**Trinity Community Pre-School Early Years Prospectus**

**Trinity Community Pre-school Early Years Prospectus for Parents**

**Trinity Community Pre-school**

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Welcome to Trinity Community 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 Trinity Community Pre-school: our routines, our approach to supporting your child’s learning and development and how we aim to work together with you to meet your child’s individual needs.

**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**

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.

As a 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 you for your 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 helpers;
* has the chance to join in 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 good 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*:

* *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.
* *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.

The *Early Years Outcomes* guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these 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 to 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 - engagement;
* active learning – motivation;
* 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 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.

We make periodic assessment summaries of children’s achievement based on our on-going 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 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.

**Record of Achievement/ Learning Journal**

We keep a record of achievement for each child which we refer to as a Learning Journal. Your child's Learning Journal 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. 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.

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 full time at our setting are:

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| **Name** | **Job Title** | **Qualifications and Experience** |
| Joanne Ager | Manager | MA in education -1999BA in education and qualified teacher - 1992At Trinity since 2015 |
| Tina Mawhood | Deputy Manager | NVQ Level 3 Childcare and Education – 2004At Trinity since 2000 |
| Angela Ronayne | Senior Play Assistant | NNEB -1983At Trinity since 2005 |
| Debbie Watts | Play Assistant | NNEB - 1998At Trinity since 2015 |
| Marika Driskell  | Play Assistant  | CYPW Level 3 – 2015At Trinity since 2015 |

**We are open for:** 36 weeks; term time only; 15 hours each week

**We are closed:** Fridays and School Holidays

**We are open:** Monday – Thursday each week 9:30am to 12:30pm

We run an additional lunch club on Tues, Wed, Thurs from 12:30pm to 1:30pm primarily for funded children.

**We provide care and education for young children between the ages of:**

2 years and 5 years.

**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
* contributing to the progress check at age two;
* helping out during sessions;
* 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 where appropriate;
* taking part in events and informal discussions about the activities and curriculum provided by the setting;
* building friendships with other parents in the setting.

**Joining in**

If parents would like to help during sessions they are always welcome, providing it would not be detrimental to their own child’s experience. Helping during a session enables parents to see what the day-to-day life of our setting is like and can enable the children to get the best out of their activities.

Parents can also offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to play the clarinet for the children, show pictures of the local carnival held in their neighbourhood, and show the children their collection of shells.

**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. When your child first starts at the setting she will help your child to settle and throughout your child's time at the setting, she will help your child to benefit from our activities.

**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 Pre-school Learning Alliance, through *Under 5* magazine and other publications produced by the Alliance. From time to time we hold events for parents and provide information about 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:

* 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 hall.

**Snacks and meals**

We make snacks and meals a social time at which children and adults eat together. We plan the menus for snacks so that they provide the children with healthy and nutritious food and enable us to develop specific skills eg. pouring from a jug, using a spoon. Please tell us about your child's dietary needs and we will plan accordingly. A small charge is made for both funded and non-funded children to contribute towards the cost of food and drink. Lunches are provided by parents and children are expected to be able to sit at the table and eat independently before staying for lunch.

**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 developing independence skills for toileting 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, copies of which are available.

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.

Our staff and parents work together to adopt the policies and they all 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 our 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’, including radicalisation. Our employment practices protect children from 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.

Our Manager, Jo Ager is the setting’s designated officer for safeguarding.

**Special needs**

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have.

Our Deputy, Tina Mawhood is the setting’s SENCo.

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

**Fees**

Fees are payable half-termly in advance. Fees must still be paid if children are absent without notice for a short period of time. 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 15 hours a week for 2 year olds for whom special circumstances apply and for all 3 and 4 years olds from the term after their 3rd birthday. We also accept funding from the 30 hours scheme, in partnership with other providers.

Please talk to Joanne Ager who is the Pre-School Manager if you are experiencing financial difficulty or if your child has to be absent over a long period of time.

**Starting at our setting**

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 if you would like more detail.

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.