**Prospectus**

Welcome to Hardwick Preschool and thank you for interest in registering your child with us.

We aim to deliver the highest quality of care and education to help your child to achieve their best.

This document aims to provide you with an introduction to Hardwick preschool, 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.

**Our setting aims to:**

* Provide high quality care and education for children
* Work in partnership with parents to help their children to learn and develop
* Add to the life and well-being of our local community
* Offer children and their parents a service that promotes equality and values diversity
* Treat everyone as an individual and make sure they know they are valued

**Parents**

You 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

**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 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

***The Early Years Foundation Stage***

Provision for the development and learning of children from birth to five years 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* (DfE 2023):

**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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners, parents and/or carers.

**Learning and Development**

* Children develop and learn 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 (SEND).

**How we provide for learning and development**

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 the children with interesting activities that are appropriate for their age and stage of development.

***The Areas of Learning and Development 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.

We refer to non-statutory curriculum guidance to support our professional judgment as we assess each child’s progress and level of development as they progress towards the Early Learning Goals.

We have regard to these when we assess children and plan for their learning by creating a curriculum that is ambitious and meets every child’s needs.

Our educational programs support children to develop the knowledge, skills and understanding they need for:

* self-regulation, managing self, building relationships
* gross motor skills, fine motor skills
* listening, attention and understanding, speaking
* Comprehension, word reading, writing
* Number, numerical patterns
* past and present, people, culture and communities, the natural world
* creating with materials, being imaginative and expressive

**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 education programs to plan and provide opportunities which will help children to make progress in all areas of learning.

This program is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners (child led and adult led).

***Characteristics of effective learning***

We understand that 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 engages with learning and being clear about what we can do and provide to support each child to remain an effective and motivated learner.

***Assessment***

We assess how young children are learning and developing by observing them. We use information that we gain from observations of the children, to understand their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting 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;

communication and language;

when a child is aged between 24 - 36 months. Your child’s key person is responsible for completing the check using information from on-going observations carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

**Records of achievement**

Your child's record of achievement 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 progress, and will then help us decide on how to further support your child’s learning and development.

**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 are open for | 38 weeks of the year |  |
| We are closed | School holidays, bank holidays |  |
| We are open for | 5 days a week |  |
| The times we are open are | Monday to Friday - 9.15 to 12.15 or 2.45 pm (3 or 5½ hour sessions) |
| We provide care and education for young children between the ages of: |
| 2 | and | 4+ | years. |

**Please ask about the cost per hour when registering**

**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 our setting a welcoming and stimulating place for children and parents, such as:

* exchanging knowledge about their children's needs, activities, interests and progress with our staff
* contributing to the progress check at age two
* sharing their own special interests with the children
* being part of the committee of the setting, where appropriate
* taking part in events provided by the setting
* joining in community activities, in which the setting takes part
* 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/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 our activities.

**Staff Training**

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to date early years care and education. We also keep up-to-date with best practice, as a member of the Early Years 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 our 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. 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 all areas of learning and development, including their health and their knowledge of the world around them.

The children have the opportunity, and are encouraged, to take part in outdoor child-led and adult-led activities, as well as those provided in the indoor playroom.

**Snacks and meals**

We make snacks and meals a social time at which children and adults eat together. A place where we come together in small groups at the table and we can have conversations, learn manners and make choices.

Please tell us about your child's dietary needs, particularly any known allergies or food intolerance.

**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 e.g. 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 make sure they come in clothes that you don’t mind if they get dirty, paint on them or ripped etc.

**A Pre-school uniform is available from MY CLOTHING**. Go to the My Clothing.com website, and put in Hardwick Pre-school or HP22 4DZ all the colours and clothing options will then be displayed. This is an optional service.

We have hats for the children to wear whilst playing outside in the sun, but you need to put sun cream on your child before they come to pre-school as **we do not administer this.**

**Policies**

Our policies help us to make sure that the service we provide is of high quality and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

Our staff work together to adopt the policies and they are annual reviewed. This review helps us to make sure that the policies are enabling our setting to provide a quality service for its members and the local community.

Copies of the policies are available for you to see at all times, any that you would like can sent to you.

**Information we hold about you and your child**

We have procedures in place for the recording and sharing of information about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data is we collect is:

* processed fairly, lawfully and in a transparent manner in relation to the data subject.
* collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes
* adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed
* accurate and, where necessary, kept up-to-date
* 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
* 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

**Safeguarding children**

Our setting has a duty under the law to help safeguard children against suspected or actual ‘significant harm’. Our employment practices ensure that people looking after children are suitable to fulfil the requirements of their role and help to protect children against the likelihood of abuse in our setting.

We have a procedure for managing complaints or allegations against any member of staff.

Our way of working with children and their parents ensures helps us to be aware of any problems that may emerge and offer support, including referral to appropriate agencies, when necessary and help families in difficulty.

**Special educational needs**

To make sure that our provision meets the needs of each individual child, we take account of any special educational needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

|  |  |
| --- | --- |
| Our Special Educational Needs Co-ordinators are |  Donna Boakes |

**The management of our setting**

Our setting is a charity and as such is managed by a volunteer management committee - whose members are elected by the parents of the children who attend our setting.

The elections take place at our Annual General Meeting.

The committee make up the registered person with Ofsted and are responsible for:

* managing our finances
* employing and managing our staff
* making sure that we have, and work to, policies that help us to provide a high-quality service
* making sure that we work in partnership with parents

The Annual General Meeting is open to all parents of all the children who attend our 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 payable termly.

Fees must still be paid if children are absent without notice for a short period of time or ill.

If your child has to be absent over a long period of time, come and talk to us.

For your child to keep her/his place at Hardwick Preschool, you must pay the fees.

Invoices are sent out at the beginning of each term, and payment can be paid in full, monthly, by BACS, DD or Cash. We also accept computer vouchers.

Late payment of fees is subject to a penalty charge of £30.00.

We accept children with 2 year Funding, 3 & 4 year Funding and 30 hour Funding

You can use your Government Tax Free Childcare scheme

* **We charge an added small amount for sustainability and consumables per child per day/session** You may be eligible for further help with funding and get Early Years Pupil Premium (EYPP)Check out on the link below;

<https://familyinfo.buckinghamshire.gov.uk/childcare-and-early-years/eypp/>

**THE RULES OF HARDWICK PRE-SCHOOL**

Hardwick Pre-school, not unlike any other organisation, needs to have some rules.

Some are designed for the children's own safety. For example, it is made clear to the children that they are not allowed to enter the kitchen.

Other rules are to do with children's behaviour to one another and towards the group’s property etc. Finally, also for staff, parents and outside agencies who use the pre-school.

These rules are outlined below.

* To encourage positive behaviour; -we encouraged everyone to take responsibility for themselves and also for our group, its members and its property
* Children are encouraged to walk whilst inside the building.
* Children are encouraged to indulge in fair play towards others and are discouraged from playing games that might involve hurting themselves or others.
* Children are discouraged from using bad language.
* Children are encouraged not to shout at each other especially inside
* The Pre-school does not have, or intend to own any toy guns. However, we will not stop children making guns out of construction equipment available to them.
* Bulling will not be tolerated by any one – children, staff, parents or outside agencies
* Nobody will be discriminated against because of their race, ethics, colour, disability, gender or age
* Any discussions regarding a child’s, family, behaviour etc. will not take place in front of others.

**Disruptive children**

Our methods of dealing with challenging behaviour has been discussed with health visitors and others involved in early years care and education. In the event of a child being disruptive we would follow the guidelines below:

1. Reason with the child and request that he/she stop.
2. Repeat if necessary.
3. Encourage the child to change to a different activity for a moment or play with someone different for a moment
4. Should the child continue to be disruptive despite requesting that the unacceptable behaviour stops. Then the child will be removed from the situation and asked to sit quietly with a Pre-school assistant for a short time. The Pre-school assistant will then gently explanation to the child why they have been removed and possibly what the child should have done.
5. Encouraging the child to say sorry if appropriate
6. To make sure the child is happy and settled and can continue their day, play and friendship etc.
7. It is always explained that it is the behaviour we do not like – NOT the child

**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, our staff will work with you to decide on how to help your child to settle into the setting. Our policy on the role of the key person and Settling-in is enclosed with this document.

We hope that you and your child enjoy being members of our setting. Our staff are always ready and willing to talk with you about your ideas, views or to respond to any questions.

**Visiting**

To arrange a visit to the Pre-school please contact the Pre-school Leader/ Deputy on **07874 944732** between 10 am and 12.00 pm or alternatively Email **office@****hardwickpreschool.co.uk** Once you have decided that Hardwick Pre-school is the place for you and your child, we will make arrangements for you and your child and a “Welcome Pack” can be sent to you.

**And finally,**

We hope that your child's time at Hardwick Pre-school will be a very happy and productive one.

If you have any queries or concern, if we can be of any help please get in touch.

We look forward to hearing from you.

If you would like to fill in the next two forms (Session form and Children’s Day care record) and send/give them in to the pre-school, your child will be placed on the waiting list.

Thank you for enquiring about Hardwick Pre-School

**Settling Children In To Hardwick Pre-School Working Document**

**The first few weeks when your child is settling into Hardwick Pre-school is a time of crucial importance to their later happiness. All children are individuals and while some children will adjust fairly easily to the new environment and new routines, others will take longer to feel comfortable and secure.**

* Sometimes we can overestimate a young child’s ability to cope with transitions and settling in, and happily substitute a group of unfamiliar adults and children for their parents or main care giver. The lure of the toys doesn’t always compensate! The experience can be overwhelming for some young children especially if they have not had experience of another form of care outside of the family.
* As parents and as early year’s practitioners, we can take steps to ensure that the transition into the early years setting goes as smoothly as possible. Research shows that when the settling in period is positive for the child, it can not only impact on their happiness throughout their time at the early years setting but also on how the child views future transitions.
* Children who have a positive start to their new environment are more likely to feel comfortable, relaxed and valued, feel good about themselves as learners and have a sense of belonging to the pre-school community. Most children settle in without too many concerns but there are some children who need more time to develop trust.

**A Few Guidelines To Support Parents As They Prepare Their Child For The Transition Into**

**Hardwick Pre-School**.

* Separation anxiety is a healthy and protective emotion. It is the child’s way of saying “You are my safe base and I need to develop trust and confidence in alternate careers.”
* Recognising that separation anxiety can sometimes course problems is a good starting point. It means you can prepare for the event and turn it into an adventure, allowing both you and your child to feel stronger and empowered.
* Visit Hardwick pre-school. This will provide you and your child with an introduction to the new environment, allow you both to meet the staff and make a positive start to the transition process.
* Read the prospectus/welcome pack which includes the types of activities provided for the children and the daily routines. Familiarise yourself with this, talk to the child positively about the sorts of activities they will be engaging in during their time at Hardwick pre-school. Like adults, children need to be reassured and it is good to talk through the daily routines and let them know when you will pick them up, for example, after story time.
* Read stories to your child about starting pre-school. This again can help familiarise your child with what will happen at Hardwick pre-school before they start. Chat to your child about any concerns they may have. Your child may be anxious to know what to do for example if they need to go to the toilet. Talk to your child in a positive way about these concerns.
* Leaving your child with family members and trusted friends. Preparing for separation, this can involve leaving your child with trusted friends or family members for short periods. This can then be followed by separation periods within Hardwick pre-school.
* Staying confident, cheery and positive. Although you may be feeling as anxious and emotional as your child, try to stay cheery and confident as your children will pick up on your feelings of apprehension. Don’t be tempted to slip away. It is important when your child starts Hardwick pre-school to let them you are leaving. Tell them you are going and will be back after an activity, for example story time.
* Some children may benefit from a gentle transition with more visits to Hardwick pre-school, followed by increasing time periods of separation. Although tempting, slipping away when your child is distracted can lead to the child becoming very anxious and not letting you out of their sight on the next visit.
* Parents and practitioners working in partnership. Open communication between you and the staff at Hardwick pre-school is crucial. It is important to share information. You can give the staff information about your child and in turn the staff can talk to you about the child’s experiences at Hardwick pre-school. Staff at Hardwick pre-school have a vast amount of experience in helping children settle into pre-school and are aware of the difficulties that can emerge during this transition period.
* If your child is taking longer to settle in than you had expected and you still have concerns, discuss these with the leader or your child’s key worker. Together you can agree on, and put into place strategies to support your child during this time. Helping your child to grow in confidence and independence. You are the safe base from which your child can branch out and explore the world, grow and learn and become socially and emotionally confident. Getting off to a good start will help you support your child through this very important period in their lives.