Welcome to Parkgate 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 Parkgate 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. This should be read alongside our Childcare Terms and Conditions for a full description of our services.

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
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 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 worker 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 of children from birth to 5 years is guided by The Early Years Foundation Stage (DfE 2014). Our provision reflects the four over reaching principles of the Statutory Framework for the Early Years Foundation Stage.

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every child is a unique child who is constantly learning and can be resilient, capable, confident and self assured.</td>
<td>Children learn to be strong and independent through positive relationships.</td>
<td>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.</td>
<td>Children develop and learn in different ways. the framework covers the education and care of all children in early years provision including children with special educational needs and</td>
</tr>
</tbody>
</table>
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;

**Specific Areas**
- literacy
- mathematics
- understanding the world
- expressive arts and design

For each area, the level of progress children should be 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 Years Outcomes (DfE 2013)’ 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
- managing feelings and behaviour

**Physical development**
- moving and handling
- health and self-care
Communication and language
- listening and attention
- understanding
- speaking

Literacy
- reading
- writing

Mathematics
- numbers
- shape space and measure

Understanding the world
- people and communities
- the world
- technology

Expressive arts and design
- exploring and using media and materials
- 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 about and understand the world around them. Our setting uses the Early Years Foundation Stage statutory guidance on education programmes to plan and provide opportunities which help children to make progress in each of the 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 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; 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 or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we 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. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a 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 carers with a short written summary of their child’s development in the three prime learning and development areas of the EYFS: 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.

Learning Journey

The setting keeps a record of achievement for each child. Your child’s learning journey helps us to celebrate together his/her achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child’s key worker 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 worker 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. 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 are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Job Title</th>
<th>Qualifications and Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emma Eccleston</td>
<td>Manager</td>
<td>English (Honours) with QTS</td>
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<tr>
<td></td>
<td>Qualified Teacher</td>
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<tr>
<td></td>
<td>Safeguarding Lead</td>
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<tr>
<td>Susanne Baird</td>
<td>Room Leader</td>
<td>BTEC National Diploma in Childhood Studies</td>
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<tr>
<td></td>
<td>Senco</td>
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<td></td>
<td>Safeguarding Deputy</td>
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</tr>
<tr>
<td>Suzanne Murphy</td>
<td>Room Leader</td>
<td>Postgraduate Certificate in Education</td>
</tr>
<tr>
<td>Cheryl Gardner</td>
<td>Early Years Assistant</td>
<td>NVQ Level 3 in Early Learning and Childcare</td>
</tr>
<tr>
<td></td>
<td>Administration</td>
<td></td>
</tr>
<tr>
<td>Lynne Egerton</td>
<td>Early Years Assistant</td>
<td>NVQ Level 3 in Childcare</td>
</tr>
<tr>
<td>Sharon Thompson</td>
<td>Early Years Assistant</td>
<td>NVQ Level 3 in Childcare</td>
</tr>
<tr>
<td>Chelsey Stone</td>
<td>Early Years Assistant</td>
<td>NVQ Level 3 in Childcare</td>
</tr>
<tr>
<td>Katharine McPherson</td>
<td>Early Years Assistant</td>
<td>NVQ Level 2 in Childcare</td>
</tr>
</tbody>
</table>

We are open term time, 38 weeks per year. We are closed weekends and school holidays. We operate five days per week, three sessions per day morning 9am – 12noon, lunch club 12 noon – 12.30pm and afternoon’s 12.30pm – 3.30pm. We provide care and education for young children between the ages of 2 years and 4 years old.
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 child. 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;
- sharing their own special interests with the children;
- helping to provide, make 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

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 play a musical instrument, talk about their jobs in the community, discuss and share cultural celebrations.

We welcome parents to discuss any idea's they may have with us.

Key worker and your child

Our setting uses a key worker approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key worker will be the person who works with you to make sure that what we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from the setting's activities.

We also offer an open evening two times a year, this offers parents the opportunity to visit the setting and meet with their child's key worker to discuss their progress and future needs.
Learning opportunities for adults

As well as gaining qualifications in early years care and education, the setting staff take part in further training to help them to keep up-to-date with thinking about early years care and education. The setting also keeps itself up-to-date with best practice, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance. The current copy of Under Five is available for you to read.

From time to time the setting holds learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

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.

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 playroom.

Snacks and meals

The setting makes snacks and lunch a social time at which children eat together. We plan the menus for snacks so that they provide the children with healthy and nutritious food. In addition to
which children are offered milk or water to drink. Do tell us about your child's dietary needs and we will plan accordingly.

**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. 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**
Copies of the setting's policies and procedures are available to view in the setting or at www.parkgatepreschool.co.uk.

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 management committee of the setting work together to adopt the policies and they have the opportunity to take part in the annual review of the policies. 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.

**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 we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject [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 data subjects [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 with regard to your data.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure children against the likelihood of abuse in our settings and we have a procedure for managing complaints or allegations against a member of staff.

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

We request parents/carers to provide ‘named’ family members and friends who in addition to themselves may collect children from pre-school. Parents are required to detail alternative arrangements in the settings diary if an un-named person is to collect their child on a one off occasion. If an alternative person arrives to collect a child without prior notification this person must be aware of the child’s password or the child will not be permitted to leave with them.

Our Safeguarding Co-ordinators are: Emma Eccleston and Susanne Baird

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 Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

Our Special Education Needs Co-coordinator is: Susanne Baird

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 the setting - manages the 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 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 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

The fees are £3.85 per hour and £1.93 per lunch club. Fees are payable half-termly, and must still be paid if children are absent for a short period of time. If your child has to be absent over a long period of time, please speak to the setting manager.

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

Should you wish to cancel any reserved sessions, you will need to give four week’s notice. Full payment will be charged during the notice period even if your child does not attend. If we are able to fill the session within the notice period you will be notified and not charged.

No-Smoking

We operate a no-smoking policy within the pre-school and its grounds.

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, the staff will work with you to decide on how to help your child to settle into the setting. The setting has a policy about helping children to settle into the setting: a copy is available from pre-school or can be downloaded from www.parkgatepreschool.co.uk.
Home Box
Children are encouraged to bring with them a toy from home if parents believe it will offer them comfort. Once established in the setting children enjoy ‘showing and telling’ their friends toys or news from home.

We have a limited amount of spare clothing at pre-school in case the need arises to change your child. Parents are requested to launder and return these.

All children are asked to bring and leave at pre-school a named pair of indoor pumps. Children should be changed into these when they arrive at the setting.

Uniforms
Whilst we have a uniform at Pre-School it is not compulsory. If you would like your child to wear the Pre-School Polo Shirt and Sweatshirt they are available to order at £7.50 for Poloshirts and £8.00 for Sweatshirts.

Jewellery
For reasons of safety we do not allow children to wear jewellery of any kind in pre-school. Parents are requested to remove any items prior to attending.

Nappies
Parents are required to supply nappies and wipes for children who are not toilet trained. Once your child starts toilet training it is recommended that they bring a spare set of clothes, in a named bag.

Drinks and Lunch
We ask parents to provide each child with a drink of water in a named drinking bottle which will be available to them throughout their session.

We request that all lunch boxes are clearly named and contain a cool pack. We would also ask parents not to include food containing nuts within the lunch boxes.

Home Communication
We endeavour where possible to send all communications home via email. Please advise a member of staff if this is not suitable to you.

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 is always ready and willing to talk with you about your ideas, views or questions.
This revised policy was adopted at a meeting of Parkgate Pre-school
Held on 14 May 2018
Effective from 14 May 2018
Date to be reviewed 14 May 2019
Signed on behalf of the management committee C Hallam
Name of signatory Cassie Hallam
Role of signatory (e.g. chair/owner) Chair

Change control log

<table>
<thead>
<tr>
<th>Version Number</th>
<th>Effective Date</th>
<th>Changes</th>
</tr>
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<tbody>
<tr>
<td>1.0</td>
<td>01-Mar-2012</td>
<td>▪ Initial document release</td>
</tr>
<tr>
<td>2.0</td>
<td>13-Dec-2012</td>
<td>▪ Document renumbered in line with revised EYFS (2012). Reference to EYFS key themes and commitments removed.</td>
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<tr>
<td>3.0</td>
<td>04 Dec 2013</td>
<td>• Policy Reviewed</td>
</tr>
<tr>
<td>4.0</td>
<td>03 Jan 2015</td>
<td>• Policy Reviewed</td>
</tr>
<tr>
<td>5.0</td>
<td>12 Jan 2016</td>
<td>• Policy Reviewed</td>
</tr>
<tr>
<td>6.0</td>
<td>14 May 2018</td>
<td>• Policy Reviewed – Updated in line with GDPR</td>
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