

**Little Trees**

**Pre-school**

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**Hampshire**

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**Welcome to Little Trees pre-school, we know how important your child is and aim to deliver the highest quality of care and education to help them achieve their best.**

**Little Trees has been situated on Ashley Infant school grounds since September 2004, we have a highly qualified team that are committed to ensure the children achieve and learn in a safe and secure environment.**

***In 2010, 2016 & 2019 we received ‘Outstanding’ after an inspection from Ofsted*.**

*Your child learning through play is the best way to go,*

*With outstanding staff that helps them learn, achieve, and grow.*

*They will get messy but have lots of fun,*

*We’re out in all weathers wind, rain, and sun!*

*Parents are partners, who share their expertise,*

*So, we look forward to seeing you at Little Trees.*



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**This document aims to provide you with an introduction to Little Trees 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.**

**At Little Trees we aim to: -**

Provide your child with high quality care and education in a safe and secure environment that is both stimulating and challenging. We work in partnership with parents to help children learn and develop and add to the life and well-being of the local community. We off children and their parents a service that promotes equality and values diversity. Every child is an individual and will develop at their own rate; we will provide the resources, time, and knowledge to help them succeed. As staff members we will continue to train and enhance our own learning for the benefit of your child’s learning.

**We aim to ensure that each child:**

* Is in a safe and stimulating environment.
* Is given generous care and attention, because of our ration of qualified staff to children, as well as volunteer helpers/students.
* has the chance to join with other children and adults to 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 in which parents help to shape the service it offers.
* Is in a setting that sees parents as partners in helping each child to learn and develop.

**Parents**

You are regarded as members of our setting who have full participatory rights. These clued a right to be:

* valued and respected.
* kept informed.
* consulted.
* involved; and
* Included at all levels.

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 (DFE 2021):

* ***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 for a strong partnership between practitioners, parents and/or careers.

* ***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. 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 programmes support children to develop the knowledge, skills and understand they need for:

*Personal, social and emotional development*

* Self-regulation
* Managing self
* Building relationships

*Physical development*

* Gross motor skills
* Fine motor skills

*Communication and language*

* Listening, attention and understanding
* Speaking

*Literacy*

* Comprehension
* Word reading
* Writing

*Mathematics*

* Number
* Numerical patterns

*Understanding the world*

* Past and present
* People, culture, and communities
* The natural world

*Expressive arts and design*

* 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 programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves, and activities planned and led by practitioners.

*Characteristics of effective learning*

We understand that all children engage with the people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Sage as:

* Playing and exploring – engagement
* Active learning – motivation
* Creating and thinking critically – thinking
* https://www.foundationyears.org.uk/files/2014/08/EYFS\_Parents\_Guide-amended.pdf

We aim to provide for the characteristics of effective learning by observing how a child engages with motivated learner.

**Assessment**

We assess how your 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 them.

We make periodic assessment summaries of your child's achievements based on our on-going observations. These help us to build a picture of your child’s progress during their time with us and form part of your child’s learning journey. We undertake these assessments shortly after joining us, as well as at times of transition, such as when your 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 careers with a short-written summary of their child's development in the three prime areas of learning and development - Personal, social, and emotional development; communication and language; and physical development – 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 and considering parents views and knowledge. If we feel we have concerns in any of these areas we can look to referring to the relevant parties, we can also determine what next steps your child will be taking in their learning and progress.

**Learning Journey/Tapestry**

The setting keeps a record of achievement for each child. Tapestry is an online learning journal which can be accessed by you, you will receive a password which will allow you daily access to your child’s progress, your key person will upload photographs and observations every half term, as well as keep a track on their progress using the Early Years Foundation Stage guidance, (copy enclosed) you will also have the opportunity to add photos and notes yourself. Staff and parents working together on their children's learning journey is one of the ways in which the key person and parents work in partnership. Your child's learning journey 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. A printed copy will always be available for those who have no access to a computer.

Working together for your children

At Little Trees, our ratio of staff to children is 1 adult to 8 children over 3 years of age and 1 adult to 4 children under 3 years of age. We also welcome students from local school and colleges as well as adult learners who can support the ratios to ensure we: -

* 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.
* Work on partnership with parents
* Provide early interventions if needed.

The staff who work at our setting are:

Name Job Title Qualifications and Experience

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| --- | --- | --- |
| Vicky Oliver | Manager | Vicky has worked in the childcare sector for 17 years and joined Little Trees 2004; In 2010 Vicky and her husband Neil took on the business as their own and as new owners have enjoyed the challenge of operating such a busy pre-school. Vicky has a Foundation degree in Early Years childcare. |
| Sarah Allen | Supervisor & Special Educational Needs Co-ordinator | Sarah has worked at Little Trees since 2008 and has a BA Honours in childcare. Sarah has taken on the role as a Special Educational needs co-ordinator and has implemented new initiatives such as ‘Keep on talking’ and ‘Early talk Boost’ both supporting children’s language needs. |
| Lisa Andrews-Topliss | Pre-school practitioner | Lisa has been with Little Trees since 2008 and has a level 3 qualification in childcare. Lisa runs the ‘Saving smiles’ initiative, encouraging children to brush their teeth and she looks after our Little Trees library. |
| Tracey Tomkins | Pre-school practitioner | Tracey has been with Little Trees since 2010, she has passed her level 2 qualification in childcare. Tracey is a valuable member of our team with such a kind and caring nature. |
| Kathy Clarke | Pre-school practitioner | Kathy joined our new setting in September 2014 and has proved a valuable member of staff; she has worked in the pre-school industry for the last 15 years and has a wealth of knowledge in childcare. Kathy has a level 3 qualification. |
| Angela Wright | Pre-school practitioner | Angela joined Little Trees in September 2012; she has a level 3 qualification in childcare. Angela was a child minder for many years, she is full of energy and a valued member of the team. |
| Laura Dadson | Pre-school practitioner | Laura joined us in January 2016, she is level 3 qualified, and we are lucky and very happy to have her join our team. Laura has a BA Honours in Early Years education. |
| Leanne Browning | Pre-school practitioner | Leanne is our newest member of staff, she came to us in 2019, she is level 3 qualified in Early Years childcare and has worked in nurseries in Bournemouth as a deputy manager. Leanne is a great new member of our team. |

**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 and policy changes and adapt our practice.

**Key persons and your child**

Little Trees uses a key person approach. This means that each member of staff has a group of children for whom she is particularly responsible for. 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 will help your child to settle and throughout your child's time at Little Trees. Each child will have a home link book in their book bag that your key person will write in weekly on how your child is getting on, we also operate a buddying system where if your key person is away or unavailable there will always be a port of call to discuss any needs or concerns. Where possible the key person and manager will complete a home visit prior to your child start date.

# *The first term at Little Trees*

Your child’s first session with us can be an enjoyable and exciting experience for them, but we also recognise it can be worrying and daunting, not just for the children but for the parents too! We will spend much of this term settling your child into the pre-school routine, and deal with any circumstances that may occur during this transition. We will have a good idea from the home visits and paperwork from you about what your child likes and dislikes and can build on this through observations which will then start them on their learning journey through the Early Years Foundation stage curriculum**.** We will organise a settling in chat with parents after the first half term. Our sessions are organised 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 all areas of learning and development, including their health and their knowledge of the world around them. We offer a free flow play experience for the inside and outside environment.

**The session**

We have two groups at Little Trees, our younger children are our Little Magpies and the older children who will be heading off to school in July are Jumping Jacks. We organise our sessions so that the children have the option to choose their activity, we provide continuous provision, and all our resources are accessible to all children. We arrange activities based on the children’s interests as this is the best way they learn. 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. Please do not worry if your child does not always bring pictures or paintings home, most of the time we keep them displayed in the classroom or your child has chosen not to take part in that type of activity.

We separate our Little Magpies and Jumping Jacks for some periods, mainly first thing where we have sharing time, the older children who are able to sit and concentrate for longer will share news, complete groups activities, and participate in planning the day and our little ones who may struggle to sit for long periods will play with structured resources such as our heuristic toys, and parachute games.

We have a small room for sensory play called the ladybird room, this helps support children who are having trouble settling, and has a cosy corner for those times where we just need a few minutes to snuggle.

We have a great outside area with grass and concrete surfaces; this enables the children to build on their physical abilities as well as exploring and investigating the natural world. We have a free flow system to outside and will go out in all weathers! Wellingtons and raincoats are recommended, as well as sun hats.

**Session days & times**

We are open for 38 weeks each year, we may occasionally close for training afternoons however we will notify you of these dates at the beginning of each term.

Session times are as follows: -

Breakfast Club from 7.45am

Monday to Friday from 9.00am – 3.00pm – All day sessions

Monday to Friday 12.00pm – 3.00pm or 12.30pm – 3.00pm – Afternoon sessions

Monday to Friday – 9.00am – 12.00pm – Morning sessions

We have a lunch club facility available for the morning session from 12.00pm – 1.00pm.

**Registering with Little Trees**

We ask that you complete a registration form and an ‘All about me’ form which gives more detailed information about your child. You will be asked what sessions you would like and if space allows, we will endeavour to meet your needs. A home visit will be arranged alongside visits to the setting and if needed we can arrange settling in sessions for your child.

**How parents take part in the setting**

There are many ways in which parents can share and take part in their child’s learning by:

* exchanging knowledge about their children's needs, activities, interests, and progress with the staff.
* sharing their own special interests with the children
* Coming to parent sharing dates
* Access the Tapestry online learning journal and add photos or comments where necessary.
* Together we will carry out a 2-year-old check, which enables us to determine your child’s progress and any areas of concern.
* Plan your child’s next steps.
* Attend pre-school events (sports day etc)

**Fees**

The fees are £6.00 per hour, the invoices are given to parents every term, so three will be given in the school year, the amount can be paid weekly, monthly or in two payments. **Fees must still be paid if children are absent without notice for a short period of time. If your child must be absent over a long period of time, talk to Vicky Oliver who is the owner/manager.**

For your child to keep her/his place at the setting you must pay the fees due, **sessions will be reduced or cancelled if payments are not made.** We are in receipt of nursery education funding for three- and four-year olds. Two-year funding is available for some families who meet a certain criterion, we can check this online. We accept the 30 hours free childcare if you meet the required criteria. We can support you in applying for this. Where funding is not received, then fees apply. Please do have a chat with Vicky Oliver (manager) if you have difficulty in paying your fees.

**Non- Collection charge** – Unfortunately due to persistent lateness in some parents picking up their children we have no option but to charge an hours rate if you are more than 15 minutes late picking up, this can be avoided if we are given a phone call prior so we can keep 2 members of staff back to care for your child until you get here, we appreciate this is not the case in all families.

**Communication and listening.**

Early Talk boost and language box sessions are projects that help promote children’s speech, language and listening skills, they are short sessions that are engaging and exciting and really get the child’s interest. Bucket time activities are also included which promotes the feeling of anticipation in finding out what is in the bucket! If your child receives support from a speech therapist, this support is carried out in the setting in language groups sessions using the targets given from the speech therapist. It involves working with parents to ensure positive outcomes for your children. We are guided by speech therapists and referrals can be made by us to assess your child’s speech development if you have concerns.

Mr Bear and Bruno dog are our pre-school mascots who get the chance to come home with the children and allow them the opportunity to share experiences of their home life through adventures recorded on camera and in a diary. Children are able voice their views and opinions in our weekly Little Trees committee where they are encouraged to participate in the running of their pre-school. Children gain confidence through familiarity, so stories and rhymes are repeated over a half term period and resources and role play are provided based on the children’s interests, we will include subjects not always introduced in day-to-day life to enhance and extend their thinking, experiences, and learning.

**Snacks**

We have a rolling snack bar where the children help themselves to a choice of healthy foods and a drink of milk or water. The children are involved in the preparation of snack as well as clearing away! We promote a healthy snack time and show the children what makes a healthy snack however on special occasions like birthdays we will all eat together with a biscuit or cake. Snack time is a social occasion in which the children can chat and eat together. Please tell us about your child's dietary needs, particularly any known allergies or food intolerance and we will plan accordingly.

**Lunch Boxes**

Lunch club is also a real sociable time, we promote the children’s independence in opening their own lunches and they are encouraged to eat their ‘growing food’ first. Due to allergies, we cannot allow sandwiches with fillings that have nut contents, or any nut products, we will also not allow sweets of any kind, **please can you cut grapes, cherry tomatoes, and cocktail sausages lengthways to prevent them from being a choking hazard.** We understand some children to have fussy diets and it can be difficult to think of what to put in so please do come in and have a chat for suggestions.

**Clothing/nappy changing**

We would recommend a bag with a spare set of clothes in **(please name bags/coats/clothes).** We have a small supply of spares which include rain macs and sun hats. Your child does not have to be toilet trained prior to joining us we are happy to help you with this when your child is ready, in the meantime please provide a changing bag with pull ups/nappies, wipes and nappy sacks.

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking care of their own personal hygiene when able and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

**Your children will get messy so please use the uniform or wear old clothes to prevent outfits being ruined.**

**Policies**

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

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 policies are reviewed annually or when a change is made to the curriculum. The review helps us to make sure that the policies are enabling our setting to provide a quality service for our families and staff.

**Safeguarding children**

Our setting has a duty under the law to help safeguard children against suspected or actual ‘significant harm’. Our designated safeguarding lead is Vicky Oliver with Sarah Allen as her Deputy.

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 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 educational 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 and will work with the appropriate outside agency for extra support. We work closely with parents to ensure the correct support is given and all opinions and feelings are respected. We have a wealth of knowledge in this field and offer ample strategies and support within the setting. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice: 0 to 25 years (2015).

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| --- | --- |
| Our Special Educational Needs Co-ordinator is | **Sarah Allen** |

We want your child to feel happy and safe with us. We are an extremely friendly team of staff at Little Trees, so please do come in and ask questions or raise concerns, if necessary, the morning sessions can be very busy so please pop a note in your child’s home/school link book if you need us to know anything about your child on that day. We look forward to welcoming and working with you and your child at Little Trees.

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

We have procedures in place for the recording and sharing of information [data] 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

1. Processed fairly, lawfully and in a transparent manner in relation to you and your family
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant, and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and, where necessary, kept up to date.
5. Kept in a form that permits identification of you and your family for no longer than is necessary for the purposes for which the personal data is processed.
6. 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.

When you register your child with us, we will provide you with a privacy notice that gives you further details of how we fulfil our obligations about your data.

