

Prospectus



St James' Pre-

School (Pettswood)
St James The Great R.C. Church,
The Church Hall,
Lakeswood Road,
Petts Wood, Kent,
BR5 1BJ

Telephone during pre-school hours: 07815 464837

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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;
- add to the life and well-being of the local community; and
- offer children and their parents a service that promotes equality and values diversity.

Parents

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

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment.

Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer parent helpers;

- has the chance to join in with other children and adults to live, play, work and learn together;
- is helped to 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.

The Early Years Foundation Stage

The provision for children's development and learning is guided by the Early Years Foundation Stage (DfE 2014). Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage.

A Unique Child

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self assured.

Positive Relationships

- Children learn to be strong and independent through positive relationships.

Enabling Environments

- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

Learning and Development

- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

Prime Areas

- Personal, social and emotional development.
- Physical development.
- Communication and language.

Prime Areas are fundamental, work together and move through to support development in all other areas.

Specific Areas include

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

These Specific Areas present essential skills and knowledge for children to participate successfully in society.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

The *Early Outcomes* guidance sets out the likely stages of progress a child makes along their learning journey towards the Early Learning Goals. Our setting has regard to these matters when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

- making relationships;
- self confidence and self awareness; and
- managing feelings and behaviour.

Physical development

- moving and handling; and
- health and self-care.

Communication and language

- listening and attention;
- understanding; and
- speaking.

Literacy

- reading; and
- writing.

Mathematics

- numbers; and
- shape, space and measure.

Understanding the world

- people and communities;

- the world; and
- technology.

Expressive arts and design

- exploring and using media and materials; and
- being imaginative.

Our approach to learning and development and assessment

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the Early Outcomes guidance to plan and provide a range of play activities, which help children to make progress in each of the areas of learning and development. In some of these activities, children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities, information from the Early Outcomes guidance has been used to decide what equipment to provide and how to provide it.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Outcomes guidance as:

- playing and exploring - engagement;
- active learning - motivation; and
- creating and thinking critically - thinking.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. Formative assessment is undertaken according to EYFS guidelines and parents receive twice yearly written reviews. We also prepare summative assessments when a child's time at our preschool is drawing to a close.

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. 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 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 stage of progress. You and the key person 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 parent helpers, where possible, to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

The staff who work at our setting (as at 1/10/18) are:

Name	Job Title	Qualifications and Experience
Jean Smith	Leader	BA (Hons) Early Years Education and Early Years Professional Status
Leigh Kiziltas	Co-Deputy Leader/ SENCO	CACHE Level 3
Natasha Dilling	Keyworker	NVQ Level 3
Nikki Bourne	Co-Deputy Leader/Keyworker	NVQ Level 3
Sarah Lockwood	Keyworker	NVQ Level 3
Nicola Howard	Keyworker	NVQ Level 2
Kellie Ettridge	Keyworker	CAYPW Level 2

We open during term time only and follow the school term dates set out by the London Borough of Bromley. On Mondays, Tuesdays, Thursdays and Fridays we open from 9am until 12.15pm. On Wednesdays, sessions run from 12pm until 3pm. We provide care and education for young children between the ages of 2 ½ and 5. **Attendance at St James' preschool is subject to minimum attendance requirements. Children of 2 ½ years of age must attend at least 2 sessions per week and children 3 years of age and above must attend at least 4 sessions per week** (the cost of these sessions is to be met by the parents when funding isn't eligible). Any deviation to these requirements is at the absolute discretion of the Management Committee. *Please also refer to our Admissions policy to further information.*

How parents take part in the setting

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 children. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- contributing to the progress check at age two;
- helping at sessions of the setting when requested;
- 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;

- 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

A notice requesting parents/ carers to spend time at the preschool will be posted on the noticeboard. Helping at the session enables parents to see what the day-to-day life of the setting is like and to join in helping the children to get the best out of their activities. We typically seek volunteers to help the children with cooking, music and ICT activities, however, if you have a particular skill/ job that you believe would make for an interesting experience for the children, please let us know.

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 the setting's activities. Please be assured, however, that all members of staff are responsible for all children. *For further information, you may like to refer to our The Role of the Key Person and Settling in policy.*

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. The setting also keeps itself 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 current copy of Under 5 is available for you to read.

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 operate a “meet and greet” system at the start of sessions, with one member of staff being in the hall every morning at 9am, with the exception of Wednesdays when they will be available at 12pm to answer any quick questions parents may have. If you wish to discuss your child’s progress, please speak to this member of staff who will make an appointment for you with your child’s key worker. Parents typically get a written review regarding their child’s progress twice yearly. We ask that these reports are signed by parents and that they provide us with their comments. In particular, we value parental feedback regarding their child’s interests outside of preschool in order that we can effectively plan for his/ her “next steps”.

The session

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 knowledge 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. Activities include, but are not limited to, painting, stories, singing, drawing, water & sand play, dramatic play, musical instruments, natural and malleable materials, construction toys, writing, literacy games such as lotto and snap, maths games such as dominoes and puzzles. We have an Ipad, laptop and audio books to introduce ICT to our children. We also incorporate activities that will exercise children’s gross motor skills by having a climbing frame, wheeled vehicles, movement to music, parachute games and regular “P.E. days”.

There is generally a theme for each half term, broken down for each week of the term. Children are encouraged to bring in an item (pictures, books, objects) appropriate to the theme of the week which will then be talked about in small groups usually. Please note that whilst we welcome items connected to our themes, children are asked not to bring in other toys from home as these can easily get lost or broken. Sessions end with a short prayer.

Snacks and meals

The setting runs a daily snack bar where water, semi-skimmed milk, fruit, vegetables and other healthy foods are provided. Our arrangement allows children to choose when they would like a snack and what they would like to encourage independence. Staff do monitor the snack area closely to ensure that all children do take their turn. Do tell us about your child's dietary needs and we will make sure that these are met. Water is always available and accessible to children through the session. *Please also refer to our Food & Drink policy.*

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.

The staff and parents of the setting work together to adopt the policies, which are reviewed annually. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community. If you have any questions or suggestions regarding our policies, please contact the Leader or a member of the Management Committee so that these can be addressed. We have cross referenced several policies within this prospectus, however, Parents and Staff have a responsibility to keep themselves abreast of all of the setting's current policies and procedures.

Safeguarding children

The safety and welfare of children in our setting is of paramount importance to us and this philosophy underpins our entire operation. Risk Assessments are conducted daily to ensure that our facilities and equipment make for a safe and secure environment. Further, staff undertake regular training to support the principles at the core of our preschool. 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. This is in line with the Local Safeguarding Children Board (LSCB). **Jean Smith is our nominated Child Protection Officer** who is responsible for liaison with our Local Authority and Children Services Agencies as well as LSCB. Jean provides all staff with support, advice and guidance in this respect. *For further information, please refer to our Child Protection policies.*

Special 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 special needs a child may have. The setting works to the requirements of the SEN and Disability Act (2014). **Our Special Educational Needs Co-ordinator is Leigh Kiziltas**, who is supported by the Local Authority's SEN team.

The management of our setting

The day to day running of the preschool is under the care of the Leader, who is also in charge of the staff. However, a parent management committee - whose members are elected by the parents of the children who attend the setting - manages the setting. The elections take place at our Annual General Meeting. The committee is responsible for:

- managing the setting's finances;
- employing and managing the staff;
- making sure that the setting has, and works to, policies that help it to provide a high quality service; and
- making sure that the setting works in partnership with the children's parents.

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

Fees

To secure a space there is a £50 registration fee that is non-refundable regardless of whether you ultimately take up the space. This is not a deposit.

The fees are charged per session and are payable half-termly in advance. The current cost per session is available from the preschool Leader and Secretary. Any increase in fees will be advised in writing a half term before taking effect. 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, please talk to the current committee Chairperson/ Leader.

We are in receipt of nursery education funding for two, three and four year olds; **where funding is not received, then fees apply**. Where eligible, statutory Government funding is applied from the term **after** a child's 3rd birthday. For further information regarding Government funding please contact Bromley Early Years Services on 0208 313 4166.

Please be aware that once your child has stating attending pre-school you are required to give at least one half term's written notice or pay for half a term in lieu of notice. If your child is leaving for primary school then you do not need to give written notice of this.

We do not allow another child to swap with a child serving their notice period unless the child joining has a priority place on the waiting list and it has been agreed with the management committee in advance.

Any fees already paid are non-refundable. For your child to keep her/his place at the setting all fees must pay the fees.

General Information for Starting at our setting

The first days

We want your child to feel happy and safe with us and we want you to feel comfortable when you leave him/her with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. We will contact you shortly before your child is due to start with general information to ease the process. Typically, he/ she will be invited to look around the preschool during the term before he/she is due to start, during which the parent/s will complete the required paperwork. *You should also refer to our The Role of the Keyperson and Settling in policy.*

Clothing

We provide protective clothing for the children when they play with messy activities. However, we recommend that best clothes aren't worn to preschool and that suitable footwear (i.e. trainers or shoes - no sandals, crocs, Uggs or flip flops please) and socks to protect children's feet, as we use outdoor space on a daily basis. Please ensure clothing is labelled with your child's name as not all children recognise their own garments. Preschool t-shirts and sweatshirts are available for purchase from the Leader. Although these aren't compulsory, children are encouraged to wear them. In warmer months, you should ensure your child brings a named hat with them and has sunscreen applied when necessary. There will be a bottle of sunscreen in the small hall if you forget to apply it - staff are not permitted to apply sunscreen themselves. In the interest of safety, only stud earrings should be worn.

Growing independence

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet, washing hands, helping themselves to water and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this. We also have strategies in place to help children to keep themselves safe as they're learning to play and socialise with others, for example putting their hand out and saying "no" if they aren't comfortable with another's behaviour towards them.

Leaving/ collecting children

All children must be brought to and collected from the setting by a responsible person aged 16 or over. When children arrive, they should hang up their coats, find their name and go into the large hall where their name should be handed over to the member of staff undertaking registration. When leaving your child, please ensure they have gone past the barrier within the main hall for registration. Prior to this point, they remain the responsibility of the parent/ carer.

If anybody other than yourselves will be collecting your child, please tell the staff when you drop off in the morning and then make a note of this in the Contact Book. Children will not be released into the custody of a person unknown to the preschool staff. We also have a password system in place; any adult collecting a child should know the password chosen for that child by their parents.

Parents must not park directly outside the entrance gate to the preschool as this is a potential hazard for children entering/ leaving our setting. Please use designated spaces within the church car park instead. Naturally, the car park will be busy during peak times so please park considerately, bearing in mind that not all cars in the car park will belong to parents of children attending the preschool so may need to be moved while you are dropping off/ picking up. *Please also refer to our Uncollected Child policy.*

Health & Hygiene

Hygiene is of paramount importance at the preschool. Children should be kept home if they have a bad cold, particularly if they have a very runny nose or bad cough, and should not return until 48 hours after the last symptoms of sickness or upset stomach to prevent spreading any nasty bugs. We rely on you to be vigilant and to encourage children to wash and dry their hands when they have been to the toilet and blow their own nose.

Please advise staff if your child develops a contagious illness, such as chicken pox, head lice or threadworm. If your child is coming to preschool with a bump or bruise, please advise us and provide us with an explanation about how and when they suffered the injury. This will be recorded in our Incident Book which the parent/ carer will be asked to sign. This is for our child protection responsibilities. Similarly if any accidents occur when your child is at preschool, we shall record this within the Accident Book and notify you accordingly. We also make formal records where we have had to change a child due to a soiling/ wetting accident. *You should also refer to our full range of Health policies.*

Final note to parents

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

Manager of the Preschool	Jean Smith
Signed & Dated by Manager of the Preschool	
Chair of the Preschool Management Committee	Rebecca Flynn
Signed & Dated by the Chair of the Preschool Management Committee	
Frequency of policy review	Annual
Date next review due	September 2019