

# Smiley Pre-School Prospectus



## Our setting's ethos

We are passionate about the care and education of your children. Through our enabling environment where children are free to choose their own learning through play we want all of our children to be:



## 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.

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;
- 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 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.

### **Children's development and learning**

The provision for children's development and learning is guided by The Early Years Foundation Stage (DCFS 2021). From September 2008 the Early Years Foundation Stage (EYFS) became law, it combined the Birth to Three Matters and the Curriculum Guidance for the Foundation Stage. From September 2012 the revised EYFS was published and still sets the standards for ALL early years providers. It was updated recently in 2021 and released the new Development Matters and Birth to 5 documents to assist practitioners with their setting's choice of curriculum. The document states what must be met to ensure that children learn and develop well and are kept healthy and safe. Our provision reflects both the four key themes and commitments of the Early Years Foundation Stage as well as the Statutory Framework for the Early Years Foundation Stage.

#### **A Unique Child**

Child Development: Skillful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support.

Keeping Safe: Being safe and protected, discovering boundaries, making choices.

Health and Well-being: Growth and developing, physical and emotional wellbeing.

#### **Positive Relationships**

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key Person: Secure attachment, shared care, independence.

#### **Enabling Environments**

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together.

The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.

The Wider Context: Transitions and continuity, multi agency working, the community.

#### **Learning and Development**

Play and Exploration: Learning through experience, adult involvement, contexts for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.

Areas of Development and Learning.

### *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:

- personal, social and emotional development;
- communication, language and literacy development;
- problem solving, reasoning and numeracy;
- knowledge and understanding of the world;
- physical development; and
- creative development.

For each area, the practice guidance sets out 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 practice guidance also sets out in 'Development Matters' 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.

### *Knowledge and understanding of the world (Scientists)*

Our curriculum supports children to develop:

- knowledge about the natural world and how it works;
- knowledge about the made world and how it works;
- their learning about how to choose, and use, the right tool for a task;
- their learning about computers, how to use them and what they can help us to do;
- their skills on how to put together ideas about past and present and the links between them;
- their learning about their locality and its special features; and
- their learning about their own and other cultures.

### *Problem solving, reasoning and numeracy (Mathematicians)*

Our curriculum supports children to develop:

- understanding and ideas about how many, how much, how far and how big;
- understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- understanding that numbers help us to answer questions about how many, how much, how far and how big;
- understanding and ideas about how to use counting to find out how many; and
- early ideas about the result of adding more or taking away from the amount we already have.

#### *Personal, social and emotional development (Independent)*

Our curriculum supports children to develop:

- positive approaches to learning and finding out about the world around them;
- confidence in themselves and their ability to do things, and valuing their own achievements;
- their ability to get on, work and make friendships with other people, both children and adults;
- their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;
- their ability to dress and undress themselves, and look after their personal hygiene needs; and
- their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

#### *Communication, language and literacy (Loving and Friendly)*

Our curriculum supports children to develop:

- conversational skills with one other person, in small groups and in large groups to talk with and listen to others;
- their vocabulary by learning the meaning of - and being able to use - new words;
- their ability to use words to describe their experiences;
- their knowledge of the sounds and letters that make up the words we use;
- their ability to listen to, and talk about, stories;
- knowledge of how to handle books and that they can be a source of stories and information;
- knowledge of the purposes for which we use writing; and
- making their own attempts at writing.

#### *Physical development (Explorers)*

Our curriculum supports children to develop:

- increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and

- their understanding about the importance of, and how to look after, their bodies.

### *Creative development (Yourself)*

Our curriculum supports children to develop:

- the use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and
- their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

### *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 practice guidance Early Years Foundation Stage 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 most 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 practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

#### *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 use a “three i’s” system to assist us when working alongside children, whether this is through child-led activities or adult led activities. The three i’s stand for:

Intent - This is the intention of what is to be achieved. When observing or interacting with the children, staff are mindful of what the intent of the situation is. Whether this is the child’s intent and what they are aiming to achieve, or the adult’s.

Implementation - How the intent is to be carried out. Staff will be thinking about the process and encourage children to think about how they wish to achieve their goals.

Impact - The “so what?”. What was achieved and why, and thinking about what the next steps are, if necessary. We encourage our children to be proud of all their achievements, no matter how big or small, and want them to understand the process of how they got there and to be thinking about how they can continue to develop and learn from their achievements.

We regularly summarise your children’s achievements in “reports” which are sent to parents every term and before they go to school. These reports will explain how your child is learning and developing and if there are any next steps for that child.

### **Working together for your children**

In our setting we maintain the ratio of adults to children in the setting that is set through the 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:

<b>Name</b>	<b>Job Title</b>	<b>Qualifications and Experience</b>
Lauren Clay	Manager SENCO Designated Safeguarding Lead	Early Years Teacher Status (EYTS) BA Hons Childhood studies Level 3 initial teacher training with Early Years
Megan Stannett	Deputy Manager Deputy DSL	Early Years Professional Status BA Hons Childhood Education
Kirsty Vincent	Preschool Practitioner	Level 3
Tracy Norfolk	Preschool practitioner	Level 2
Sarah Cambe	Preschool practitioner	Level 2

We are open for	38	weeks each year.
We are closed	Half terms and summer holidays	
We are open for	5	days each week
The times we are open are	9.15 – 12.15 and 12.15-15.15	
We provide care and education for young children between the ages of 2 years 6 months And 4 years 11 months		

### **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;
- 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.
- Use learning journals and scrapbooks to evidence learning and share information on experiences and successes.

### **Key persons and your child**

Our setting uses a key person approach as requested in the EYFS. 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 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.

### **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 in early years care and education. 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. Courses on similar topics are held locally by Southend Borough Council.

### **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 meals a social time at which children and adults eat together. We plan snacks and meals so that they provide the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met.

### **Policies**

Copies of the setting's policies and procedures are available in the setting's white policy folder, and more policies are available to be printed for parents or sent via email. These can also be found on our private parent's Facebook page under the group " Important Information"

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 and they all can 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.

### **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.

### **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 1993 Education Act and The Special Educational Needs Code of Practice (2001).

Our Special Educational Needs Co-ordinator is      Lauren Clay

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### **Fees**

The fees are £15.00 per session payable half-termly in advance. 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 Lauren Clay. Lunch club is £2.50 12:15-12:45 payable at the door in the morning.

Additional fees may be applied to parents whom regularly pick up late which will be discussed and agreed with senior management as to the amount depending on how regularly the late pickups occur or fail to pay on time without notifying the manager as to why. The Salvation Army is passionate about helping families and will ensure plans are put into place for families, should they feel they are suffering financial hardship.

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.

If the children are unable to attend the setting due to closure for:

- Closure due to adverse weather conditions
- Safety being compromised
- Staffing shortages and ratios being compromised
- Cases of COVID-19 or other serious illnesses which may spread

Parents who usually pay will not be expected to pay during this period if the setting has been closed by the Salvation Army, the Government or the Local Authority or if children are required to self-isolate due to Covid-19.

## **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.

### *Clothing*

We provide protective clothing for the children when they play with messy activities. However, we cannot force children to wear aprons and other protective clothing, and the setting is not responsible for children's clothes getting dirty or soiled by paint, ruined or wet.

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.

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.