

Lytchett Matravers Pre-school

Early Years Prospectus 2019



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Welcome to our Pre-school

Lytchett Matravers Pre-school is a non-profit making company and registered as a charity that started serving the children of this area in 1967. Since 1992 we have occupied a purpose built building adjacent to Lytchett Matravers Primary School. In 2001 this was extended thanks to National Lottery Funding to provide more spacious premises with wheel-chair access.

The children have access to three playrooms and a fully equipped kitchen inside. Our outside area has been improved to enable children to have direct access from the inside environment to secure covered play areas and a large grassy area which adjoins the back of the two main playrooms. There is also a nature/vegetable garden to one side and a hard play area to the front of the building with a range of play equipment set into an all-weather surface.

In March 2016 we achieved a 'Good' in our Ofsted inspection. A copy of our Ofsted report is available on request or available to download from our website.

A Rights Respecting Setting



As a setting, we adhere to the values and principles of the United Nations Convention on the Rights of the Child (UNCRC) which states that all children have rights and that everything we do should be in the best interest of the child (Article 1 and 3) and in July 2012, we were awarded the Rights Respecting Level 1 award..

We use standards identified by UNICEF, to ensure that we put children's rights at the centre of our policies and practice. As a Rights Respecting Setting, we help children learn that they have rights, what these rights are and that rights are universal, so we need to learn how to respect the rights of others. More information on the UNCRC and how we help children learn about their rights (Articles) is available in a leaflet which can be obtained from the foyers.

Our setting aims to:

- provide high quality care and education for all children (Article 28);
- create a developmentally appropriate curriculum which meets the needs of each individual child (Article 28);
- provide a learning environment that values and promotes equality and the diversity of all children and their families (Article 29 and 30);
- work in partnership with parents to help children to learn and develop (Article 5); and
- add to the life and well-being of the local community (Article 29).

We aim to ensure that your child:

- is in a stimulating environment where they feel valued and encouraged to grow and achieve their full potential (Article 29);
- has fun and time to play and relax (Article 31);
- can share their views and be involved in making decisions about their learning and the way the setting changes (article 12);
- is given care and attention which enables them to be healthy, safe and secure (article 24);
- has the chance to join with other children and adults to live, play, work and learn together (article 15);
- has a key person who helps them progress in their learning and development by helping them to build on what they know and can do (Article 29).

What are the sessions that are available?

We provide care and education for children aged between the ages of 2 and 4 years. We are open five days a week, term times only.

We also offer a breakfast club and After School Club for children that attend Pre-school and Lytchett Matravers Primary and provide care for children aged between the ages of 2 and 11 years.

What are the prices for the sessions?

Early Birds Breakfast Club		2 years	3-11 years
Monday - Friday	7.45 am – 9.00 am	£6.07	£5.78
	8.00 am – 9.00 am	£4.63	£4.41

3 & 4 year old fees		
Morning session	9.00 am – 12 noon	£14.07
Lunch session	12 noon – 1.00 pm	£5.80
Funded lunch session	12 noon – 1.00 pm	£2.25
Afternoon session	1.00 pm – 3.30 pm	£11.72
Top up (charge per hour)		£4.69
Morning and Lunch	9.00 am – 1.00 pm	£19.87
Lunch and afternoon	12 noon – 3.30 pm	£17.52
All day session	9.00 am – 3.30 pm	£31.59

2 year old fees		
Morning session	9.00 am – 12 noon	£15.15
Lunch session	12 noon – 1.00 pm	£6.49
Funded lunch session	12 noon – 1.00 pm	£2.25
Afternoon session	1.00 pm – 3.30 pm	£12.62
Morning and Lunch	9.00 am – 1.00 pm	£21.64
Lunch and afternoon	12 noon – 3.30 pm	£19.11
All day session	9.00 am – 3.30 pm	£34.26
Charge per hour		£5.05

We provide an option for parents to extend the pre-school sessions to 4.00 pm

Late collection (bookable)	3.30 pm – 4.00 pm	£3.02
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After School Club		2 years	3-11 years
Monday - Friday	3.30 pm – 5.00 pm	£6.94	£6.61
Late collection	3.30 pm – 5.30 pm	£9.70	£9.25

Do I have to pay anything to register my child on the waiting list?

We charge a refundable deposit of £25.00 to register your child with the Pre-school. This will be deducted from your first bill. If the sessions are not taken up, we will retain the £25.00 to cover the administration costs involved. In the event of the child being funded, there will be no charge. This is part of our Home/School Agreement and a copy can be found in our policy file in the foyers as well as on our website.

When are bills issued?

Bills are issued on the 15th of the preceding month and should be paid by the end of the month. Fees can be paid by BACS transfer, cheque or cash. We also accept a range of work based childcare vouchers.

When will my child receive government funding for their sessions?

The term after their 3rd birthday, your child will be entitled to 15 hours of free entitlement. The Pre-school office will provide you with the necessary forms to complete. If you want to increase your child's sessions when they qualify for their funding, please complete a change of sessions form which can be found in the foyers. To claim the funding we will need to see a copy of your child's birth certificate on admission.

Do I have to pay for sessions if my child is on holiday?

If you are having holiday during term time, you must notify us before the bill for that month is issued if you would like the sessions deducted from your bill. For example, if you require holiday in February, you must notify us before the 14th of the preceding month – January. A holiday request form can be found in the foyers. We are unable to deduct money for sickness.

What will my child do during their time with you?

The routines and activities that make up the day in the setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

A typical session consists of:

8.55am – doors open and children and parents are welcomed in. Children are then free to choose from a selection of activities. Parents stay until 9.00am joining in with activities.

9.20 – 9.30 am Circle time – we sing our hello song and call the register.

9.30 –11.30 am Activity time – children will be able to choose from any of the activities/resources in the room or outside. Children are supported by adults during their play so that we can extend their ideas and support their development. At this time children may participate in planned activities that have evolved from the children's interests and support their development across all areas of the EYFS. Cafe also opens at this time and children are able to decide when they would like to go and have a healthy snack and drink.

11.30 – tidy-up time

11.45 am – Story / song time – the children will enjoy listening to, or acting out a favourite story before ending the session with some favourite songs and music and movement activities.

An afternoon session will follow a similar format.

Snacks and Lunch time

Do tell us about your child's dietary needs and we will make sure that these are met.

The setting makes snacks and lunches a social time at which children and adults eat together. We involve the children in selecting nutritious snacks and talk about making healthy choices. We also grow a variety of vegetables, so that children can learn about where food comes from as they harvest and then prepare the food as part of their snack. In January 2009 we achieved a 'Gold' award from Dorset Sure Start for our 'Healthy Eating Practice.'

Our settings ratios

Ratio for 2-3 yr olds – 1 adult : 4 children

Ratio for 3-5 yr olds – 1 adult : 7 children (Statutory welfare requirements actually states 1 adult : 8 children)

Our approach to learning and development and assessment

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the practice guidance Early Years Foundation Stage (EYFS) to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities, children decide how they will use the activity and in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it. If you would like to know more, we have leaflets available from the Pre-school office or to download from the website.

The EYFS Framework describes how early years practitioners should work with children and their families to support their development and learning and is based on four principles:

- The unique child
- Positive relationships
- Enabling environments
- Learning and development.

Learning and development is broken down into 3 'Prime areas':



Personal, social and emotional development

Children learn to form relationships; to work together; develop good attitudes towards their work and play.



Communication and Language

Children acquire language and later learn to communicate their ideas through early reading, writing and role play. They develop their listening, talking and thinking skills.



Physical development

Children develop the skills to use their bodies in a safe and healthy way, as they move in large and small spaces. They begin to use both small tools and apparatus with more control.

And 4 specific areas:



Literacy

Children are supported to develop early reading and writing skills through joining in with stories and rhymes and engaging in mark making activities.



Mathematics

Children have opportunities to solve simple problems, use numbers and counting as they play. They begin to develop the language of shape, space and measures and early calculating skills.



Understanding of the world

Children are encouraged to find out about and explore the world around them often through their senses, to use technology and develop an understanding of different communities.



Expressive Arts and Design

Children have the opportunities to express their ideas in a variety of ways and with a variety of materials. They use their imaginations through singing, dancing and pretend play; as well as painting, collage and model making.

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.

Learning Journeys

The setting keeps a Learning Journey for each child, which are able to make available for parents to view online. 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 document. 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. Each child will have their own individual learning/play plan which details a child's next steps of learning.

Special needs

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs or disabilities a child may have. The setting works to the requirements of the Early Years Foundation Stage Statutory Guidance (DfE, 2014) and The Special Educational Needs and Disabilities (SEND) Code of Practice (DfE, 2014) and has a named person (SENCO) who is responsible for co-ordinating and implementing practice so that it meets the requirement of all children. More information can be found in our policy, 6.2. Supporting Children with Special Educational Needs and Disabilities.

Policies

Copies of the setting's policies and procedures are available for you to see at the setting or can be downloaded from the website. The setting's policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

Safeguarding children and sharing information

Lytchett Matravers Pre-school recognises that it has a duty to be aware that abuse does occur in our society. We have a safeguarding children and child protection policy in place which lays out the procedures to be followed if there is any reason to believe that a child in our care is subject to any form of abuse or neglect.

(A full copy of the latest policy can be viewed online at www.lytchettmatraverspreschool.co.uk or a hard copy can be requested from the pre-school office)

It also outlines the procedures that we have for using cameras and mobile phones within in the setting. We believe we have a duty to the children, parents/carers and staff to act quickly and responsibly should a concern come to our attention. Any sign of a mark or injury to a child when they come into Lytchett Matravers Pre-school will be recorded on an existing injury form, discussed with the parent and the parent asked to countersign the record. We also have a policy which sets out the procedures for sharing information with other agencies. In most circumstances prior consent will be gained from parents/carers. Information will only be shared with other agencies without consent when it is a matter of safeguarding a child or vulnerable adult.

How can 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;
- helping at sessions of 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 by becoming a trustee;
- Attend Trustee Meetings to share your views and ideas
- taking part in events provided by the setting;
- joining in community activities in which the setting takes part; and
- building friendships with other parents in the setting.

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.

The management of our setting

We have 6 parent Trustees/Directors, whose children attend the setting and are 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; and
- making sure that the setting works in partnership with the children's parents.

The Trustees/Directors are elected by the parents. The elections take place at our Annual General Meeting. All parents are welcome to attend the Trustee Meetings that are planned once every half term.

Starting at our setting

Before your child starts we will provide you with a welcome pack. In the pack we include:

- A 'sharing stories' bookmark
- Information leaflet about the Early Years Foundation Stage
- A settling in information sheet
- Information sheet about your child's key person
- A guide for our online learning journals – Tapestry
- A guide about home visits
- A small teddy with the pre-school logo and child's name. We explain how this can be used when the child starts pre-school as a transition tool/comfort object.
- A photo book of the pre-school.

Home visits

We provide parents with the opportunity to have a home visit from their child's key person and another member of the team. This is a great way to begin to develop your child's relationship with their key person before they start as well as giving you the opportunity to share relevant information that helps us to ensure the best possible start to their time at pre-school.

Clothing

We provide protective aprons 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. Please can you make sure that you bring a bag of spare clothes for your child, which are clearly named.

Sweatshirts, Hoodies and T – shirts are available in a variety of colours and can be ordered from the Pre-school office.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas, views or questions.

