your child is absent on a day when you have booked a school lunch, please phone the school office on 01491 836785 before 9.30am and you will be given a credit for another school lunch.

## Parking

Crowmarsh C of E Primary School and Pre-school have an agreement with The Bell and The Queen's Head (both in The Street) which allows parents to park in the pub car parks and walk the short distance to school at drop off and collection times. There is no charge for using this facility.

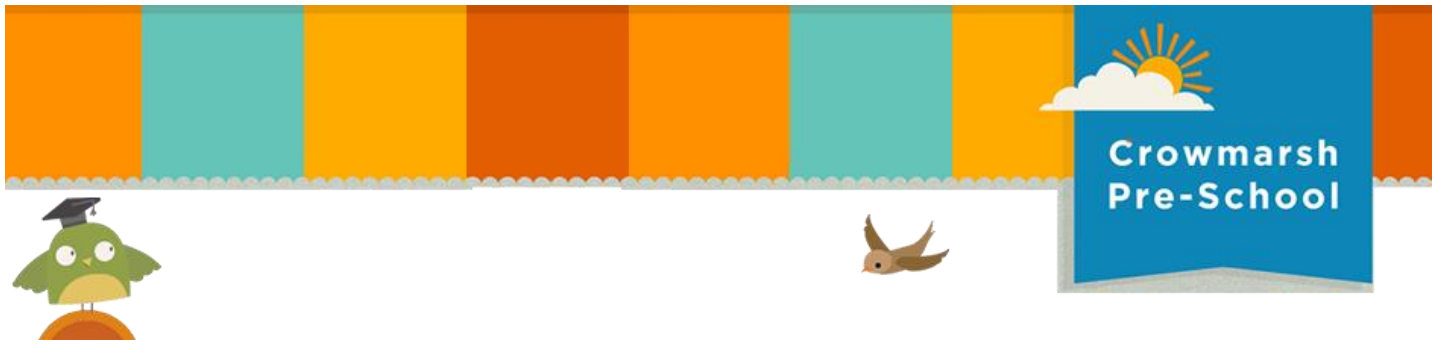
Please note that parking in the school car park is only for staff and official visitors.

There is a disabled space available.

**Please remember that parking on the zig zag lines outside any school is a hazard to children and is a traffic offence punishable by law.**

## Gates

Please ensure that you close all gates behind you.



### **Child Collection Diary**

This is on the shelf in the cloakroom and is used to inform us if your child is to be collected from Pre-school by someone other than yourself. Please complete the details for the relevant day. Please be aware that staff will not release your child to anyone other than yourself if you have not completed and signed the diary.

If your child is dropped off/collected by someone other than you on a regular basis, please inform the Manager in writing and do not complete the Child Collection Diary for these occasions.

### **Late Collections**

If a child is not collected at the end of a session, we will contact the parents and adults who are authorised by the parents to collect their child, as listed on the Personal Information Record. If no-one collects the child within one hour of the collection time, we will contact the Oxfordshire Multi-Agency Safeguarding Hub for assistance.

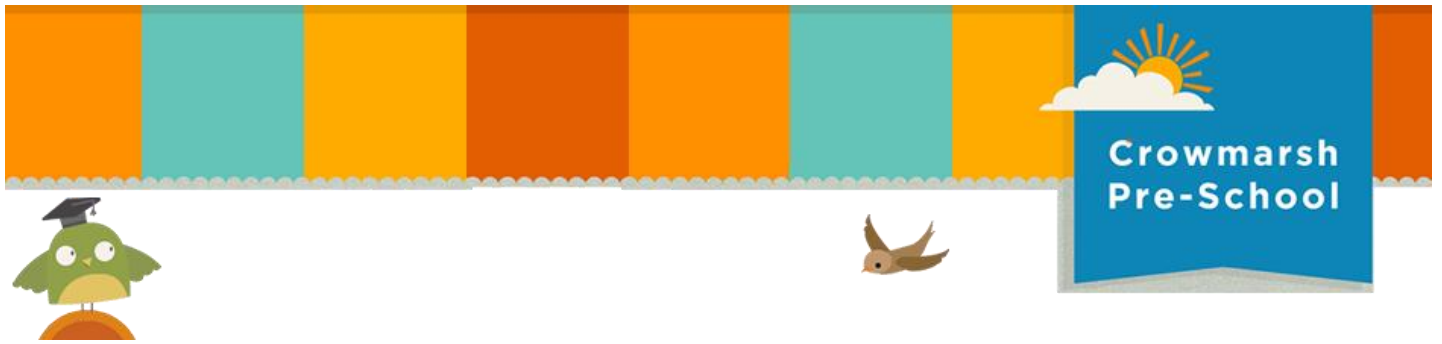
Please collect your child promptly at the end of the session as it can be distressing for a child to be 'left behind'. Two instances of late collections of 10 minutes or more per term will incur a £25 fee.

Furthermore in the event that a late collection of a child results in staff having to be employed to either:

1. During the day – ensure the correct ratio of staff to child, or
2. At the end of the day – when 2 staff are required to stay with the child,

The cost of the additional staff cover will be billed to the relevant family as appropriate.

Costs will vary as a result of staff rostered on and those available to cover.



## **Policies**

Our staff can explain our policies and procedures to you, and copies are available in a file in the cloakroom and on the pre-school website ([www.crowmarshpre-school.org.uk](http://www.crowmarshpre-school.org.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 her/his parents.

Our staff and parents work together to adopt the policies and they all have the opportunity to take part in the review of these 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.

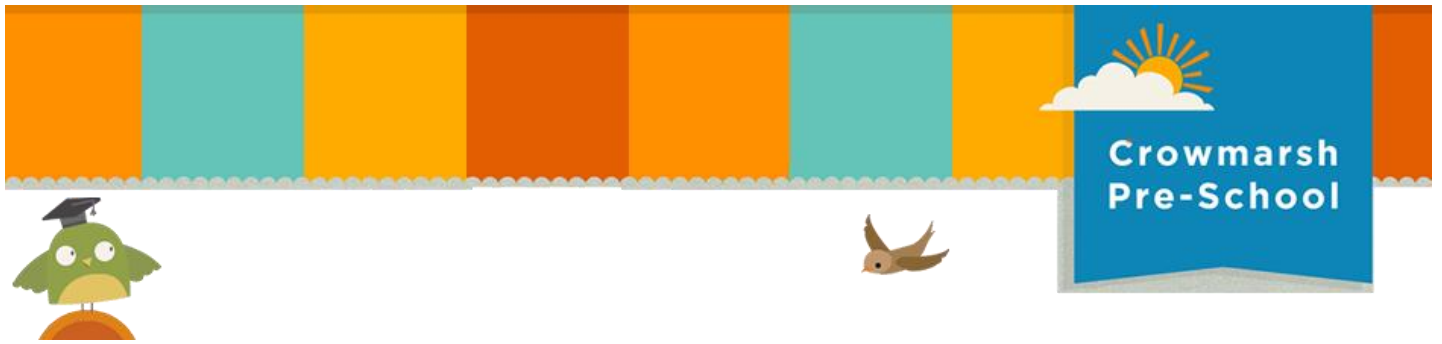
## **Safeguarding children**

### **The safety and security of pre-school children is of paramount importance.**

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

Our staff have roles and responsibilities in relation to child protection, such as the reporting of concerns, providing information, monitoring of the child and liaising with the Oxfordshire Multi Agency Safeguarding Hub.



## 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 have regard for the Special Educational Needs and Disability Code of Practice (2014).

Our Special Educational Needs Co-ordinator is Dilys Beaumont.

## The management of our setting

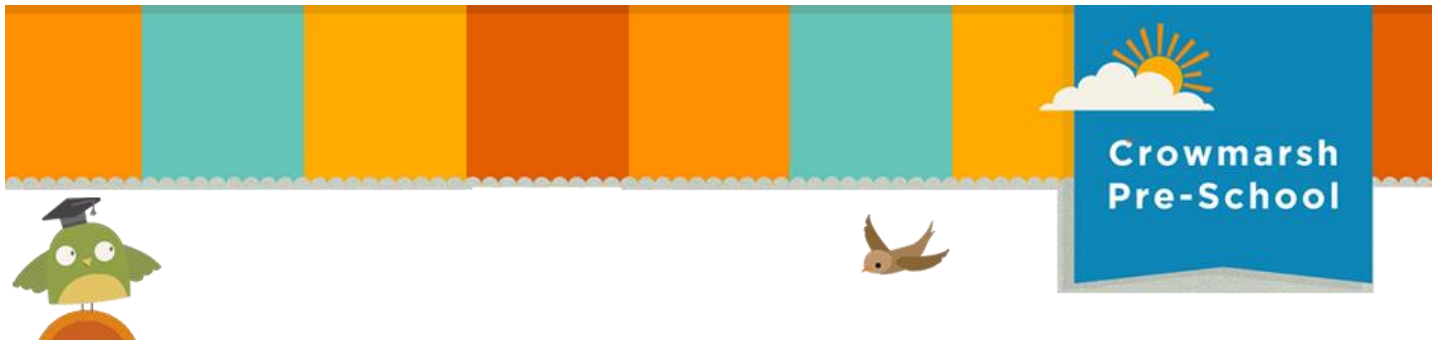
Our setting is a charity and as such is managed by a volunteer management committee - whose members are elected by the parents of the children who attend our setting. The elections take place at our Annual General Meeting. The committee make up the registered person with Ofsted and are responsible for:

- managing our finances;
- employing and managing our staff;
- making sure that we have, and work to, policies that help us to provide a high quality service; and
- making sure that we work in partnership with parents.

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

Our setting has an active Committee and a strong fund raising team who welcome new members. Fees and funding only cover the cost of the setting and the staff. Raising funds is an important part of the committee's role to enable the purchase of resources and equipment.





**Fees**

The fees are sessional and payable monthly in advance. Fees must still be paid if children are absent eg sickness, appointments, holidays, for a short period of time. For your child to keep her/his 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.

Fees can be paid by cash, cheque (payable to Crowmarsh Pre-school), Childcare Vouchers or BACS (details on invoice).

Please place fees in the black post box on the wall in the cloakroom.

Fees are reviewed on an annual basis.

<b>Session</b>	<b>Cost</b>
Early start (8:45 – 9am)	£1
Morning Session (9am -12 noon)	£12.60
Morning session with lunch (9am – 1 pm)	£16.80
Afternoon session with lunch (12 noon – 3pm)	£12.60
All day (9am – 3pm)	£25.20

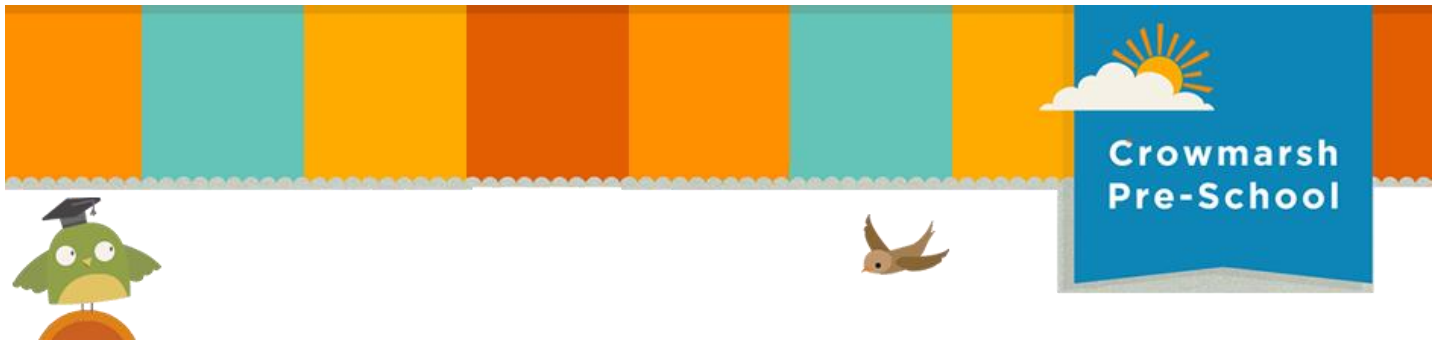
**Social Networks**

Crowmarsh Pre-school Committee have set up two Facebook groups.

1. The public page is Crowmarsh Pre-School. This page is to advertise what we are doing on a daily or weekly basis.
2. The closed group, called ‘Parents & Carers of Crowmarsh Pre-School’ provides a forum for questions, social networking and fundraising, and parent helper swaps. This group is for current parents and carers only.

In terms of communication with parents it is helpful to follow / join both of these groups.

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## 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 invite you and your child to attend 3 one hour settling in sessions with your child's key person. Our policy on the Role of the Key Person and Settling-in is available in the Policies file in the cloakroom, or on our website

[www.crowmarshpre-school.org.uk](http://www.crowmarshpre-school.org.uk))

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

## Ending your time with Crowmarsh Pre-school

Other than the case of moving on to start primary school education, should you find yourself in the situation where your child needs to move on from Crowmarsh Pre-school we require a notice period of 4 weeks. As we are a term time only setting this notice period is to be given and served during term time.

We want your child's transition to be as smooth as possible and will work with you to support this process.

Policy effective as of \_\_\_\_\_ (date)

Date to be reviewed \_\_\_\_\_ (date)

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory (e.g. chair, director or owner) \_\_\_\_\_

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