



Early years prospectus

Ladybirds pre-school's Early Years Prospectus for Parents
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Welcome to Ladybirds 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 Ladybirds 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.

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 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.

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.

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 on education programmes 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.

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 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.

Records of achievement

We keep a record of achievement for each child. 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. 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. At Ladybirds we use an online journal called Tapestry. This allows parents to access the journal at home and add any observations or comments if they wish.

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 also have students, 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:

Name	Job Title	Qualifications and Experience
Carol Childs	Manager and safeguarding officer	Foundation Degree in Early Childhood Studies. NVQ4 Early Years and child development. 25 years of experience with working in Early years.
Sarah Maguire	Deputy Manager and SENCO	NVQ 3 in Early years and childhood development. 17 years of experience with working in early years
Madeline Howling	Senior Early Years Practitioner	Level 3 Diploma in early years and education.
Rebecca Twilley	Senior Early Years Practitioner	Diploma in nursery nursing many years of experience in early years and education.
Charlotte Flockhart	Early years Practitioner	Level 2 in Early years and education
Alysha Chatfield	Early years Practitioner	Level 3 Early years and education
Zoe Flannery	Senior Early years Practitioner	Level 3 Diploma in early years and education.
Donna Featherstone	Early years Practitioner	NNEB
Amy Dring	Early years Practitioner	Level 3 Early years and education
Lucy Starr	Early years Practitioner	Level 2 in Early years and education

Opening Hours

Ladybirds pre-school is open for 38 weeks of the year and currently follows the KCC term time dates with an additional 5 staff development days per year.

We are open Monday to Friday from 8.30/9am until 3pm each day and sessions run from 8.30/9am – 12pm, 8.30/9am -1pm, 8.30/9am – 3pm or 12pm-3pm.

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;
- 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;
- joining in community activities, in which the setting takes part; and
- building friendships with other parents in the setting.

The parents

Our setting welcomes parents help and if they would like to help at a particular session or sessions of the setting please speak to the manager. Helping at the session enables parents to see what the day-to-day life of our setting is like and to join in helping the children to get the best out of their activities.

Joining in

Joining as a parent volunteer is not the only means of taking part in the life of the setting. 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 read stories, cook with the children and bring in their pets.

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/he 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 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.

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 playroom.

Snacks and meals

We make snacks a social time at which children eat together and we encourage the children to bring in a piece of fruit from home. 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. Copies of which are available in the cloakroom area on the wall and on the pre-school 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.

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 we work together with parents to adopt the policies and provide them with 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'. 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.

Our designated safe guarding lead is **Carol Childs**

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. We work to the requirements of the best practice guidance.

Our Special Educational Needs Co-ordinator is Sarah Maguire

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 is 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.

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 enclosed with this prospectus, or is available from Carol Childs.

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.

Fees

The fees are £4.50 per hour payable half-termly in advance. Fees must still be paid if children are absent if your child has to be absent over a long period of time, talk to Carol Childs who is 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.

Free Early Education

What is Free Early Education? Your child is entitled to a maximum of 570 hours Free Early Education per year. This can be taken in a pattern of up to 15 hours per week for 38 weeks a year. This can be taken over a minimum of 3 days with no session being shorter than 3 hours per day. It can be taken between the hours of 8.30am and 3pm. Currently in Kent the 38 weeks are in line with Kent County Council (KCC) school term dates. [When is my child eligible to receive Free Early Education?](#)

A child is eligible for Free Early Education in line with the Department for Education (DfE) table below: Please be aware that 2 year old children must meet additional criteria, as the offer is not universal for 2 year olds. Full details of the criteria are available from: - <http://www.kent.gov.uk/education-and-children/childcareand-pre-school/paying-for-childcare/free-childcare-for-2-year-olds>.

A child born on or between will become eligible for a free place from – 1 April and 31 August Start of term 1 (Autumn), in September, following their second or third birthday 1 September and 31 December Start of term 3 (Spring), in January, following their second or third birthday 1 January and 31 March Start of term 5 (Summer), in April, following their second or third birthday. Three and four-year-old children must attend during the Kent designated headcount week to be able to claim Free Early Education for that academic term, (Autumn, Spring, Summer). Late joiners can claim their Free Early Education providing they meet one of the two following **Criteria. 1.** A child moving to Kent from another local authority after head count week **2.** A child has not claimed at another setting in Kent during that academic term Eligible 2-year-old children can currently take up their free place at any time during the term. If a child leaves Ladybirds Pre-School mid-term then funding cannot be transferred to another setting until the following term. For children whose parents both work or for single parents the main carer may be able to claim 30 hours of free entitlement for their child. Please look on the Childcare Choices website to see if you are eligible. You will then need to bring a validation code into pre-school for the manager to validate. For more information please speak to the manager.