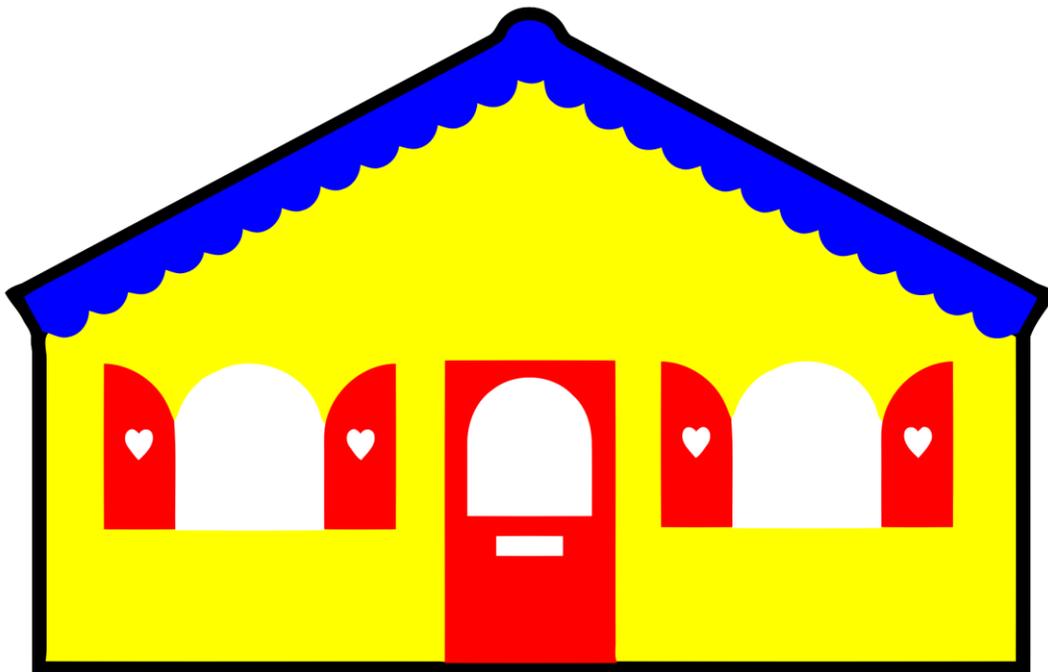


St. Mary's
Pre-school
Prospectus



January 2021

Pre-school Details

<u>Pre-school name:</u>	St. Mary's Pre-school
<u>Address:</u>	St. Mary's Church Hall 322 Woodbridge Road Ipswich Suffolk IP4 4BD
<u>Telephone:</u>	01473 807252
<u>Email for Admissions only:</u>	admissions.stmaryspreschool@gmail.com
<u>Email:</u>	officer.stmaryspreschool@gmail.com
<u>Website:</u>	www.stmarys-preschool-ipswich.org.uk
<u>Ofsted Registration Number:</u>	251658
<u>Registered Charity Number:</u>	1072893
<u>Member of the Early Years Alliance Number:</u>	51056

Welcome!

Welcome to St. Mary's Pre-school, a registered charity. The pre-school was opened in April 1999 with a commitment to establish and maintain a high quality childcare provision.

This prospectus aims to provide you with an introduction to St. Mary's 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 services.

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
- ✓ Offer children and their parents a service that promotes equality and values diversity.

The setting's timetable and routines

St Mary's Pre-school is open at the following times:

	Morning	Lunch club	Afternoon
Monday	9:00am – 12:00pm	12:00pm – 12:30pm	12:30pm – 3:30pm
Tuesday	9:00am – 12:00pm		
Wednesday	9:00am – 12:00pm		
Thursday	9:00am – 12:00pm	12:00pm – 12:30pm	12:30pm – 3:30pm
Friday	9:00am – 12:00pm	12:00pm – 12:30pm	12:30pm – 3:30pm

We provide care and education for young children between the ages of 2 to 5 years. We operate for 38 weeks per year, in line with Suffolk County Council's term time.

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;
- ✓ 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 initiated and adult-led activities, as well as those provided in the indoor environment.

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
- ✓ Included at all levels

As a community based, voluntary managed setting, we also depend on the goodwill of parents to ensure the continued success of our pre-school. Membership of the setting carries expectations on parents for their support and commitment.

Parents can offer to take part in a session by sharing their own interests and skills with the children.

Our Aims

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 parent 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;
- ✓Is in a setting in which parents help to shape the service it offers.

Recent comments from parents

“He looks forward to going to pre-school and talks about what he has done at home. He has never not wanted to go.” July 2019.

“Always thinking of fun and original ideas to do and explore with the children.” July 2019

“Amazing nursery. Brilliant staff team. As someone who doesn’t leave their child with anyone who isn’t family, I leave my child at nursery and don’t give it another thought as I feel confident that she is supported, cared for and encouraged to learn and have fun.” July 2019

“Staff are amazing and work very hard and are excellent at their jobs.” July 2019

Development and Learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (DfE 2017). Our provision reflects the four guiding themes and principles of the Statutory Framework for the Early Years Foundation Stage.

<p>A Unique Child Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.</p>
<p>Positive Relationships Children learn to be strong and independent through positive relationships.</p>
<p>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/or carers.</p>
<p>Learning and Development Children develop and learn in different ways and different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.</p>

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 seven areas of the Early Years Foundation stage are split into two groups:

<p>Prime Areas</p> <ul style="list-style-type: none"> ✓ Personal, Social and Emotional development ✓ Physical development ✓ Communication and Language
<p>Specific Areas</p> <ul style="list-style-type: none"> ✓ Literacy ✓ Mathematics ✓ Understanding the world ✓ Expressive arts and design

For each area, the level of progress children should be 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.

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>Personal Social Emotional</p> <ul style="list-style-type: none"> ✓ Making relationships ✓ Self Confidence and Self Awareness ✓ Managing Feelings and Behaviour
<p>Physical Development</p> <ul style="list-style-type: none"> ✓ Moving and Handling ✓ Health and Self care
<p>Communication and Language</p> <ul style="list-style-type: none"> ✓ Understanding ✓ Speaking ✓ Listening and Attention
<p>Literacy</p>

<ul style="list-style-type: none"> ✓ Writing ✓ Reading
<p>Mathematics</p> <ul style="list-style-type: none"> ✓ Numbers ✓ Shape, Space and Measure
<p>Understanding of the world</p> <ul style="list-style-type: none"> ✓ The World ✓ Technology ✓ People and Communities
<p>Expressive Art and Design</p> <ul style="list-style-type: none"> ✓ Exploring and using media and materials ✓ Being Imaginative

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 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 periodic assessment summaries of children's achievement based on our ongoing 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 setting 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 learning and development areas of the EYFS: 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

At St. Mary's Pre-school we use an online learning journey system called Tapestry where we keep an online Learning Journey for each child. Staff and parents working together on their children's Learning Journey is one of the ways in which the key person and parents work in partnership. 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 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

In our setting we maintain the ratio of adults to children in the setting that is set through 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
- ✓ Allow the children to explore, take risks and be adventurous in safety.

The staff who work at St. Mary's Pre-school are detailed on our website.

All staff who work at pre-school hold a current DBS check and all staff working directly with the children hold mandatory qualifications for Paediatric First Aid, Safeguarding and Food Hygiene.

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.

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 child. 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;
- ✓ Helping at sessions in the setting;
- ✓ Sharing their own special interests with the children;
- ✓ Helping to provide, make and look after the equipment and materials used in the children's play activities;
- ✓ 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;
- ✓ Building friendships with other parents in the setting.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, 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 also keeps itself up-to-date with best practice in early years care and education, as a member of the Early Years Alliance, through the Under 5 magazine and publications produced by the Alliance.

Snacks and meals

St. Mary's Pre-school makes snacks and meals a social time at which children and adults eat together. We make sure to 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. We offer a lunch club on Monday, Thursday and Friday 12.00-12.30pm where children can bring a packed lunch and enjoy eating as part of a group.

Policies

Copies of the setting's policies and procedures are available for you to see within pre-school and on our website. Our policies help us to make sure that the service provided by the setting is a high quality one and that being a member of pre-school is an enjoyable and beneficial experience for each child and her/his parents. The staff and parents at pre-school 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 the setting to provide a quality service for its members and the local community.

Information we hold about you and your child

We have procedures in place for the recording and sharing of information [data] 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 [you and your family]
2. Collected for specified, explicit and legitimate purposes 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 [you and your family] for no longer than is necessary for the purposes 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 organisational measures.

When you register your child with our setting 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 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 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 our policy to make sure that our 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 and Disability Code of Practice: 0 to 25 years (2015).

Management of the Setting

Our setting is a registered charity and as such is managed by a volunteer management committee - whose members are elected by the parents of the children who attend 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
- ✓ Making sure that the setting works in partnership with the children's parents.

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

Fees are detailed on the Parent Info section of our website. Session fees include a healthy snack. 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 please talk to the pre-school manager. 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.

A charge is made for lunch club. If you would like both morning and afternoon sessions but do not wish to pay for lunch club you will need to collect your child at 12 noon and the afternoon session then begins at 12:30pm.

Starting at St. Mary's Pre-school

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 pre-school. The setting has a policy about helping children to settle into the setting: a copy is available on our website, or at pre-school.

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 have an optional uniform, which consists of a polo shirt or sweatshirt in royal blue featuring our embroidered logo. The uniform is inexpensive, washes well, and is ideal as it means home clothes are protected from the messy play your child will take part in at pre-school. We have a lovely outside play space with a mud kitchen, sand and water activities for the children. We encourage parents to bring labelled wellies and a waterproof jacket so that children are able to

access the area in all weathers.

What to bring with you – Please bring a bag with your child to pre-school containing spare clothes and shoes (named). If your child is in nappies please pack nappies and wipes also. You do not need to bring any food/drinks bottle to pre-school as we provide snacks and drinks. Please do not include any medication in your child's bag as children have constant access to their own bags.

And Finally...

We hope that you and your child enjoy being members of St Mary's Pre-school 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.