

Burford Pre-school

Learning through play



Prospectus 2023/2024



Registered Charity No: 1013024

Burford Preschool

Prospectus

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;
- Offer children and their parents a fully inclusive service that promotes equality and values diversity.

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;
- has the chance to join with other children and adults to play, work and learn together;
- is helped to fulfil her/his learning and developmental potential 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;
- Attends a setting that works with parents as partners in helping each child to learn and develop.

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 of 3 prime areas:

personal, social and emotional development

- Making Relationships – Sense of self – understanding emotions

Communication and Language

- Listening Attention – Understanding – Speaking

Physical Development

- Moving & Handling – Health & Self-Care

and 4 specific areas:

Literacy

- Reading – Writing

Mathematics

- Numbers – Shapes – Pattern – Measures – Spatial awareness

Understanding of the World

- People & Communities – The world – Technology

Expressive Arts and Design

- Creating with Materials – Being imaginative & Expressive

Key persons

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.

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 will ask them to share information about what their children like to do at home and how they as parents support their development.

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 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.

Records of achievement

The setting keeps a record of achievement for each child. Your child's record of achievement helps us to celebrate together with parents 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 your child to complete this record. To do this 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. This will then be used to decide on how to help your child to move on to the next stage.

Staff training

As well as gaining qualifications in early years care and education, the setting staff take part in further training to help them to keep up-to-date with thinking about early years care and education.

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.

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 understanding 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 playrooms.

Parents as partners

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. We aim to support all families and will offer help and advice either within the setting or through other professionals that we work closely with.

Our parental & Partnership Lead is **Katie Wilton & Karen Peedell**

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.

Our safeguarding officers are: **Katie Wilton & Karen Peedell**

Additional 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 additional needs a child may have.

Our Special Educational Needs Co-ordinators are : **Katie Wilton & Karen Peedell**

Policies

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

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.

Snacks and drinks

The setting makes snack time a social and healthy experience at which children eat and drink together. Do tell us about your child's dietary needs and we will make sure that these are met. We ensure that all children are included in snack time and will work with all parents to ensure that no child is excluded from this experience.

Children attending afternoon or all day session are required to bring a packed lunch. (Please make sure your child's lunchbox is named)

The staff who work at our setting are:

Name

**Job
Title**

**Qualifications
and Experience**

Katie Wilton



Supervisor

CACHE Level 3 Diploma in Childcare & Education
TQUK Level 2 Certificate in Special Educational
Needs & Disability
Paediatric Infant & Child First Aid Level 3
Level 3 Safeguarding
Makaton Level 2

Karen Peedell



Deputy Supervisor

Health & Safety Officer

NVQ Level 3
Understanding & Addressing Behaviour
Supporting Children with SEN in Early Years
Designated Safeguarding EYFS guidance 2014
frame work
Equality Diversity
Being a Key Person In Early Years Setting
Paediatric First aid training
Health & Safety
Food Hygiene
Prevent duty in early years environment

Kate Leach



Pre-School Assistant

Kate is qualified to NCFE CACHE level 3
Prevent trained
Generalist safe guarding trained
FGM trained
Food hygiene trained

Becky Penrith



Pre-School Assistant

NVQ Diploma Level 2 in health & social care
NVQ Diploma Level 3 in health & safety
NVQ Level 2 food hygiene
NVQ Level 2 first aid
NVQ Level 3 early years (in progress)

Facilities

With Excellent safe and secure indoors and outdoors facilities, Children have a wide range of activities to choose from.

We encourage as much outside play as possible-we have a lovely playground and woodland area where children can climb and explore.

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Fees

The fees are £15 morning session / £14 payable per half-term in advance. Fees must still be paid if children are absent. 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. We also are in receipt of 2 year funding and we take Childcare Vouchers.

Donations and fundraising

We are very grateful for any donations. Donated items such as craft materials (glue ,paper, sticky tape) cleaning items, kitchen rolls, bottles of squash and drinking chocolate are always welcomed and much appreciated.

Our committee hold regular fundraising events throughout the year and welcome all the help and support offered from parents.

Please let us know of any new ideas you may have for the future fundraising events.

What Your child will need

There is no uniform for the children attending Burford preschool but we do suggest that no best clothes are worn as we do a lot of painting!!

Please ensure that appropriate cloths are worn according to the weather.

If your child wears nappies please provide a bag with spear nappies, wipes, nappy sacks and spare clothes.

Sickness and accidents

If your child is unwell, please keep them absent from preschool until the symptoms have cleared up.

If your child has an accident during a session, we will contact you immediately. Minor accidents, bumps and bruises are recorded in our accident book and you will be required to sign this along with a staff member.

Opening Hours/ Days

We are open for: 9 sessions per week

The times we are open are: 9.00- 2.30 Monday, Tuesday, Wednesday & Thursday -
9.00-12.00 Friday

We provide care for 2 years old to 5 years old
children between the ages of:

**Most of all we aim to make our preschool a stimulating, fun place to be, where children
can learn, laugh, play and above all.....be kids!!!!**