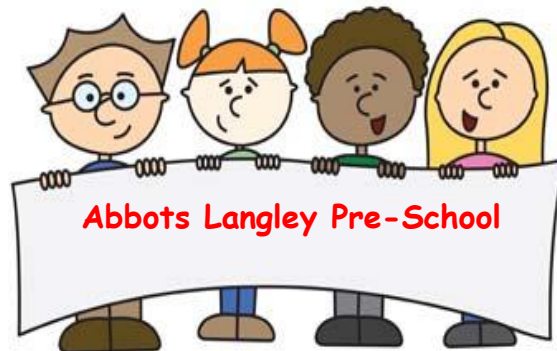


PROSPECTUS FOR ABBOTS LANGLEY **PRE-SCHOOL**



Abbots Langley Pre-School

Situated in:
St Lawrence Church Hall
High Street
Abbots Langley
Hertfordshire
WD5 0AS

Pre-School Telephone Number (opening times only):
07802 475289

Email: info@abbotslangleypreschool.co.uk

Website: www.abbotslangleypreschool.co.uk

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Welcome to Abbots Langley Pre-School

Welcome to Abbots Langley 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 Abbots Langley 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.

Abbots Langley Pre-School 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 Pre-School 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 Pre-School that sees parents as partners in helping each child to learn and develop; and
- is in a Pre-School 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 Pre-School reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2014):

- ***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 Pre-School 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* (DfE 2013) 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 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.

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; and
- 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 or videos of the children, to document their progress and where they develop. 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/he 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. We also have volunteer 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.

Please see our parent notice board in our Pre-School or our website (www.abbotslangleypreschool.co.uk) for information on all staff who work at Abbots Langley Pre-School.

We are a term time only Pre-School;

- We are open for 5 days each week (Monday to Friday)
- Our morning sessions are 9am to 12pm
- Our lunchtime clubs are 12pm to 12.30pm
- Our afternoon sessions are 12.15pm to 3.15pm
- We provide care and education for young children between the ages of 2 years old up to 4 years 12 months.

How parents take part in the setting

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

The parents' rota

Our Pre-School has a dated rota which parents can sign if they would like to help during a particular session or sessions of the Pre-School. Helping at the session enables parents to see what the day-to-day life of Pre-School is like and to join in helping the children to get the best out of their activities.

Joining in

Joining the rota 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 Pre-School 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.

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

Key person and your child

Our Pre-School 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 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 Pre-School, she/he 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.

The setting's timetable and routines

Our Pre-School 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 Pre-School 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 Pre-School 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 indoors.

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. Please tell us about your child's dietary needs and we will plan accordingly. We always welcome any healthy snacks/fruits that are donated by parents. Ideas on healthy snacks/fruits and displayed on our parent window/table.

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. Children will be playing inside and outdoors each day regardless of the weather (except where conditions pose a safety risk), so please ensure that:

- In warmer weather your child comes with a sun hat, closed in shoes (no open-toe sandals please) and that you have applied a long lasting sun cream at home prior to arrival at Pre-School

- In colder weather your child comes with a warm coat or jacket with a hood and wellington boots.
- In order to support your child's developing independence, please think about clothes that they can manage themselves. Particularly if getting to the toilet on time is an issue!

Please, please, please label everything clearly - shoes, coats, bags, spare clothes...!

Each child has their own easily identifiable peg to hang their belongings on.

Policies

Our staff can explain our policies and procedures to you. Copies of which are available on request or are on our parent table and on our website

www.abbotslangleypreschool.co.uk

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

We review our policies annually. This review helps us to make sure that the policies are enabling our Pre-School to provide a quality service for its members and the local community.

Safeguarding children

Our Pre-School 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 Pre-School 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 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 Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015). Our Pre-School owner is our Special Educational Needs Manager and we have a Special Educational Needs Co-Ordinator working within our Pre-School solely working with our children that need that little bit of help.

The management of our Pre-School

The Pre-School is owned and governed by Sally Zou.

Fees

Please see our website www.abbotslangleypreschool.co.uk for our fees.

Fees are invoiced and payable monthly in advance. Unless agreed previously with Sally Zou, if fees are not paid on time a late charge of £10 a week for each week the invoice is outstanding will be occurred and included in your invoices.

For your child to keep his/her place at our Pre-School you must pay the fees, if your child is ill or you decide to go on holiday in term time, fees must still be paid.

Cheques should be made payable to Abbots Langley Pre-School Ltd. If cheques are returned due to in-sufficient funds, you will be required to pay any fees that we incur.

It is your responsibility to ensure that we receive payment on time and in advance. Please speak to us in confidence, if you experience any difficulties making payment, as repeated late payments may be grounds for termination. We reserve the right to offer the place to the next child on the waiting list should fees become outstanding.

Starting at our Pre-School

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 Pre-School.

Starting at Pre-School can be a big step - often the first time a child has been away from their family. We are very flexible and work with parents/carers from the onset, to agree the best way for their child to settle in.

Settling in session/visit

We would normally suggest an initial stay and play session (a visit) where the parent/carer would stay for part of a session, depending on the individual child.

The first day

On your child's first day, we ask for parent/carers to come in with their child, help them hang up their bags and coat. Then parent/carers sit with their child's key worker and go through the registration forms and talk to the keyworker about their child. We then ask parents to say goodbye to their child. It is normal for some children to have difficulty separating from their parents or to cry when being dropped off, especially for the first time. Please make your goodbye brief; we will engage your child in play as soon as you leave to make separation that little bit easier. We are also on hand to give plenty of cuddles and reassurance, if required. Please feel free to call after a short interval, to reassure yourself that your child has settled.

We hope that you and your child enjoy being members of our Pre-School 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.

Toileting

We are happy to welcome children in nappies/pull ups. Toilet training is an important part of growing up for little ones. We will fully support you when you decide that your child is ready for toilet training. If possible, we ask that you start the process at home, either during holidays or at the weekend and then we will follow through in a relaxed and caring manner while they are in our care. Obviously extra clothing will need to be supplied at this time.

Potties, junior toilet seats and steps will be made available to your child, allowing us to closely support the routines you adopt at home.

If your child is not toilet trained, please make sure they have nappies/pull ups and wipes in their bags.

Learning Journey Portfolio

We compile a Learning Journey Portfolio for each child attending our Pre-School. A Learning Journey Portfolio is an open record of a child's learning and development. Every child's learning journey is unique; it takes a personal path based on their own individual interests and experiences; telling the story of each child.

Finding out what children can do is the starting point for their learning. Your child's key person will observe them and work with you to collect information about your child's needs, activities, interests and achievements. We will involve you, as parents/carers, as part of the on-going observation and assessment process. We will use our observations to identify areas of development, plan to meet your child's individual needs and help them progress.

Upon enrolment with the Pre-School we will ask you to complete an "All About Me" form with your child. This will be the start of your child's Learning Journey Portfolio; over time we will add the following:

- Examples of children's work
- Photographs
- Information about your child's current interests
- Formal and spontaneous observations
- Plans for next steps of learning

Information from the Learning Journey Portfolio will provide an on-going summary of your child; reflecting on progress over time. We have regular consultation meetings and opportunities for you to formally review and discuss your child's Learning Journey Portfolio with us. It will be available for you to see at any time and something for you to take home to treasure once your child leaves Pre-School.

Outings/Educational Visits

We will take the children on walks, outings and educational visits. This furthers the range of fun, stimulating experiences and opportunities that we offer, and supports and develops the children's Knowledge & Understanding of the World, including:

- Becoming aware of and interested in the natural world
- Finding out about their local area, knowing what they like and dislike about it
- Learning about communities; their own and other people's cultures

We ask parents/carers to sign a general permission slip for routine outings when your child starts at the Pre-School. We also seek further permission (and parental help) for any 'special' trips that we may organise.

Leaving the Pre-School

When the time comes for your child to leave Abbots Langley Pre-School, including those making the transition to Nursery or Primary School, we require 1 months' notice in writing or by email. Where less than this amount of notice is given, parents/carers must pay fees in lieu of notice for the balance of the notice period.

We will be working closely with the local primary schools to help prepare your child for a smooth transition.

And Finally

Should there be any further information about Abbots Langley Pre-School you require please do not hesitate to contact us by:

Email

info@abbotslangleypreschool.co.uk

Telephone

- Contact the Pre-School on 07802 475289 (opening hours only)

Website

www.abbotslangleypreschool.co.uk

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