



# Whiston Pre-school's Early Years Prospectus for Parents

Saville Road, Whiston, Rotherham, S60 4DX

Mobile 07419377315

wpschool04@gmail.com

Ofsted graded us good in May 2023

Welcome to Whiston Pre-school and thank you for registering your child with us. We know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best.

This prospectus aims to provide you with an introduction to Whiston pre-school, 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 below statutory school age;
- provide a welcoming, friendly and nurturing atmosphere within the setting;
- work in partnership with parents to support, build and develop pathways for children to flourish;
- add to the life and well-being of the local community;
- offer children and their parents a service that promotes equality and values diversity;
- maintain a high staff ratio, to ensure children and parents/carers are able to have a quality experience at the beginning of their learning journey;
- give time and space for children to embed and explore their ideas, in a sensitive and encouraging manner with emphasis on keeping trying and experimenting in their own way;
- enable children to be proud of their achievements and to have a happy and fulfilling experience at the setting; and
- Give the children in our care the best possible opportunity to grow and learn by providing an environment rich in challenging, stimulating and most of all FUN experiences, supported by a highly qualified staff.

## **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; and
- included at all levels

As a 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 you for your support and commitment.

## **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; and
- making sure that we work in partnership with parents.

The Annual General Meeting is open to the parents of all of 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.

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

At Whiston Preschool our philosophy is to value every child as a unique individual, who enjoys learning and thinking for themselves. Our aim within the Early Years Foundation Stage is to provide a happy, safe and stimulating environment, which allows all children to feel secure and valued and therefore ready and eager to learn. We provide a supportive and secure environment in which every child can flourish and learn at their own pace and in their own individual way. We believe that all children deserve to have an equal chance of success. Our role is to stimulate and encourage their development and enjoyment of learning through a variety of different activities, both adult directed and child initiated in secure indoor and outdoor environments.

We believe the relationships which the children develop in the Early Years, with each other and with our practitioners, are central to their happiness and will lay the best possible foundation for them to become independent lifelong learners.

### Curriculum Intent

Children at Whiston Preschool follow an ambitious Curriculum, which consists of careful sequencing which enables all children to build their learning throughout their time at the setting. Children learn and develop by ensuring challenging, playful opportunities across both the prime and specific areas of learning. We recognise that all children develop and learn at different rates and so our curriculum is designed flexibly to meet the needs of all individuals. We support individual learning through our skilful interactions and observations which lead to detailed next step planning. The Characteristics of Effective Learning underpin our curriculum and pupils learning, through an enabling and well-planned environment we ensure we provide meaningful opportunities for playing and learning, active learning and creating and thinking critically. As children utilise and develop these characteristics they become effective and motivated learners who demonstrate high levels of well-being and involvement.

As a setting we have worked collaboratively to create curriculum goals which we would hope that all children will achieve by the end of their time with us at preschool.

In order for the children to work towards achieving our curriculum goals we plan every half term specific activities which will enable children to embed their learning in different areas of the curriculum.

We celebrate the uniqueness of each child, recognising they all learn and develop in different ways, at different rates and bring diverse experiences to our school.

We have the highest aspirations for every child, believing that they should be empowered to take ownership of their learning and their environment.

We believe that risk and challenge are vital in order for our children to develop critical thinking, resilience and perseverance.

We are committed to partnerships with families to provide every possible opportunity for our children to become confident communicators, to be socially competent, to have high levels of well-being and to develop the necessary physical skills. We nurture children's natural curiosity, joyfulness and intrinsic creativity as powerful motivator across all areas of learning and development.

### Early Years Environment

We recognise that the environment plays a significant role in supporting children's learning and development and so our indoor and outdoor spaces are designed to promote high levels of involvement and the level of learning. Well-planned, high-quality continuous provision provides for children with familiar and consistent areas and resources that are open ended and flexible, promoting all aspects of learning and development. We provide stimulating and challenging enhancements that give children new experiences and support new learning inline with our curriculum goals. To enable children to participate in "risky freedoms" we ensure that both adults and children are involved in processes of assessing risk/ benefit. Our environments are created to reflect and respond to children's predictable and specific needs and interests. Our daily routines are flexible and they are designed to provide sufficient time for children to become engrossed in self-initiated activity.

### Early Years Practitioners

Our greatest resources are the adults who have a good understanding of child development, support children's autonomy, and are reflective and evaluative. Sensitive and skilful adult-child interactions focus on extending thinking, broadening communication and introducing challenge. Warm, authentic relationships between all staff, the children and their families are a priority. Use observation assessment effectively to be responsive to the children's needs and interest ensuring that all children make progress from their starting points. Our adults utilise a range of strategies to ensure that the teaching is developmentally appropriate, varied and stimulating. All staff recognise importance of modelling skills, learning behaviours and high expectations.

### Our Setting

Continuous Provision is how we plan our learning environment. The purpose of continuous provision is "*to continue the provision for learning in the absence of an adult*". Each and every part of our learning environment has been carefully planned to meet and challenge the development needs of our children.

Learning opportunities are carefully planned around the interests of the children so they can lead, take ownership and become immersed in their learning. We support the children to develop their skills progressively in exciting, fun and creative ways to achieve the highest standards possible.

As well as our indoor provision our outdoor provision provides varied and exciting experiences. It enables children to develop their gross motor skills, explore the natural world and to manage some risks.

### Curriculum Planning

The children within our early years setting learn through a range of play based opportunities as well as adult led and independent activities. All Practitioners at Whiston preschool hold an early years qualification and bring an excellent wealth of experience, knowledge and understanding of how children in the early years learn and develop. All Practitioners are involved in planning a wide range of exciting activities around children's interests and help children to achieve our curriculum goals. The outcome being a cohort of happy, independent, confident and determined learners who are able to communicate well and have the ability to think critically and share their thoughts and ideas. The children have independent access to a stimulating curriculum both indoors and outdoors on a daily basis. In Preschool there are two, 10 minute carpet sessions at the start and end of the sessions for both morning and afternoon children, which include letters and sounds activities, communication and language activities and activities based around mathematics. We plan half termly topics that we feel will inspire the children's curiosity, understanding and development. Throughout our curriculum we are always incorporating children's skills and development under the characteristics of effective learning by providing opportunities to support playing and exploring, active learning and creating and thinking critically. We integrate long term planning, which ensures continuity and progression throughout the Early years. Medium term planning (half termly) helps us link the essential skills to be developed to specific planned activities and identifies assessment opportunities, which in turn supports the individual child to move forward in their learning. Short term key person(weekly) planning includes specific plans for Key children that are emerging in certain areas of development and therefore may require additional input. Free-flow activities are available on a daily basis through our continuous provision with the whole team to include opportunities for extension; child requested activities and further planned adult led activities.

### Prime Areas

We believe that the prime areas of learning are the base stone for all future learning and therefore place a lot of emphasis on ensuring that all children feel, happy, secure and settled into the school environment. During the first term, we begin the child's

first experience of Preschool by focusing the topic around them and their families; enabling them to engage in a subject they know the most about. We want all children to become confident, active and independent learners, enabling them to enter FS2 with the skills that they need to continue their journey of learning.

### **Communication and Language**

This area of learning provides opportunities for children to develop new vocabulary and the skills needed to talk confidently in a wide range of situations. It helps them respond to their peers and adults in an environment where speaking and listening are highly valued skills. It allows them to communicate and respond in a variety of contexts and places value on them expressing their own thoughts and ideas and taking into account the thoughts and ideas of others. It also gives opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts, including through stories, role play and drama.

### **Personal and Social and Emotional Development**

This area of learning provides opportunities for children to develop positive attitudes about themselves and those around them. We want children to become valued members of the class and shape their own identity through an increasing awareness of their own needs and the needs of others. This area of learning helps children to develop positive dispositions to learning, to be cooperative and communicative. It helps to develop and show an understanding of what is right and wrong and begin to consider the reasons why and developing an understanding that there are always consequences to a particular behaviour, whether rewards or sanctions. It supports the development of social skills by providing opportunities that enable children to learn how to socially respond and work with one another.

### **Physical Development**

This area of learning offers opportunities for children to develop and practise the control they have over their own bodies. It allows for them to further develop the confidence and skill in large gross motor movements such as running, jumping, climbing, swinging, hanging etc. Developing and promoting their spatial awareness and coordination, whilst at the same time encouraging the fine motor skills that they will need to develop holistically. Encouraging the finer movements which involve the ability to control the use of one-handed tools and equipment e.g. digging tools, paint brushes, mark-making and writing tools. This area of learning is also vital in supporting a developing understanding of how their bodies work and what they need to be healthy and safe, (including knowing when they are hungry, cold, hot or thirsty, etc) and how they are able to best meet these needs.



## Specific Areas

There are four specific areas of learning which supplement the prime areas and allow children to become confident active learners when the prime areas of learning have been supported and applied. Through these areas, we believe children can further develop their knowledge of the world around them and develop an understanding of all future learning that waits them. Here children will continue to become effective learners and develop the dispositions to learning through being curious, resourceful, persistent and courageous.

### Literacy

This area of learning supports the development of linking sounds to letters and understanding that from this we can read and write. Children will begin to recognise print in their environment and start to understand that this is one way of communicating with one another. It is vital that children understand that print carries meaning and that they are able to engage with this essential element of communication and the high importance it holds. We actively promote the importance of reading and writing which is done through stories, songs, poems, mark making in a writing in a variety of different context and for different purposes using a wide range of media. In Preschool there is a book corner and areas that promote active mark making and writing. We teach phonics on a daily basis and we use the Letters and Sounds program..

### Mathematics

This area of learning provides opportunities for children to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk about numbers and shapes. It encourages children to understand and respond to the symbols that represent numbers and what this means in real contexts. It supports children in understanding what an important role shapes and numbers play in our everyday lives and how they develop our own understanding and help us to solve problems.

### Knowledge and Understanding of the World

This area of learning provides opportunities for children to solve problems, question, make decisions, experiment, predict, and plan in a variety of contexts and to explore and find out about their environment. It helps to develop their senses and understanding of their physical world. . By engaging with the world around us children learn more about people and communities and the world in which they live. Children will also

explore the impact of Information and communication technology on their everyday lives.

### **Creative Development**

This area of learning offers opportunities for children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance, imaginative and role-play activities. They are presented with the opportunities to experiment with different media, resources and a range of activities which will inspire and stimulate their creativity and motivation to move their learning forward.

We believe our creative and topic based curriculum helps children meet learning opportunities within a happy, secure and interesting environment through practical activity, enquiry and purposeful play, with consolidation through practice, talk and reflection.

### **OUR CURRICULAR GOALS**

For Children to use their manners consistently without being prompted

For children to be independent when they are getting ready for outdoor play

For children to use scissors safely and independently

For children to draw a self-portrait with body parts

For children to write their full name with letters formed correctly

For children to have a good understanding of letters and sounds phase 1

For children to be able to negotiate and solve problems with their peers appropriately and independently

# LONG TERM PLAN

<u>TERM</u> <u>TOPIC</u>	<u>AUTUMN 1</u> <u>ALL ABOUT US</u>	<u>AUTUMN 2</u> <u>ANIMALS</u> <u>AND HABI-</u> <u>TATS</u>	<u>SPRING 1</u> <u>RECYCLING</u> <u>AND THE EN-</u> <u>VIRONMENT</u>	<u>SPRING 2</u> <u>JOURNEYS</u>	<u>SUMMER 1</u> <u>PEOPLE THAT</u> <u>HELP US</u>	<u>SUMMER 2</u> <u>GROWING</u> <u>AND</u> <u>CHANGING</u>
<u>SUB</u> <u>TOPICS</u>	<u>FAMILY</u>  <u>LIKES/DISLIKES</u>  <u>FRIENDS</u>  <u>EMOTIONS</u>	<u>HIBERNATION</u>  <u>COUNTRIES</u> <u>AND THEIR</u> <u>CLIMATES</u>  <u>EXTINCTION</u>  <u>DINOSAURS</u>  <u>PETS</u>	<u>HOME RECY-</u> <u>CLING</u>  <u>GLOBAL</u> <u>WARMING</u>  <u>ENERGY</u> <u>SOURCES</u>	<u>HOLIDAYS</u>  <u>DAY TRIPS</u>  <u>SPACE</u> <u>TRAVEL</u>  <u>TRANSPORT</u>	<u>NURSES</u>  <u>DOCTORS</u>  <u>POLICE</u>  <u>DENTISTS</u>  <u>ARMED FORC-</u> <u>ES</u>  <u>SUPERHEROES</u>	<u>GOING TO</u> <u>BIG SCHOOL</u>  <u>PLANTING</u>  <u>SEASON</u>  <u>WEATHER</u>  <u>BEING</u> <u>HEALTHY</u>
<u>BOOKS</u> <u>OF</u> <u>THE</u> <u>TERM</u>	<u>OWL BABIES</u>  <u>WE'RE GOING</u> <u>ON A BEAR</u> <u>HUNT</u>  <u>GOLDILOCKS</u> <u>AND THREE</u> <u>BEARS</u>	<u>MONKEY PUZ-</u> <u>ZLE</u>  <u>THE GRUFFA-</u> <u>LOS CHILD</u>	<u>STICK MAN</u>  <u>THE GRUFFALO</u>	<u>ROOM ON</u> <u>THE</u> <u>BROOM</u>  <u>BEAUTIFUL</u> <u>BANANAS</u>	<u>GIRAFFES</u> <u>CAN'T DANCE</u>	<u>THE VEGETABLE</u> <u>HUNGRY</u> <u>CATERPILLAR</u>

*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. Your child's key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

### **Assessment**

The setting carries out a baseline assessment when your child starts at the setting, you will contribute to this assessment by informing your child's keyperson things that your child can do. This information will enable the key person to identify your child's stage of progress. Together, we 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 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/I] provide; and
- allow the children to explore and be adventurous in safety.

The staff who work at our setting are:

Name	Job Title	Qualifications

Amanda Dyson	Manager  SENCo, Safeguarding Lead,, Health and Safety Officer, Behaviour Support, Fire Officer, Language Lead	BA (Hons) Early years
Rebecca Lilleyman	Senior Supervisor Safeguarding Lead, Letters and Sounds Coordinator	Level 4 Early Years
Natalie Briggs	Room Supervisor  Tiny Talkers Coordinator	CACHE LEVEL3
Hannah Coughlan	Room Supervisor	CACHE LEVEL3
Sarah Stacey	Room Supervisor	CACHE Level 3
Keeley Benton	Room Supervisor	CACHE Level 2

We are open for	38	weeks each year.
We are closed	As per the Local Education Authority Term Times	days each week
We are open for	5	
The times we are open are	Between 8am and 4.00pm and run morning and afternoon sessions and full days for 3 and 4 year olds	
We provide care and education for young children between the ages of:		
2	and	5 years

## **How parents take part in the setting**

Our setting recognises parents as the first and most important educators of their children. All of 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 at parents evenings and through parent assessment forms;
- contributing to the progress check at age two;
- helping at sessions of the setting during Parent/Grandparent weeks;
- 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 by joining the 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.

## **Joining in**

Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to bake with the children, to do some gardening and show pictures of the local carnival held in their neighbourhood.

We welcome parents to drop into the setting to see it at work or to speak with the staff.

## **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 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, the

Keyperson will help your child to settle and throughout your child's time at the setting they will also help your child to benefit from our 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. We also keep 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 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; and
- provide children with opportunities to learn and help them to value learning.

### **Snacks**

We plan snacks so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs and we will plan accordingly. We provide a range of Fruit and Vegetables and also a Carbohydrate option at each snack time for your child to choose from. Milk and water are also readily available throughout the session.

### **Clothing**

We provide protective clothing for the children when they play with messy activities. And we also have waterproof trousers, coats and wellies for children to access in wetter weather when we go outside. 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**

Our staff can explain our policies and procedures to you. Copies of which are available in the cloakroom

Our policies help us to make sure that the service provided by our 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.

Our staff and committee/parents work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. We work together with parents to adopt the policies and provide them with the opportunity to take part in the annual review of the policies at the committee annual AGM. 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.

## **Safeguarding children**

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our practices ensure children against the likelihood of abuse in our setting 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 that 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 Educational Needs and Disability and Inclusion**

To make sure that our provision meets the needs of each individual child, we take account of any special 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-ordinator is	Amanda Dyson
---	--------------



## SEND

The term Special Educational needs and Disability (SEND) is a legal definition referring to children who have learning difficulties or disabilities which make it harder for them to learn than others of the same age. As we are in receipt of government funding which offers free nursery places to children aged 3-4 years we must have a member of staff trained to be a SENDCO (Special Educational Needs and Disability Co-Ordinator) this person is Amanda Dyson. It is Amanda's role to ensure that we at Whiston Pre-School meet our responsibilities under the SEND Code Of Practice (2015) and to ensure we are a fully inclusive setting.

To ensure we are meeting the needs of the children with SEND the duties of the SENCO are

1. Day to day operation of the SEND Policy
2. Liase with all staff members
3. Co-ordinate provision within the setting for the children with SEND
4. Liase with outside agencies
5. Work with and support parents
6. Work with the child's key person and help complete Individual Education Plans (IEP)
7. Apply for an inclusion support Grant as and when necessary
8. Oversee the identification, assessment, observations and support of children with SEND
9. Support transitions to other settings or school

## INCLUSION

Inclusion means access and participation of all children including those with particular needs.

The inclusion Officer will ensure the following:

1. All children are treated as individuals
2. All children are supported to access all areas of the curriculum
3. The needs of a child will be met by differentiating activities

#### 4. That all children build relationships

If you would like to see a copy of the Code of Practice or see a more detailed copy of the role of the SENDCO or how we identify and intervene then please see Amanda.

If you have any concerns about your child, please see Amanda or your child's key person if you prefer, this will enable the setting to give you and your child the appropriate guidance and support.

#### **Fees**

The fees are payable [monthly/weekly/daily/half-termly/termly] in **advance**. 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, talk to Amanda Dyson our Manager or Tanya Cleary who is the committee chair.

For your child to keep her/his place at our setting, you must pay the fees. We are in receipt of nursery education funding for two, three and four year olds; where funding is not received, then fees apply.

We charge 50p per day for snacks and 50p for breakfast should it be required, parents may provide healthy snacks for their child if they prefer to do so.

#### **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 available from Amanda Dyson.

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. Our staff are always ready and willing to talk with you about your ideas, views or questions.

