



Registered Charity Number 1004083

Barkway Preschool Prospectus

Learning Through Play



Barkway Preschool, Barkway VA First School,
84 High Street, Barkway, Hertfordshire SG8 8EF
Phone: 07964 151288 • Email: info@barkwaypreschool.co.uk
www.barkwaypreschool.co.uk

Welcome to Barkway Preschool

We are based in the picturesque and historic rural village of Barkway in north Hertfordshire. Our bright and spacious setting within the grounds of Barkway VA First School allows energetic two to five year olds to explore and play both inside and outside, in our lovely dedicated garden playground. Children are given opportunities and encouraged to grow emotionally, to develop their communication, language and social skills and to increase their self-confidence and self-awareness.

Our setting aims:

- to provide care and education for children below statutory school age that is of consistently high quality;
- to work in partnership with parents or guardians, helping children to learn and develop, and helping to shape the service we offer;
- to add to the life and well-being of the local community; and
- to offer a service to parents, guardians and children that promotes equality and values diversity.

Parents and guardians

Parents and guardians 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 institution, we depend on the goodwill of parents and guardians and their involvement to keep going. Membership of the setting also carries expectations on parents and guardians 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 advance their learning and development by building on what she/he already knows and can do;
- has a dedicated key person, who will make sure that individual child makes satisfying progress;
- benefits from close liaison between staff, parents, guardians and other carers.

The Early Years Foundation Stage

The provision for children's development and learning 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.

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.
- 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. We take account of 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:

Prime Areas	Specific areas
Personal, social & emotional development <ul style="list-style-type: none">▪ making relationships;▪ self-confidence and self-awareness;▪ managing feelings and behaviour.	Literacy <ul style="list-style-type: none">▪ reading and writing.
Physical development <ul style="list-style-type: none">▪ moving and handling;▪ health and self-care.	Mathematics <ul style="list-style-type: none">▪ numbers;▪ shape, space and measure.
Communication and language <ul style="list-style-type: none">▪ listening and attention;▪ understanding;▪ speaking.	Understanding the world <ul style="list-style-type: none">▪ people and communities;▪ the world;▪ technology.
	Expressive arts and design <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

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 likes 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 carry out these assessment summaries at regular intervals, and also at 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

When a child is aged between 24 - 36 months, the Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's learning and development in the three prime areas: personal, social and emotional development; physical development; and communication and language. The key person is responsible for completing the check, using information from observational assessments carried out as part of our everyday practice, taking account of the views of and contributions from parents and other professionals.

Working together for your child

The Key Person and your child

We use the Key Person Method, which means that each experienced member of staff has a small group of children for whom they are particularly responsible. Your child's key person will work with you to make sure that the care we provide is right for your child's particular needs and interests. When your child first starts at Preschool, the key person will help your child to settle. Then, throughout your child's time with us, they will ensure that your child benefits from all the activities on offer and will keep a learning journal recording their progress.

Learning Journals

We use an online learning journal where we record your child's achievements in our setting. Your child's Learning Journal helps us to celebrate together their 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 the key person will collect information about your child's needs, activities, interests and achievements. This information will enable us 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.

Staff ratios

We maintain the minimum ratio of adults to children in our setting that is prescribed by the *Safeguarding and Welfare Requirements*, but our aim is to better these ratios for much of the day, using highly experienced staff.

The minimum ratios are:

1 adult: 4 children, aged 2 years

1 adult: 8 children, aged 3 to 5 years

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.

Our staff

The staff who work at our setting are:

Name	Position	Qualification
Charlotte Garratt	Leader/SENCo	Level 3
Kayte De Boise	Deputy Leader	Level 3
Fiona Jordan	Practitioner	Level 3

Lauren Maynard	Practitioner	Level 3
Megan Buckle	Practitioner	Level 6
Liz Tansley	Practitioner	Level 3
Sharon Smedley	Preschool Assistant	Unqualified
Emilie Hales	Preschool Assistant	Unqualified
Annie Jordan	Preschool Assistant	Unqualified
Tabitha Thorne	Preschool Assistant	Unqualified
Louise Harding	Toddler Group	Unqualified

Continued training and best practice

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 through our membership of the Early Years Alliance, through magazines and other publications produced by the alliance.

How parents take part in the setting

We recognise 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 can 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 Preschool;
- 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 Preschool as a member of our Committee;
- taking part in events and informal discussions about the activities and curriculum we provide;
- joining in community and fundraising activities; and
- building friendships with other parents of children at Preschool.

Our timetable and routines

We believe that care and education have equal importance in the experience which we offer children. The routines and activities that make up the typical day are delivered 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 to value learning.

The session

We organise our sessions so that the children can choose from a range of activities and resources and lead their own play/learning supported by staff. By doing so, they develop their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in small and large group activities led by adults; these introduce them to new experiences and enable them to gain new skills, as well as learning to work with others.

We strongly believe that 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 play and activities throughout each session.

Snacks and meals

We provide children with a mid-morning and mid-afternoon snack for 25p each, or you can provide your own, subject to our policies on food allergies (we are a no nuts setting). We provide milk or water. If staying for lunch, please provide your child with a named lunch box. 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 at Barkway School if you would prefer at the cost of £2.45 (payable to the school).

Clothing

We encourage children to gain the skills that help them to look after themselves and be independent. These include taking themselves to the

toilet, putting on and taking off outdoor clothes. Clothing that is easy for them to manage will help them to do this. For messy activities however we do provide protective clothing for the children.

Childcare Policies

Copies of our policies and procedures are available for you to see at Preschool or on our website. These policies help us to make sure that best practice is followed, that we provide a high quality service, and that being part of our community is an enjoyable and beneficial experience for each child and her/his parents.

Childcare policies are developed by staff in conjunction with parents and everyone has the opportunity to take part in the annual policy review. This review helps us to make sure that we have the appropriate framework in place to provide a quality service to our members and to the local community.

Safeguarding children

We have a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure that children are protected from 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 so we can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Special Education Needs and Development

As part of our policies to make sure that the provision we offer meets the needs of each individual child, we take account of any additional needs a child may have. The setting works to the requirements of the *SEND Code of Practice (2014)*.

Our Special Educational Needs Co-ordinator is Charlotte Garratt, our Preschool Leader.

The management of our setting

Barkway Preschool is an independent registered charity and the management committee consists mostly of current and past parents who volunteer their time. Members are elected at our Annual General Meeting by the parents of the children who attend preschool. The committee is responsible for:

- managing the 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 preschool works in partnership with the children's parents and guardians; and
- raising funds to ensure the long term viability of the service we provide to the local community.

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

The current Committee Members are:

Name	Position
Katie Linard	Chair
Ella Williams	Secretary
Andrew Lee	Treasurer
Hollie Bond	
Anna Nichols	
Miranda Hughes	

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:	£5.50 per hour	
Sessions: Early Drop Off:	8.15am – 9.00am	£4.13
Mornings:	9am to 12pm	£16.50
Lunchtimes:	12pm to 1pm	£5.50
Afternoons:	1pm to 3.15pm	£12.38
Late Pick Up	3.15pm to 4.15pm	£5.50
Full day:	9am to 3.15pm	£34.38
Extended full day:	8.15am – 4.15pm	£44.00

Payment of Fees

Fees are payable in advance for each half term. Bills are sent out by email and can be paid by bank transfer, cheque or childcare vouchers. Fees must still be paid if children do not attend sessions for any reason.

For your child to keep her/his place at the setting, you must pay the fees on time. We take children who qualify for free early years funding; where funding is not received, then fees apply.

Where there is hardship in meeting fee payments, the Barkway non-Ecclesiastical Trust may be able to provide support to families living in the parish. We can advise how to make contact and apply for help.

Free Early Education schemes

We are a registered provider for the *2 year old*, *3 to 4 year old* and the *30 hours free childcare* schemes. All children are entitled to 15 hours free childcare for the period after their 3rd birthday, and children of working parents may qualify for 30 hours. Some children qualify for 15 hours

childcare the period after their 2nd birthday. Further detail can be found on the central government and Hertfordshire County Council websites.

HMRC provide a funding code for *30 hours free childcare* and Hertfordshire County Council issue a code for the *2 year old* scheme. It is essential that you obtain your funding code in good time, as deadlines are often well before the start of each term.

Funded hours can be used on days and sessions to suit you and can be split between different childcare providers.

[Registration and starting at Barkway Preschool](#)

We are registered to take up to 20 children per session. Children are welcome to attend from their second birthday onwards and you can apply and register for a place at any time.

Joining us

We want your child to feel happy and secure with us. To make sure of this, our staff will work with you to decide how best to help your child to settle in. This might involve a short trial session with or without you attending too. We hope that you and your child enjoy being members of our preschool and that you both find taking part in our activities interesting and stimulating.

We look forward to welcoming you!

