

Victoria Road



Pre-School

PROSPECTUS

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Welcome to Victoria Road and thank you for your interest in 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 Victoria Road, 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.
- 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
- 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.
- Has the chance to join in with other children and adults to play, work and learn together.
- Is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do.
- Has a personal key person who makes sure each child makes 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.

The Early Years Foundation Stage

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (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 setting helps children to continue to do this by providing all 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
- sense of self
- understand emotions

Physical Development

- moving and handling
- health and self-care

Communication and Language

- listening and attention
- understanding and speaking

Literacy

- reading
- writing

Mathematics

- numbers
- shape, space and measure

Understanding the World

- people and communities
- the world
- technology

Expressive Arts and Design

- creating with materials
- being imaginative and expressive

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.
- 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 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 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.

Tapestry

We keep a record for each child on Tapestry. Your child's records help us to celebrate their achievements and will work together to provide what your child needs for their well-being and to make progress.

You will be given log-in details to add and view your child's progress on Tapestry. This will help your child's key person collect information from home to enable them 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 of learning.

Working Together for Your Children

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. This helps us to:

- give time and attention to each child,
- talk with the children about their interests and activities,
- help children to experience and benefit from the activities we provide,
- allow the children to explore and be adventurous in safety,
- teaching throughout the session and role modelling positive language and behaviour.

How Parents 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 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
- sharing their own special interests with the children
- building friendships with other parents in the setting
- join our committee and help run the pre-school.

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, he/she will help your child to settle and throughout your child's time at the setting, he/she will help your child to benefit from our activities.

Home Visits

Home visits provide an opportunity for a new child and their family to meet the manager and their key worker in their own home prior to the child starting at the pre-school. The purpose of the visit is to help the child, family and key person get to know more about each other in their own home environment where the child is usually more relaxed and confident. The home visit is an optional service and not all families may wish to take us up on this offer. Parents/carers will be asked when they register if they would like a home visit.

- If a parent requests a home visit, the manager will contact them and arrange a time that is mutually convenient.
- A home visit will always be attended by 2 members of staff, the manager and usually the key worker. The visit will take place during normal working hours wherever possible.
- The manager will use the home visit to talk to the family, gain information about the child and answer any questions the family may have. The key worker will probably give attention to the child during this time.
- Staff will stay together during the home visit and would not expect to be left alone with the child during the visit.
- Visits will last a maximum of 30 minutes.
- Staff are conscious of the fact that they are guests in the family's home and will treat all members of the family with respect during their visit.
- At any time during the visit, parents/carers may ask staff to leave.

Our Staff

The staff attend regular courses/conferences to keep their childcare skills up to date. All the staff are expected to obtain recognised childcare qualifications whilst working for the Pre-School, i.e. NVQ2 or NVQ3 in childcare, safeguarding children and paediatric first aid.

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.

Policies

Our staff can explain our policies and procedures to you. Copies of which are available in the hall or on our website, www.victoriaroadpreschool.co.uk.

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.

Information We Hold About You and Your Child

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data is we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant, and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and, where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects [you and your family] for no longer than is necessary for the purposes for which the personal data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction, or damage, using appropriate technical or organisational measures.

When you register your child with us, we will provide you with a privacy notice that gives you further details of how we fulfil our obligations regarding your data.

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.

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 Special Educational Needs Co-ordinator is Alison Clements

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 made up of a chairperson, treasurer, and secretary. Jo Graham is the manager and nominated person 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 the children who attend our setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

Fees

2 - Year-Olds

Fees are £9.50 per hour
£28.50 – 3-hour session

3/4 - Year-Olds

Fees are £6.50 per hour.
£19.50 – 3-hour session
£32.50 – 5-hour session

(Fees are reviewed annually).

Fees are payable within the first two weeks of each half term and can be paid by cash, cheque (made payable to **Victoria Road Pre-School**) or via online banking (details will be on fees letters).

In order to support the pre-school, we ask for £10.00 per half term (this is voluntary) for the pre-school fund. This fund is used to buy equipment and supplies to enable children to be as creative as can be.

Fees must still be paid if children are absent, including holidays and sickness. If your child is absent over a long period of time talk to Jo Graham, our manager. Should you wish to leave pre-school, a term's notice is required.

For your child to keep her/his place at our setting, you must pay the fees. We are in receipt of pre-school education funding for two, three and four-year olds; where funding is not received, then fees apply.

To register your child for a pre-school place, please fill in the application form, then post, email or hand-deliver to a member of staff. A £12.50 administration fee will be due once a place has been offered to your child. If the administration fee is a financial barrier to accessing a funded place for your child, please discuss this with the pre-school manager.

If you would like to visit the pre-school, you can arrange to come in any morning around 10.00am by making an appointment by contacting the manager or administrator.

A maximum of 5 sessions can be attended per week. To aid the settling-in process, children often start with 3 sessions in their first term and build up to 5 throughout the year. Individual requirements can be discussed with the manager if you are unsure.

Our Sessions

We run three sessions daily.

9:00am -12:00pm - 3 hours a day (2/3/4-year-olds)

9:00am - 2:00pm - 5 hours a day (3/4-year-olds only)

8:50am - 2:50pm - 6 hours a day (30 hour funded only)

We ask that your child attends for a minimum of three sessions a week.

We are open 38 weeks a year.

Full entitlement must be taken after the first term.

Additional hours/days can also be paid for on top of your free entitlement.

Is My Child Entitled to Government Funding?

All 3/4-year-old children are currently funded for 15 hours per week by the government from the term after their third birthday.

Some 2-year-olds are also entitled to 15 hours of government funding, either Targeted or Working Parent Entitlement. To find out if you are eligible, please go to: www.readingfis.org and follow the links for Childcare and Funded Childcare for Two's.

The relevant dates are below:

If your child is 2 or 3 on or before:	Government funded from:
August 31st	Autumn Term - September
December 31st	Spring Term - January
March 31st	Summer Term - April

We also accept Tax Free Childcare Payments. Please check the Childcare Choices website for details of tax-free childcare and other funding available from the government. www.childcarechoices.gov.uk

We are also registered to accept Childcare Vouchers.

What Does My Child Need to Bring?

In accordance with government guidelines for promoting healthy eating, we ask all parents/carers to bring a **piece of fruit**, with their child's name clearly on, every day they attend. This will be handed out at snack time.

In winter, please make sure your child has a **coat** and **suitable footwear**. Wellington boots are not suitable to wear all day but can be worn to pre-school and changed to alternative shoes once inside. In summer, please make sure your child has a **sunhat** and **suntan lotion** has been applied. We take the children outside as much as possible.

If your child is still in nappies, please bring a named bag with wipes and nappies. We **do not** take children in pull-ups.

All children must have a named bag with a change of clothes, including socks. This is a must as we do have messy play! All external clothing like jumpers and coats should also be named.

We cannot be responsible for any toys/valuables your child brings into pre-school – they are best left at home.

Children that stay for lunch need to bring their food in a clearly named lunch box with a drink, we can give water at lunch if they forget their drink, but cups get spilt very easily with lunch boxes on the tables.

Please ensure that all bags and lunch boxes clearly have your child's name written on the outside.

What if My Child is Ill?

Please inform the pre-school, by text message or phone call, if your child is unable to attend a session. If we do not hear from you, we will contact you to understand the reason for absence.

If your child has an infectious disease i.e., chickenpox, tummy upset, vomiting etc. **please do not** send them to pre-school until either the spots have gone, or they have been free from diarrhoea/sickness for 48 hours. If your child is unwell and needing extra care, please keep them at home until they are better.

If your child has head lice, please inform the manager, and treat the whole family before returning your child to pre-school.

The pre-school is registered with Tilehurst Village Surgery, Westwood Road, who we can call for immediate attention in more serious incidents.

If you have given your child **any medicines** before coming to pre-school i.e., antibiotics, please inform the manager, as a form will need to be completed. The staff will be unable to administer any medication unless previously agreed with the manager & **only** if prescribed by a doctor. A child shouldn't be attending pre-school if medication has been given to reduce a temperature or other illnesses (i.e., Calpol).

If your child takes any medication, please ensure you have filled out the relevant medical form (see manager for more details). All medication (including inhalers, auto-injector pens (EpiPen, Jext etc.)) should be handed in directly to the manager at the start of each session. Please **DO NOT** leave medication in your child's bag.

How Can I be Involved at Pre-School?

You can help in the pre-school by supporting our fundraising events, we hold events at Christmas and throughout the year. Please speak to a member of staff for more information.

Our Annual General Meeting is held in the autumn term, and you are invited to come along and have your say.

We Promote our Setting Through Facebook and our Website www.victoriaroadpreschool.co.uk

Here you will find details about our setting and what the children have been doing.

What if I Have a Problem?

The manager is available at the beginning and end of each session to discuss any aspect of the pre-school or any matters relating to your child.

If there is an issue you're not happy about, please talk to the manager Jo Graham.