## 09.1a About our childcare and early education

Welcome to Rainbow 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 education and care to help them to achieve their best.

This document aims to provide you with an introduction to Rainbow 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. This should be read alongside our Childcare and Early Education Terms and Conditions for a full description of our services.

**Our setting aims to:**

- Provide high quality care and education for children.
- 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/carers**

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.
- Has a named key person who makes sure each child makes satisfying progress and is your link to our setting.
- 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.
- Is in a setting that sees parents/carers as partners in helping each child to learn and develop.
- Is in a setting in which parents/carers help to shape the service it offers.

*The Early Years Foundation Stage*

Provision for the development and learning of children from birth to five 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*:

- *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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between educators, parents and/or carers.

- *Learning and Development*
- Children develop and learn 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 (SEND).

**How we provide for learning and development**

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 the children with interesting activities that are appropriate for their age and stage of development.

*The Areas of Learning and Development 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.

We refer to non-statutory curriculum guidance to support our professional judgment as we assess each child's progress and level of development as they progress towards the Early Learning Goals. We have regard to these when we assess children and plan for their learning by creating a curriculum that is ambitious and meets every child's needs. Our educational programmes support children to develop the knowledge, skills and understanding they need for:

*Personal, social and emotional development*

- self-regulation
- managing self
- building relationships

*Physical development*

- gross motor skills
- fine motor skills

*Communication and language*

- listening, attention and understanding
- speaking

*Literacy*

- comprehension
- word reading
- writing

*Mathematics*

- number
- numerical patterns

*Understanding the world*

- past and present
- people, culture and communities
- the natural world

*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 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 educators.

*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 engages with 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. We use information that we gain from observations of the children, to understand 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/carers, are supporting development.

We may make periodic assessment summaries of children's achievement based on our on-going observations. These help us to build a picture of a child's progress during their time with us and form part of children's records of achievement/learning journeys. We undertake these assessment summaries at regular intervals, as well as at 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 observations carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

**Learning journeys**

We keep a learning journey for each child. Your child's record of achievement/learning journey 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 they will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's progress. Together, we will then decide on how to further support your child's learning and development.

**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 may also have volunteer parent/carer 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:

| Name | Job Title | Qualifications and Experience |
|---|---|---|
| **Donna Ellis** | **Pre-school Lead, Safeguarding Lead and SENCo** | **Level 3**<br>**First Aid Trained**<br>**Safeguarding Level 3 (Lead)**<br>**SENCo**<br>**Talk Boost**<br>**Makaton Level 1**<br>**Food Hygiene Level 2**<br>**Food Allergy and Intolerance**<br>**TPP (Trauma Perceptive Practice)** |
| **Carla Dabbs** | **Pre-school Deputy**<br>**Safeguarding Deputy** | **Level 5**<br>**First Aid Trained**<br>**Safeguarding Level 3 (Lead)**<br>**Makaton Level 1**<br>**Food Hygiene Level 2**<br>**Food Allergy and Intolerance** |
| **Elaine Marriott** | **Pre-school Practitioner** | **Level 5**<br>**First Aid Trained**<br>**Safeguarding Level 3 (Lead)**<br>**Talk Boost**<br>**Elkan**<br>**Food Hygiene Level 2**<br>**Food Allergy and Intolerance** |

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| | | **Level 3**<br>**First Aid Trained**<br>**Safeguarding Level 2**<br>**ENCo**<br>**Food Hygiene Level 2** |
| **Sara Hicklin** | **Pre-school Practitioner**<br>**ENCo** | **Food Allergy and Intolerance** |
| **Rebecca Morris** | **Pre-school Practitioner** | **Level 3**<br>**First Aid Trained**<br>**Safeguarding Level 2**<br>**Food Hygiene Level 2**<br>**Food Allergy and Intolerance**<br>**Talk Boost** |
| **Sharon Simons** | **Pre-school Practitioner** | **Level 3**<br>**Safeguarding Level 2**<br>**Food Hygiene Level 2**<br>**Food Allergy and Intolerance** |
| **Lyne Cullis** | **Pre-school Practitioner** | **Level 3**<br>**Safeguarding Level 2**<br>**Makaton Level 1**<br>**Elkan**<br>**Food Hygiene Level 2**<br>**Food Allergy and Intolerance** |
| **Ed Voyce** | **Pre-school Practitioner** | **Level 2**<br>**Safeguarding Level 2**<br>**Food Hygiene Level 2**<br>**Food Allergy and Intolerance** |

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| **Laura Bartlett** | **Pre-school Practitioner** | **Level 2**<br>**First Aid Trained**<br>**Safeguarding Level 2**<br>**Food Hygiene Level 2**<br>**Food Allergy and Intolerance** |
| **Samantha Frost** | **Pre-school Practitioner** | **Level 3**<br>**First Aid Trained**<br>**Safeguarding Level 2**<br>**Food Hygiene Level 2**<br>**Food Allergy and Intolerance** |
| **Liz Smith** | **Pre-school Office** | **Safeguarding Level 2**<br>**First Aid Trained**<br>**Health & Safety**<br>**Fire Marshal** |
| **Michelle Row** | **Pre-school Office** | **Safeguarding Level 2**<br>**Food Hygiene Level 2**<br>**Food Allergy and Intolerance**<br>**First Aid Trained**<br>**Health & Safety**<br>**Fire Marshal**<br>**GDPR** |

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| We are open for | Thirty Eight | weeks each year. |
| We are closed | Nine | weeks each year. |
| We are open for | Five | days each week |

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| The times we are open are | 9.00 am till 12.00 pm Morning Session<br>11.55pm till 3.00 pm Afternoon Session<br>9.00 am till 3.00 pm Full day with Lunch |

We provide care and education for young children between the ages of:

2½ and 4½ years.

**How parents/carers take part in the setting**

Our setting recognises parents/carers as the first and most important educators of their children. All our staff see themselves as partners with parents/carers in providing care and education for their children. There are many ways in which parents/carers take part in making our setting a welcoming and stimulating place for children and parents/carers, 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
- building friendships with other parents/carers in the setting

**Joining in**

Our setting has a rota which parents/carers can join if they would like to help at a particular session or sessions of the setting. Helping at the session enables parents/carers 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.

Parents/carers can also offer to take part in a session by sharing their own interests and skills with the children. We welcome parents/carers to drop into the setting to see it at work or to speak with the staff/me.

**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 and early education that we provide is right for your child's particular needs and interests. When your child first starts at the setting, they will help your child to settle and throughout your child's time at the setting, they will help your child to benefit from our activities.

**Learning opportunities for adults**

As well as gaining relevant 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 Early Years Alliance, through *Under 5* magazine, Alliance training on EYA Central and other publications produced by the Alliance. The current copy of *Under 5* is available for you to read. Occasionally, we hold learning events for parents/carers.

**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
- 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. 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 all areas of learning and development, including their health 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 indoors.

**Snacks and meals**

We make snacks and 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, particularly any known allergies or food intolerance 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 on our website, www.rainbowpre-school.com or in the Pre-school Operational Plan, held in the office.

Our policies help us to make sure that the service we provide is of high quality 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/carers work together to adopt the policies, and they all can 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.

**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 [I/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 that people looking after children are suitable to fulfil the requirements of their role and help to protect 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/carers 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 educational needs**

To make sure that our provision meets the needs of each individual child, we take account of any special educational 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 Donna Ellis

**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 make up the registered person with Ofsted and are 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
- 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**

The fees are £ 22.50 payable monthly in advance. Fees must still be paid if children are absent without notice for a brief period. If your child must be absent over an extended period, talk to Donna Ellis who is the pre-school lead or our deputy Carla Dabbs.

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.

**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 document or is available from Donna Ellis.

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 to respond to any questions.