



'Working together to help shape  
your child's success'

## **PROSPECTUS**

### **2019 - 2020**

Great Tey Pre-School, Village Hall, Chappel Road, Great Tey, CO6 1JQ



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## Foreword

A warm welcome to you and thank you for choosing to have a look at what we do here at Great Tey Pre-School!

This booklet explains what we can offer your child and how the pre-school works. With the help of some of the parents, we have set out the ways in which we feel we are different to a commercial Nursery or other pre-schools in the area, so that you can identify what is most important for you and your child, and choose the setting that works best for you.

Our role in your child's personal development is something we care passionately about, and each of our staff members bring a wealth of knowledge and experience to the Pre-School. Last year, our children went on to attend primary schools in Stanway, Copford, Chappel, Eight Ash Green, Great Tey, Marks Tey and Fordham.

Our pre-school creates and nurtures its own special community and wherever possible we work with the wider local community, organising many fun-filled activities, including:

- Christmas Fayre
- Christmas Production
- Sports Day
- Yearly outing or party
- Annual Leavers Production (many tears shed!)

Plus, we hold many fundraising events throughout the year such as Fashion Shows, BBQs, Quiz nights etc, where parents get the chance to socialise and make new friends!

Great Tey Pre-School has been running for over 40 years! Help us to continue for 40 more years by supporting us and giving your child the opportunity to join in an extraordinary organisation.

We would love to meet you and your child - just pick up the phone or send us an email to get your visit booked!

Truly Bruce

(Manager of Great Tey Pre-school)

## Parents' and Children's Thoughts

The pre-school was the only one which had space available, but glad it did. I even kept my children there when I moved and travelled the 20 miles to get them there and 20 miles back. I feel the team listen and try their upmost to help. It is a great feeling to have knowing that every time my children attend pre-school, they will be having fun and learning. The staff are fantastic and have done so much to help my son, who has Autism and Global development delay. Without them he wouldn't be where he is in his development today and I will be forever grateful. Great pre-school, great team and so happy to have them in their life and journey into the world. (Mum of 3 and 4 year old)

*The pre-school really meets the child's needs in every area of development (Mother of 2 and 3 year old)*

Staff are really friendly and supportive, activities and resources at pre-school are really good (Mother of 4 year old)

The staff are amazing, my son loves coming and adores Emma and Letitia, this makes me happy to leave him there. He LOVES pre-school, non stop talks about the school, the staff and his friends (Mother of 2 year old)

*I like talking, reading books, having bananas. (Child, 3 years old)*

I like eating, playing and painting. Letitia and being happy. (Child, 4 years old)

I get lots of different things to eat, and have lots of friends to play with (Child, 4 years old)

I love doing plays and painting. I like playing with dolly's (Child, 3 years old)

## Introduction and Overview

Great Tey Pre-school cares for children aged 2 to 5 years. Our dedicated team of practitioners and parents work together to provide a secure and stimulating learning environment, at the same time promoting equality and valuing diversity.

We are open during Essex Local Education Authority school terms, from:

Monday: 9.00 - 2.45pm

Tuesday: 9.00 - 2.30pm

Wednesday: 9.00 - 1.00pm

Thursday: 9.00 - 2.45pm

Friday: 9.00 - 1.00pm

We are members of the Pre-school Learning Alliance, and are registered with Ofsted who carry out regular inspections to ensure that the setting meets required standards of care and education under the Early Years Foundation Stage. See Appendix 1 for more details.

We consider ourselves very fortunate to be based in a village hall which provides for all the things required when running a session. The setting has access to the large and the small hall, as well as the kitchen, and we make full use of these facilities during each session. We also have a secure garden area, which is provided for the sole use of the pre-school. It is a requirement of Ofsted that we take full advantage of this valuable facility, and it is available on a daily basis as an extension of the learning environment. Research shows that children benefit both physically and intellectually from regular outside exercise and activity.

Great Tey Pre-school is run by a parent management committee, elected by parents at our Annual General Meeting. We actively encourage parental involvement in the running of the pre-school, as well as their support in providing quality care and education for their children. See Appendix 2 for more details about this management structure.

Day to day practice within the pre-school is governed by our policies, which are strictly adhered to, in order to safeguard the well-being of children, parents and practitioners alike. Appendix 3 lists our policies and parents are strongly encouraged to read them.

We welcome anyone who is considering a placement at Great Tey Pre-School and invite you to come and chat to us to see how this remarkable little pre-school can benefit you and your child.

Telephone 07712 967081

Email [greatteypreschool@hotmail.com](mailto:greatteypreschool@hotmail.com)

Website [www.greatteypreschool.co.uk](http://www.greatteypreschool.co.uk)

## Our aims for each child

We aim to ensure that each child:

- is in a safe and stimulating environment
- is given generous care and attention
- has the opportunity to join with other children and adults to play and learn together
- is helped to progress his/her learning and development by building on what s/he already knows, their interests and what they can do
- has a key person who makes sure that each child makes satisfying progress
- is in a setting that sees parents as partners in helping each child to learn and develop
- is in a setting in which parents help to shape the service it offers.

## Children's Development and Learning

The provision for children's development and learning is guided by the Statutory Framework for the Early Years Foundation Stage (EYFS), and provides a framework for children's learning from birth to the end of their first year in school.

Children are now assessed at the age of two and this becomes the basis for an educational plan for their progress. We acknowledge gaps in their development and find out their strengths to encourage them further. We ensure that they are happy, well-cared for in terms of personal and social skills and give them opportunities to learn through play.

If a child attends another setting, we will talk to that setting and ensure development plans reflect the child's experiences at both locations.

Appendix 1 provides more information about the EYFS.

## Your Child's Key Person

We adopt a key person approach, which 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 we provide for your child's particular needs and interests.

When your child first starts at the setting, the key person will help your child to settle, and will then help him or her to benefit from the setting's activities throughout their time at the setting.

## Staff ratios

In our setting, we maintain, or exceed, the ratio of adults to children set down by the Statutory Framework for the EYFS. Occasionally, we will also invite parent helpers into the setting, particularly if they have special interests they can share with the children that are relevant to our topic.

Maintaining the correct staff levels helps us to give time and attention to each child, and make sure the children experience and benefit from the activities provided. We also have the opportunity to talk with the children about their interests and activities, and the children can explore and be adventurous in safety.

We encourage our staff to gain qualifications in early years care and education, as well as taking part in further training to help keep up to date with current thinking, legislation and best practice.

## On-going professional development

As well as gaining qualifications in early years care and education, the setting staff take part in further training to help them to keep up-to-date with thinking about early years care and education.

The setting also keeps itself up-to-date with best practice in early years care and education, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance.

# Meet The Staff

Name	Job Title	Childcare Qualifications
Truly Bruce	Manager  SENCo  Safeguarding Designated Person	Level 5 (CACHE) Diploma in Leadership and Management in Early Years Settings  Level 3 (CACHE) Diploma in Childcare and Education
Letitia Acland	Deputy Manager  Health and Safety Co-ordinator  Administrator  Autism Lead  Deputy Safeguarding Designated Person	Level 3 (CACHE) Diploma in Children and Young People's Workforce
Emma Rowland	Senior Pre-School Practitioner  Behaviour Management Co-ordinator  Two year old Co-ordinator	Level 3 Early Years Educator
Michelle King	Pre-school Practitioner  ENCo  Outdoor Co-ordinator	Level 3 (CACHE) Diploma in Children and Young People's Workforce
Shelly Street	Pre-School Assistant	

## How we Implement the EYFS at Great Tey Pre-school

NB Please see Appendix 1 for more information about the EYFS.

### **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 ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make termly assessment summaries of children's achievement based on our ongoing development records. Parents are invited to meetings with their child's key person to discuss progress and agree next steps for development.

### **Learning Journeys**

The setting keeps Learning Journeys for each child. The Learning Journeys are used to reflect learning, measure progress and celebrate achievements. We use 'Tapestry Online Journals' for you to keep up-to-date with what your child has been doing at pre-school. This is also a great way to communicate with your child's key person.

Your child's key person will work with you to identify your child's stage of progress. You are able to talk with your key person at any time.

# Timetables and Routines

## **The session**

We believe that care and education are of equal importance in the experience which we offer children. The routines and activities that make up the session in the setting are provided in ways that help each child to feel valued and ensure the safety of each child, whilst providing opportunities to learn and enjoy learning, and to gain from the social experience of being part of a group.

We organise our sessions so that the children can choose from, a range of indoor and outdoor activities. The children also have the opportunity 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 work with others.

## **Snacks and meals**

Snack time and lunch club are social times, at which children and adults eat together. We encourage a healthy approach to food, and daily snacks are provided that are healthy and nutritious. Please inform us of any special dietary needs your child may have and we will ensure that these are met.

Children who attend lunch club are required to bring their own packed lunches in named lunch boxes. We request that you provide a balanced and healthy lunch for your child, and no more than you would normally expect him or her to eat. Please be aware that we are a nut- free setting.

At snack time we encourage children to be independent by selecting and serving their own snacks and drinks, under supervision and with support where necessary

## **Outings**

From time to time staff will take the children on local walks or outings during the Pre-school sessions and you are therefore asked for your permission for your child to participate in such an event. If you have any strong objections, please make it clear to staff at the time of registering.

## **Special needs**

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 2011 Education Act, The Special Educational Needs and Disability (SEND) Code of Practice (2014), and the Equality Act 2010.

Our Special Educational Needs Co-ordinator is Truly Bruce.

Our Autism Lead is Letitia Acland.

## **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 settings and we have a procedure for managing complaints or allegations against a member of staff. See Appendix 3 for a full list of Policies and Procedures.

Our way of working with children and their parents ensures 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 safeguarding person is Truly Bruce.

Our deputy designated safeguarding person is Letitia Acland.

## **Clothing**

Pre-school Polo shirts are available to order if required.

In order to protect the hall floor and minimize slipping over, we ask parents to ensure that their children wear soft soled footwear when attending Pre-school, and that they are dressed appropriately for play.

We encourage children to gain skills that help them to be independent and look after themselves. These include going to the toilet independently, and putting on and taking off outdoor clothes. Clothing that is easy for them to manage will help them to do this. Please label all clothes and hats clearly.

We provide aprons for the children for messy activities.

It is dangerous for children to wear chains of any description around their neck whilst at Pre-school. Equally, if earrings must be worn, they should be safety earrings or small studs.

## **Sun cream**

We ask that parents put sun cream on their children before pre-school. For children who attend afternoon sessions please provide your child with a named bottle of sun cream, which will be re-applied by a member of staff after lunch.

## **Birthdays**

You are welcome to bring some sort of treat or cake to be shared on a child's birthday. It makes their birthday a little special and it is a nice treat now and again. Please ask a member of staff the number of children attending on the day.

## **Graduation Photograph**

The opportunity is available for children to have a graduation photograph when they leave.

## Fees

Fees are: £4.70 per hour.

We ask for a contribution, of 20p per morning session per week, towards a snack for your child. There will be fruit readily available during afternoon sessions.

A deposit of £15.00 secures your child's place, of which will be deducted from your first invoice.

Fees are payable half-termly (a weekly paying service is available on request). Payment should be made within two weeks of the half term invoicing, by cash, cheque, or BACS payment. Cheques should be made payable to Great Tey Pre-school. Notice of half a term is needed if your child is leaving or a reduction in sessions is required. If a child is withdrawn by a parent during a half term, fees will be payable in full for that half term. No refunds can be made for holidays or sickness in term time. Special arrangements can be made in cases of prolonged illness.

Pre-school reserve the right to increase fees at any time during the year. A half term's notice will be given prior to any increase.

If two or more fee-paying children are attending Pre-school at the same time, though not necessarily the same sessions, a discount will be given for the sibling/s. The discount will be 5% of the standard session fees, including lunch club, for second/ third and subsequent children.

However, children for whom Nursery Education Grant funding is being claimed do not qualify for this scheme; a sibling discount will not apply for session fees for the second child, but will be given for lunch club fees.

## **Funding**

Parents are entitled to claim funding from the Local Education Authority for childcare places for up to 15 hours per week, for 38 weeks of the year, from the term after a child's 3<sup>rd</sup> birthday. All 15 hours can be used at this setting, or you may wish to split your entitlement between this and another childcare setting.

At the setting we also offer 2 year old funding or the 30 hours entitlement for children the term after their 3<sup>rd</sup> birthday, if you are eligible. Any questions please contact Letitia Acland on 07712967081, or email [greatteypreschool@hotmail.com](mailto:greatteypreschool@hotmail.com)

If you choose to split your entitlement, or use all 15 hours at another setting but also wish your child to attend sessions at our pre-school, any additional sessions will be charged at the sessional rate.

## **Vouchers**

We also accept childcare vouchers. There are two benefits to childcare vouchers, you do not pay tax or national insurance on the amount paid to Pre-school, plus you can build up the amount each month, for instance £50 a month over 4 months to help budget for each termly invoice. See <http://www.childcarevouchers.co.uk/Parents/Pages/default.aspx> for more information.

## Next Steps - Joining the pre-school

We would love to meet you and your family:

Next steps are to simply speak to our manager or deputy manager - Truly Bruce or Letitia Acland on 07712 967081.

Or if you prefer you can email [greatteypreschool@hotmail.com](mailto:greatteypreschool@hotmail.com) where Letitia Acland will be pleased to answer any questions you may have.

When your child is due to start at the setting, we will write to you inviting you to bring her/him along to a number of induction sessions.

This will be an opportunity for you both to meet your child's key person, complete the necessary paperwork, and discuss a settling-in programme, if required, suited to his or her needs. You will also be able to get to know the staff and the routines of our pre-school session.

To help your child to settle quickly in the setting, we recommend that you initially enroll for at least two sessions a week, so that there is not too great a gap between sessions. We want your child to feel safe and happy with us, and staff will work with you to decide how to help her/him settle in to the setting.

We look forward to welcoming you and your child at our pre-school!

## Appendix 1 - Early Years Foundation Stage

The following information comes from the Statutory Guidelines of the Early Years Foundation Stage (EYFS).

I. Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

II. The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness', and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

III. The EYFS seeks to provide:

- o **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;

- o **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly

- o **Partnership working** between practitioners and with parents and/ or carers

- o **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

IV. The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **Learning and development requirements** cover:

- ~ the areas of learning and development which must shape activities and experiences (educational programmes) for children in early years settings;

- ~ the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five) and;

- ~ assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

V. The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

## Overarching principles

VI. Four guiding principles should shape practice in early years settings. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- 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 and parents and/or carers; and
- **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.

## The areas of learning and development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the prime areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

1.6 Educational programmes must involve activities and experiences for children, as follows.

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

## Appendix 2 - The Management of the setting

### How parents take part in the setting

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

There are many ways in which parents can become involved in making the setting a welcoming and stimulating place for children and parents:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff
- sharing their own special interests with the children
- helping to provide, make and look after the equipment and materials used in the children's play activities
- being part of the management of the setting
- taking part in events organised by the setting
- building friendships with other parents in the setting

### The Committee

The setting is managed by a committee made up of parents, whose members are elected by the parents of children who attend the setting.

Elections take place at our *Annual General Meeting* in September, which is open to parents of all children who attend the setting. It is our shared forum for looking back over the previous year, and shaping plans for the coming year.

The committee is responsible for:

- managing the setting's finances
- employing and managing the staff
- making sure that the setting has policies that help to provide a high quality service, and that these policies are adhered to
- making sure that the setting works in partnership with the children's parents

## Appendix 3 - Pre-School Policies

Staff and parents work together to adopt and regularly review the policies which govern our day to day practices.

- Children's rights and entitlements
- Safeguarding children and child protection
- Looked after children
- Confidentiality and client access to records
- Information sharing
- Uncollected child
- Missing child
- Supervision of children on outings and visits
- Maintaining children's safety and security on premises
- Making a complaint
- Valuing diversity and promoting equality
- Supporting children with special educational needs
- Achieving positive behaviour
- Administering medicines
- Managing children with allergies, or who are sick or infectious
- Nappy changing
- Food and drink
- First aid
- Employment and Staffing
- Induction of staff, volunteers and managers
- Student placements
- Risk assessment
- Health and safety general standards
- Fire safety and emergency evacuation
- Recording and reporting of accidents and incidents
- Food hygiene
- Admissions
- The role of the key person and settling-in
- Parental involvement
- Working in partnership with other agencies
- Children's records
- Provider records
- Privacy Notice

Copies of all policies are on display at the entrance to the setting, or on the setting's website, and are available for loan if required.