**Trinity Community Pre-School Prospectus**



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**Welcome to Trinity Community Pre-school**

We know how important your child is and we 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 Mission Statement**

Trinity Community Preschool is a Community based organisation with charitable status, offering high quality early years’ education in a safe, happy, stimulating and inclusive environment. Diversity is valued: working in partnership with parents and carers we are committed to ensuring that every child is encouraged and supported on their unique learning journey, regardless of race, gender, social and economic background, ability or disability.

We provide a wide range of activities, both child-initiated and adult directed, indoors and outside, to enable children to reach their full potential and to prepare them socially and emotionally for their next steps in learning. The welfare and safety of each child in our care is of paramount importance, and this extends to preventing radicalisation and extremism.

Children learn and develop through play; our caring, experienced and well qualified staff team provide a welcoming and friendly setting in which children are happy to interact with their peers and are confident to explore new challenges. Empowering children to experience new activities helps them to develop confidence and self-esteem and the resilience to keep trying.

At Trinity Preschool, we recognise the importance of being reflective in order to guarantee continual improvement of the provision we offer. We welcome parent and carer feedback to assist us in this goal. Our staff team provide positive role models for the children in our care. It is through their commitment and drive that individual children meet the targets and expectations set for them. We liaise with other professionals to support us in meeting the diverse needs of all children in our care.

Parents and carers have a vital role alongside the staff to support the learning and development of their individual child, as well as shaping the direction of the Preschool itself. Since Trinity Community Preschool is a voluntary managed committee-run setting, we depend on the involvement of parents in order to run effectively. All parents and carers are valued and respected, and included in and informed about, their child’s journey with us.

**We aim 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;
* 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.

Parents and carers have a vital role alongside the staff to support the learning and development of their individual child, as well as helping to shape the direction of the Preschool itself. Trinity Community Preschool is a voluntary managed committee-run setting and we depend on the involvement of parents as committee members in order to run effectively.

**Children's Learning and Development**

We ensure that each child:

* is in a safe and stimulating environment;
* is given generous care and attention;
* has the chance to play and learn alongside other children and adults;
* is helped to take their learning and development forwards through use of a tailored curriculum, guided by what they already know and can do;
* has an identified key person to support their individual needs, liaise with their parents and ensure good developmental progress is made.

***The Early Years Foundation Stage Curriculum***

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage (EYFS). 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.

Children start to learn about the world around them from the moment they are born. The care and education offered by Trinity Community Preschool helps children to continue this learning by providing a wide range of interesting activities that are appropriate for individual children’s age and stage of development.

***The Areas of Learning and Development***

The EYFS curriculum outlines 7 areas of learning split into 2 main sections:

*Prime Areas*

1. Personal, social and emotional development.
2. Physical development.
3. Communication and language.

*Specific Areas*

4. Literacy.

5. Mathematics.

6. Understanding the world.

7. Expressive arts and design.

The curriculum content described within each area is further sub-divided as follows:

1. Personal, social and emotional development:

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

1. Physical development:

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

1. Communication and language:

* listening and attention;
* understanding;
* speaking.

1. Literacy:

* reading;
* writing.

1. Mathematics:

* numbers;
* shape, space and measure.

1. Understanding the world:

* people and communities;
* the world;
* technology.

1. Expressive arts and design:

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

***Our approach to learning, development and assessment.***

The EYFS guidance sets out the stages of progress a child should make in each of the 7 areas between birth and 5 years. We use these recommended progress stages to guide our assessment of children’s prior learning and to inform subsequent activity planning and individual target setting.

*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 make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves (child- initiated learning) along with activities planned and led by practitioners (adult directed activities).

*Characteristics of effective learning*

Children engage with other people and their environment through the characteristics of effective learning, described in the Early Years Foundation Stage as:

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

We take into account and support children’s skills in developing and using the characteristics of effective learning to ensure they remain effective and motivated learners.

*Assessment*

We assess how young children are learning and developing by continually observing and interacting with them. This begins with our initial assessments, which take place during the first few weeks, once a child is settled with us. We use information gained to tailor a curriculum for them taking into account their existing knowledge and understanding and their interests.

We believe that parents know their child best and we ask you to contribute to this assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting their development.

Ongoing daily assessments take place through planned and spontaneous interactions, recorded observations, photographs of the child at play and samples of the child’s work. These contribute to the child’s record of achievement – Learning Journal – and inform next steps and future planning.

We also make termly assessment summaries of children’s progress and development against age appropriate outcomes, and complete transition reports when a child moves 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 progress in the three prime areas of learning and development: personal, social and emotional development; physical development; and communication and language. This should take place before the child’s 3rd birthday, depending on when they start at Trinity. Your child’s key person is responsible for completing the check using information from on-going observation and 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 track their individual progress, celebrate together their achievements and plan their next steps for learning. It is also used to inform our termly assessment summaries and end of year reporting.

**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. One adult for every 8 children over the age of 3; one adult for every 4 children between the ages of 2 and 3.

This helps us to:

* ensure the safety and well-being of each child;
* 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;
* allow the children to explore and be adventurous.

***Staffing***

We have a very experienced and well qualified staff team here at Trinity. All staff members work full time so you can be assured that your child’s key worker will always be here on days that your child attends. All the staff have children (and grandchildren) of their own and fully understand the challenges you face as parents.

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| Name | Position | Qualifications and Experience |
| **Jo Ager** | Manager  At Trinity since 2015 | **BA with Qualified Teacher Status 1992; MA in Education 1999**  Jo has taught in a range of primary schools, early years settings and out-of-school provision, during the last 28 years in a variety of roles. |
| **Tina Mawhood** | Deputy and SENCo  At Trinity since 2001 | **Cache NVQ L3 2004**  Tina trained at Trinity and has worked in various roles during the last 20 years. She is also the special needs co-ordinator at Trinity. |
| **Angela Ronayne** | Senior play assistant  At Trinity since 2005 | **Nursery Nurse Education Board 1983**  Angela has worked as a nursery nurse both in family homes and at childcare settings over the last 37 years. |
| **Debbie Watts** | Play assistant  At Trinity since 2015 | **Nursery Nurse Education Board 1998**  Debbie has worked as a nursery nurse in family homes, as a teaching assistant in primary school and as a manager at an out-of-school provision over the last 22 years. |

All staff undertake the 12-hour paediatric first aid qualification, renewed every 3 years, along with safeguarding, FGM, radicalisation and child protection training. All staff, volunteers and committee members must undertake an enhanced DBS (disclosure and barring service) security check before working at Trinity with your children.

***Opening hours***

We are open for 36 weeks each academic year, term time only.

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| --- | --- | --- |
| Monday | 9:30-12:30pm | Closed |
| Tuesday | 9:30-12:30pm | Lunchclub 12:30-1:30pm |
| Wednesday | 9:30-12:30pm | Lunchclub 12:30-1:30pm |
| Thursday | 9:30-12:30pm | Lunchclub 12:30-1:30pm |
| Friday | Closed | Closed |

Children can start after their 2nd birthday and continue with us until they begin the Reception year at school, the September after their 4th birthday. Alternatively, they can leave Trinity the September after their 3rd birthday to join a school Nursery class.

Children can start at any time during the school year, depending on available places.

It is recommended that children attend at least 2 sessions (9.30am – 12.30pm) each week as we find that helps them to settle quickly and gain more from the experience.

***How parents can take part in the setting***

Our setting recognises parents as the first and most important educators of their children. All our staff see themselves as partners with parents in providing care and education for their children.

There are many ways parents can take part to support their child’s development and make our setting a welcoming and stimulating place 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 especially if staff cover is needed;
* helping to provide and look after the equipment and materials used in the children's play activities;
* taking part in fundraising events and informal discussions about the activities and curriculum provided by the setting;
* building friendships with other parents in the setting;
* being part of the management of the setting by joining the Parent Committee.

Parents can also offer to take part in a session by sharing their own interests and skills with the children. For example, previous parents have visited the setting to play the clarinet for the children, show pictures of a local carnival, bake biscuits with the children, talk about their job, show the children their collection of shells and talk to children about specific religious festivals or customs.

All these contributions add to the rich variety of experiences the children can enjoy and take part in.

***Key person and your child***

Our setting uses a key person approach. This means that each child has a named member of staff who is particularly significant to them. When your child first starts at the setting the key person will help your child to settle in and offer feedback to you as parents.

The key person will be responsible for your child’s personal care needs and will help your child benefit from our activities by continually assessing what your child is able to do and where they need support and encouragement to develop new skills.

Children in key groups are generally organised by age and/or ability. This enables the key person to engage all their allocated children in a common activity which is relevant to them. As such your child might move between key groups and change their key person, especially if they remain with us for 2 years.

**Timetable and Routines**

We believe that care and education are equally important in the experience that 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 they are 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;
* provide children with opportunities to learn and help them to value learning.

Each session at Trinity is made up of child-initiated play and adult-directed activities. These happen both indoors and outdoors and involve individuals, pairs, small groups and large groups. We take our lead from the children’s interests whilst meeting the requirements of the Early Years Foundation Stage Curriculum. Routine and familiarity help young children to feel safe and secure.

***A typical session***

9.30:  Children are welcomed into preschool. They self-register then choose to play from a variety of toys and equipment that are available. During this time an adult-directed activity takes place and a snack and drink are available. Children are encouraged to participate in these activities.

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11.00: Children help to clear away their toys and are then grouped by age and ability. The older children are taken to our upstairs room and participate in small group activities focused on numbers, shapes, letters and sounds in preparation for school. The younger children participate in small group activities at an appropriate level. Both groups sing songs, read stories and talk about our topic.  This is an excellent opportunity to develop social skills and communication in a fun way.

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11.30: onwards: Children and adults spend time together in our safe and secure outdoor space. As well as having opportunities for physical play (such as bikes, climbing frame, trampoline), they can develop their imaginative play (using the play houses, kitchen area and performance stage), they can access small world toys (such as farm, cars and garage), they can use writing/drawing materials and they can participate in planting and other gardening activities.

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12.15: Children and staff return indoors and sit together in a large group, singing a few songs and looking at any work, models created and items to go home.

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12.30 (a): Some children go home at this time. Parents and carers are welcomed into preschool to collect their child and receive informal feedback on their child’s session from the relevant key person.

12.30 (b): Other children stay for lunch club. Children and adults sit together to eat their packed lunch. This is a lovely opportunity to develop social skills and talk about healthy foods. After lunch children play with toys and equipment of their choice.

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1.30: Parents and carers arrive at preschool to collect their child and receive informal feedback on their child’s session from the relevant key person.

***Snacks and meals***

We make snacks and meals a social time during 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 if your child has specific dietary needs and we will plan accordingly. A small charge is made to contribute towards the cost of food and drink. Packed 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 aprons for the children when they play with messy activities but suggest that they do not come into preschool wearing designer clothes or precious outfits as they are likely to get dirty. A change of clothing (or multiple sets if potty training) should be brought into preschool each day. We encourage children to gain independence skills when using the potty/toilet and going outside. Clothing and footwear that is easy for them to manage will help them to do this. Please avoid all in one outfits such as dungarees and jumpsuits. Footwear must be safe and sensible for climbing, running and jumping. Please avoid flipflops, sliders and welly boots. Velcro shoe fastenings are much easier to manage than laces and enable the child some independence. Children do not need slippers for indoors. Please send them in with a waterproof coat as we try to go outside everyday regardless of the weather.

***Nappies and toilet training***

If your child is using nappies, please provide a change bag/small rucksack containing nappies, wipes, nappy bags and at least one change of clothing. When you are ready to toilet train your child, speak to your child’s key person to share your intentions and agree a strategy eg. some parents like their child to go straight from nappy to toilet, others like them to use a potty; some parents like their boys to stand at the toilet, others like them to sit and so on.

**Further Important Information**

***Policies***

We have numerous policies and procedures guiding the approach we take on a range of issues. 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 their parents.

Staff work together to adopt the policies and have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies remain relevant to changing needs. The manager can explain our policies and procedures to you, copies of which are available at your request.

***Safeguarding children***

We have 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.

We can offer support, including referral to appropriate agencies, to help families in difficulty. Information provided will be treated confidentially but where there are safeguarding concerns, information may be shared with other professionals or agencies without your consent.

Our Manager, Jo Ager is the setting’s designated officer for safeguarding. She is supported in that role by our Senior Play Assistant, Angela Ronayne.

***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 and Inclusion officer

***The management structure of our setting***

Trinity Community Preschool is a registered committee-led charity. This means there is no individual owner and instead we have a pre-school manager (Jo Ager) and a team of well qualified and experienced staff, supported by a Voluntary Committee of Parents, past and present.

The Committee is comprised of 3 main positions: Chairperson, Treasurer and Secretary, and any other interested parents can join as members of the General Committee. Each main position has a small number of specific roles and responsibilities and all parent voices are welcomed and their contributions valued. Each Autumn, some of the Committee positions become available and are filled with new parents. This is a great opportunity for new parents to contribute to the organisation and management of Trinity and is always an exciting time for staff when we get to know some of the parents particularly well and benefit from their diverse strengths, experiences and new ideas.

If you are interested in finding out more and joining our small and friendly Committee, please email the Chairperson [trinitychairperson@gmail.com](mailto:trinitychairperson@gmail.com) . We would love you to join us!

***Fees***

Fees are payable half-termly in advance for children who are not entitled to a government funded place. Fees must still be paid if children are absent due to illness or holiday. Direct bank transfer or childcare voucher is preferred. Payments in cash (exact amount please) or by cheque should be given in a sealed named envelope.

If the setting is instructed to close for a short period of time eg. following a localised coronavirus outbreak, we will not be able to make full refunds to parents. This is because we pay in advance for rent and would need to maintain staff salaries. Thankyou in advance for your understanding.

***Funded places***

We provide a small number of funded places for 2 year olds in receipt of 15 hours childcare funding and for all 3 and 4 years olds eligible to a funded 15 hour place from the term after their 3rd birthday. We also accept funding from the 30 hours scheme, in partnership with other providers.

Please speak to the Manager if you require further information or support.

***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 how to help your child settle into the setting.

Ideally you will visit the setting with your child to look around and ask questions prior to applying for a place. The term before your child’s allocated start date, we will contact you to arrange one or more ‘settling in’ visits. You are encouraged to bring your child into preschool and play alongside them for a short while before leaving them with our staff, returning an hour or two later. It is important that your child recognises preschool as a place where the Mums and Dads do not stay (as distinct from playgroups or toddler classes which they may already be used to). Seeing their parents have the confidence to leave them with our staff, returning when arranged to hear about the fun their child has had, will encourage the child to feel safe and settled more quickly. Anxious parents who are nervous to leave their child, tend to find that their child takes much longer to settle and this can be upsetting for both parent and child.

It is also for this reason that we encourage parents to bring their child to preschool for at least 2 sessions a week. If a child attends only one session, with a 6-day gap in between, it can take a long time for them to settle in and make friends.

Before or on your child’s official start date, we need to receive your completed registration form with signed permissions and a signed contract.

If you would like us to claim funding on your behalf (2 year funded place; 3 and 4 year old standard funding; 30 hours funding to be shared with another provider), we must see proof of the child’s age (birth certificate) and will ask you to complete and sign a separate funding form on a termly basis.

**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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