

Prospectus 2022

Revised September 2022

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Website: www.fledgelingspreschool.co.uk

Manager: Mrs. K. Smith

Dear Parent/Carer,

We welcome you and your family to Fledgelings Preschool.

Established in 1965, we have considerable experience in the nurturing of young children. We are a private school which occupies purpose-built accommodation on the Tile Kiln Church premises.

In September 1998 the Preschool transferred ownership from a private individual to the leaders of Tile Kiln Church and therefore forms an integral part of the overall church activities. It re-registered in 2018 as part of the church’s transition to a charitable incorporated organisation.

We are a sessional preschool and provide a safe, secure and stimulating environment where your children can progress in all areas of their development, reaching their full potential. Our qualified, experienced staff are aware of the needs of young children and help them in all areas of their development.

We have continued to receive good reports from Ofsted over the years in recognition of this.

Our preschool offers education and care for children aged 2 to 5 years. The needs of children between these age groups are quite different and we provide carefully planned provision through our key person groups enabling your child to develop at their own rate.

We hope that your child's time at The Fledgelings Preschool will be a very happy and productive one. If you have any questions or if we can be of any help, please contact the secretary or myself at any time.

Yours sincerely,

Mrs. Karen Smith

Manager

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 The Fledgelings Preschool, 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 from 2 years to 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
* to promote an atmosphere of Christian love and value in a safe, secure and stimulating environment.

**Parents**

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

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

**Children's development and learning**

We aim to ensure that each child:

* is in a safe and stimulating environment;
* is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers;
* has the chance to join in with other children and adults to live, play, work and learn together;
* is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
* has a personal key person who makes sure each child makes satisfying progress;
* is in a setting that sees parents as partners in helping each child to learn and develop; and
* is in a setting in which parents help to shape the service it offers.

**The Early Years Foundation Stage**

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (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, 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 them all with interesting activities that are appropriate for their age and stage of development. Our curriculum is flexible to help the children engage in the activities available through adult led or child-initiated play. Our environment offers areas of learning such as the home corner, book corner, creativity areas, construction area and outside play. We spend time with the children, learning what they are interested in and deepening their knowledge and skills by responding to their individual needs. Children are encouraged to develop their language and communication by experienced staff who take time to listen and talk to the children, offering new words and extending their vocabulary. We spend time helping children understand their emotions and feelings so they can share, take turns and react kindly to others. Our school motto is ‘to be good and kind and love each other’

*The Areas of Development and Learning comprise of:*

* *Three Prime Areas*
* Personal, social and emotional development.
* Physical development.
* Communication and language.
* *Four 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. 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.

Our setting has regard to these educational programmes when we assess children and plan for their learning by providing activities and experiences for all children. Our curriculum supports children to develop the knowledge, skills and understanding they need for:

Communication and Language

Listening, Attention and Understanding

Speaking

Personal, social and emotional development

Self-Regulation;

Managing Self; and

Building Relationships

Physical development

Gross Motor Skills

Fine Motor Skills

Literacy

Comprehension

Word Reading; and

Writing

Mathematics

Number; and

Numerical patterns

Understanding the world

Past and Present;

People, Culture and Communities; and

The Natural World

Expressive arts and design

Creating with Materials; and

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 guidance 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 other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

* playing and exploring – children investigate and experience things and ‘have a go’;
* active learning – children concentrate and keep trying if they encounter difficulties, and enjoy achievements; and
* creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

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 monitor 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 development via an online learning journal.

*The progress check at age two*

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child’s development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child’s key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

**Records of achievement**

We keep a record of achievement for each child on their online Tapestry journal. 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 will collect information about your child's needs, activities, interests and achievements via Tapestry and consultations. This information will enable the key person to identify your child's stage of progress. Together, we will then decide on how to help your child to move on to the next stage.

**Working together for your children**

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We may also have volunteer committee or 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 are:

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| --- | --- | --- |
| **Name** | **Job Title** | **Qualifications and Experience** |
| Mrs Karen Smith | Manager | Foundation degree in Early Years Childcare and Education – Level 5Designated SafeguardingPaediatric First AidFood Safety Level 2 |
| Mrs Martine Probert | DeputyEarly Years PractitionerSpecial Educational Needs Co-ordinator (SENCo) | Foundation degree in Early Years Childcare and Education – Level 5Designated Safeguarding deputyPaediatric First AidFood Safety Level 2 |
| Miss Sarah Hawkins | Early Years Practitioner | Diploma in Early Years & Childcare Education – Level 3Paediatric First Aid |
| Mrs Diane Moore | Early Years Practitioner | Diploma in Early Years and Childcare Education – Level 3Paediatric First Aid |
| Ms Teena Clark | Early Years Practitioner | Diploma in Early Years and Childcare Education – Level 3Paediatric First AidFood Safety Level 2 |
| Mrs Kirsty Westcott | Early Years Practitioner | Cache Diploma for the Early Years Workforce – Level 3Paediatric First Aid |
| Mrs Elaine Rickett | Enhanced Support  | NVQ Early Years Care and Education – Level 3Paediatric First Aid |
| Mrs Karen Pater | Early Years Assistant | Bsc (hons) Sociology and Social Work |
| Mrs Harriet Quinnear | Early Years Practitioner Trainee | Enrolled on Diploma for the Early Years Workforce – level 3 |
| Mrs Maxine Felton | Office Administrator | BTEC Business Administration – Level 3Paediatric First Aid Food Safety Level 2 |

**General information**

* We are open for 38 weeks each year.
* We open for 4.5 days each week.
* Our opening times are: 9am - 3pm Monday to Thursday

 9am - 12pm Friday

* We provide care and education for young children between the ages of 2 years and statutory school age.

**How parents take part in the setting**

Our setting recognises parents as the first and most important educators of their children. All of our staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

* exchanging knowledge about their children's needs, activities, interests and progress with our staff;
* 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 and look after the equipment and materials used in the children's play activities;
* 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.

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

**Key person and your child**

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

Each key person has a “buddy” who is available to support their group if/when they are not in the setting. During your child’s time at preschool they may change their key person group.

**Learning opportunities for adults**

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to date with thinking about early years care and education. We also keep up-to-date with best practice, as a member of the Early Years Alliance, through *Under 5* magazine and other publications produced by the Alliance. The current copy of *Under 5* is available for you to read. From time to time we hold 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 our setting are provided in ways that:

* acknowledge that every child is a **Unique child**, who is constantly learning and can be resilient, capable, confident and self-assured. Staff will help each child to feel that she/he is a valued member of the setting;
* ensure the children learn and develop 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.
* help children to **develop and learn** at different rates, including children with special educational needs and disabilities (SEND)

**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(s).

**Snacks**

We make snacks 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. Please 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**

Our staff can explain our policies and procedures to you. They are available to read on our website.

Our policies help us to make sure that the service provided by our setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

**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 setting and we have a procedure for managing complaints or allegations against a member of staff.

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

**Special Educational Needs and Disability**

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

Our Special Educational Needs Co-ordinator is Mrs. Martine Probert.

**The management of our setting**

Our setting is a charity and as such is managed by a volunteer management committee. The committee make up the registered person with Ofsted and are responsible for:

* managing our finances;
* employing and managing our staff;
* making sure that we have, and work to, policies that help us to provide a high quality service; and
* making sure that we work in partnership with parents.

The setting is owned and governed by Tile Kiln Church.

**Fees**

The fees are £5.50 per hour 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 has to be absent over a long period of time, talk to Mrs. Karen Smith who is our manager.

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

**Starting at our setting**

*The first days*

We want your child to feel happy and safe with us. To make sure that this is the case, our staff will work with you to decide on how to help your child to settle into the setting. Our policy on the Role of the Key Person and Settling-in is available on our website.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you about your ideas, views or questions.

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**Church Activities**

Monday 9.30am - 10.45am **TK Toddlers** Group for parents/carers and babies/toddlers.

Sunday 10 am **Worship Service** Children from 4 -16 go to their own groups

 during the service unless it’s an all-age service.

Friday 7pm - 9pm **The Link** A youth club for school years 7-11.

Second Saturday 10:30am – 12:30pm **Messy Church**

Messy Church happens monthly. It’s specifically aimed at making church accessible for young children and their families. A whole selection of craft is available around the theme of the month with games, quizzes, a time of story and song followed by a light lunch. It'sa great way to get to know other families connected to Tile Kiln Church and to understand some of the stories that the children will be hearing during our assembly times. Why not give it a try?

*Check out the church website for further details and contact info:* www.tilekilnchurch.org.uk.