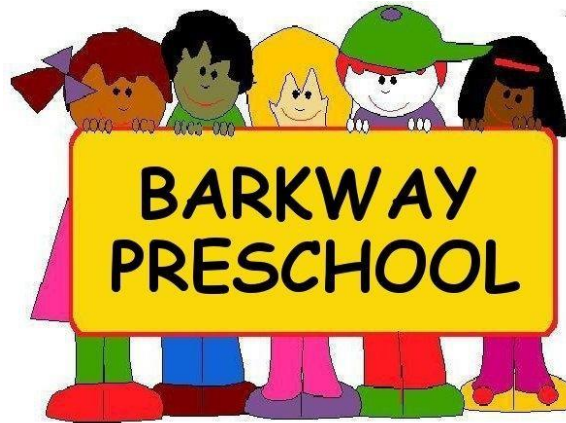


# Welcome to



Registered Charity Number 1004083

## Our Prospectus

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# Welcome to Barkway Preschool

## **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**

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.

## **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 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; and
- is in a setting in which parents help to shape the service it offers.

## ***The Early Years Foundation Stage***

The provision for children's development and learning is guided by the Early Years Foundation Stage (DfE 2012). 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.
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### *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.
- 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 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. Our programme supports children to develop the knowledge, skills and understanding they need for:

<b>Prime areas</b>	<b>Specific areas</b>
<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 and 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>Understanding the world</i></p> <ul style="list-style-type: none"> <li>▪ people and communities;</li> <li>▪ the world;</li> <li>▪ technology.</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>

## **Our approach to learning and development and assessment**

### *Learning through play*

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 *Development Matters* in the Early Years Foundation Stage guidance 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 'Development Matters' the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

#### *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 Development Matters the Early Years Foundation Stage guidance 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 observations, 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 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 group 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 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. 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 Journals

The setting keeps a record of achievement for each child. Your child's Learning Journal 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. 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

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
Karen Evans BA(hons)	Leader
Sue Watson L3	Deputy Leader
Fiona Jordan L3	Play Assistant
Jenny Young L2	Play Assistant

Bank Staff – Em Hales, Lisa Jarman, Kim Lee-amies

## Registration

We are registered to take 20 children per session and work to the following ratios:

1 adult: 4 children aged 2 years to 3 years

1 adult: 8 children aged 3 to 5 years

Children are welcome to attend from their second birthday.

## Sessions and fees

Preschool is open Monday – Friday, 9am to 3.15pm, during school term-time. Children can attend for part of the day or the full day.

*Fees:* £5 per hour

<i>Sessions:</i>	Mornings:	9am to 12pm	£15
	Lunchtimes:	12pm to 1pm	£5
	Afternoons:	1pm to 3.15pm	£10.25
	<b>Full day:</b>	<b>9am to 3.15pm</b>	<b>£30.25</b>

## 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 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 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 as part of our Committee
- 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.

## 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 will help your child to settle and throughout your child's time at the setting, she will help your child to benefit from the setting's 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. The setting also keeps itself 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 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; 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.

### **Snacks and meals**

We welcome any healthy food donations for the children to share at snack time. We provide milk or water. If staying for lunch, please provide your child with a named lunch box (we are a no nuts setting). If you need advice on what to pack for lunch please speak to a member of staff. Your child can also have a school dinner if you would prefer at the cost of £2.20.

### **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.



## **Policies**

Copies of the setting's policies and procedures are available for you to see at the setting or on our 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.

The staff and parents of the setting 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.

## **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 settings 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 the setting's policy to make sure that its 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 Code of Practice (2001).

Our Special Educational Needs Co-ordinator is Karen Evans – Preschool Leader.

## **The management of our setting**

A parent management committee - whose members are elected by the parents of the children who attend the setting - manages 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; and
- making sure that the setting works in partnership with the children's parents.

The Annual General Meeting is open to the parents of all 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. Committee Members include:

Juliet Turner (Chair)

Rebecca Thomas

Louise Hood (Vice Chair)

Lucy Thomson

Georgina Northen (Treasurer)

Gemma Wise

Sarah Wylie (Secretary)

### **Fees**

Bills are distributed at the start of every term and can be paid in one lump sum, each half term or weekly, cheques made payable to Barkway Preschool or payable by bank transfer. 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 our book keeper Faye Bullard.

Where a need is identified in a family due to hardship in meeting fee payments, we are able to advise them to contact the Barkway non-Ecclesiastical Trust for potential support. There may be the option of 2year old funding also please speak to our book keeper for further information

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 three and four-year olds; where funding is not received, then fees apply.

The term after your child turns three years old, the government funds 15 hours of preschool, which can be used on days and sessions to suit you

### **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, the staff 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. The staff are always ready and willing to talk with you about your ideas, views or questions.

Welcome to Barkway Preschool.