



PROSPECTUS

Springfield Bees Pre-School
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Mission Statement

"We believe that each child should have the opportunity to develop in an inspiring, supportive and friendly environment. Our aim is to ensure that children grow in confidence and independence and learn through play while feeling safe and secure. We realise that every child is unique and value the importance of parents and carers in supporting their child's development and learning"



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 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 *Development Matters* guidance sets out the likely stages of progress a child makes along their learning journey towards the Early Learning Goals. Our setting has regard to these matters when we assess children and plan for their learning. Our programme supports children to develop their knowledge, skills and understanding.



Our approach to learning and development and assessment

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the Development Matters in the Early Years Foundation Stage guidance to plan and provide a range of play activities, which help children to make progress in each of the areas of learning and development. In some of these activities, children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities, information from 'Development Matters' the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

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 Development Matters the Early Years Foundation Stage guidance 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 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 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 periodic assessment summaries of children's achievement based on our ongoing 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. The key person is responsible for completing the check using information from ongoing 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

The setting keeps 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. You and the key person 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.
- allow the children to explore and be adventurous in safety.

The staff who work at our setting are experienced, and/or qualified to deliver a high standard of care and education to your children. The qualifications of staff exceed the minimum requirements that are set out in the EYFS. Our staff take part in further training to help them to keep up-to date with thinking about early years. Many of the staff have worked in early years for a long time and all are experienced in the care of children.

We are open for 38 weeks per year during term time and our



Mornings

Monday to Friday 9.05/9.15 to 12.05/12.15

Afternoons

Monday to Friday 12.05/12.15 to 3.05/3.15

We operate a staggered drop off and collection time to support parents with older children attending local schools.

Children are welcome to attend sessions all day and may bring a packed lunch with them. Water and milk are available during the sessions.

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 parents in providing care and education for their children. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- helping during sessions at the setting;
- sharing their own special interests with the children;
- being part of the management of the setting where appropriate;
- joining in community activities, in which the setting takes part;

The parent rota

The setting has a dated rota which parents can sign if they would like to help at a particular session or sessions of the setting. Helping at the session enables parents to support their children to get the best out of their activities.

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

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 the 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;



- 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

The setting makes eating a social time at which children and adults sit together. We plan the menus for snacks so that they provide the children with healthy and nutritious food. We also ensure that snacks include choices that reflect different cultures. Please tell us about your child's dietary needs and we will make sure that these are met.

Clothing

We provide aprons for the children when they play with messy activities but advise that they come to Pre-School in appropriate clothing or uniform. Uniform can be purchased by speaking to a member of staff. 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. It is advisable to keep a spare set of clothing at the setting in case of any accidents or mishaps. Wellington boots are also recommended as the children play outside regularly.

Policies

Copies of the setting's policies and procedures are available for you to see at the setting. The setting's policies help us to make sure that the service provided by the 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. The staff and parents of the setting work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the 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 are protected against the likelihood of abuse in our settings 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 we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, and to help families in difficulty.

Special education 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 Special Educational Needs and Disability (SEND) Code of Practice (2014).

The management of our setting

A parent management committee - whose members are elected by the parents of the children who attend the setting - manages the setting. The elections take place at our Annual General Meeting. The committee is responsible for:

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

The Annual General Meeting is open to the parents of all of the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

Fees

The fees are payable half termly in advance. Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time, talk to the Manager. For your child to keep her/his place at the setting, you must pay the fees. We are registered to accept Free Early Education Entitlement funding for three and four year olds. For more information about eligibility for two year old funding please speak to the manager.

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, the 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 available from the Pre-School Manager. 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. The staff are always



ready and willing to talk with you about your ideas, views or questions.

*Member of Pre-School Learning Alliance
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