



Ashton Vale Pre-School
Prospectus



Welcome to Ashton Vale Pre-School

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The Pre-School

Our Aims

Ashton Vale Pre-School aims to:

- Provide high quality care and education for children primarily below statutory school age;
- Work in partnership with parents to help children to learn and develop;
- Add to the life and well-being of its local community; and
- Offer children and their parents a service, which promotes equality and values diversity.

As a member of Ashton Vale Pre-School, your child:

- Is in a safe and stimulating environment;
- Is given generous care and attention, because of our high ratio of adults to children;
- Has the chance to join 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 your child makes satisfying progress;
- Is in a Pre-School that sees you as a partner in helping your child to learn and develop; and
- Is in a Pre-School in which parents help to shape the service it offers.

The service offered by Ashton Vale Pre-School

The Pre-School is open 38 weeks each year.

We are closed during School holidays, but we do offer a Holiday Club, with dates agreed at the start of the year. We are open 5 days each week between 8 am and 4 pm except Tuesdays when we close at 1 pm. We provide care and education for young children between the ages of 2 years and school age.

The Management of Pre-School

Ashton Vale Pre-School is governed by the Pre-School Learning Alliance 2011 Constitution. A parent management committee – whose members are elected by the parents of the children who attend the Pre-School – manages the Pre-School. The elections take place at the Pre-School's Annual General Meeting, which is held in January each year. The committee is responsible for:

- Managing the Pre-School's finances
- Employing and managing the staff
- Making sure that the Pre-School has – and works to – policies which help it to provide a high quality service; and ensuring that the Pre-School works in partnership with families.

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

For more information see Parent Management Committee.

Fees

The fees for the playgroup sessions are £3.50 per hour, payable weekly in advance. For children that are funded 3+ we charge the hourly funding rate for any additional sessions, this is £4.94 per hour. 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 committee chair, or, the manager. For your child to keep her/his place at the Pre-School you must pay the fees or we must receive Early Years Funding for your child. **You may be eligible to claim back your fees, please see Head of Setting or the links below:**

Free Early Education Entitlement [FEEE] – What you are entitled to:

All three and four year olds are entitled to 15 hours of free early education for 38 weeks of the year. This applies until they start Primary School. The early education can take place in nurseries, playgroups, and Pre-Schools or at their childminders. This will be delivered flexibly over a minimum of three days. If you are eligible for the additional 15 hours [criteria must be met] we will endeavour to offer additional hours. Please see <https://www.childcarechoices.gov.uk/>

Free Early Education Entitlement [FEEE] 2 year olds – What you are entitled to:

If you are the parent/carer of a two year old and you receive certain benefits you could be eligible to apply for a free early education place: <https://www.bristol.gov.uk/schools-learning-early-years/free-early-education-for-two-years>

Tax-Free Childcare

Parents can use Tax-Free Childcare alongside the 15 and 30 hours free childcare schemes in England: <https://childcare-support.tax.service.gov.uk/par/app/eligibility> Your Child Tax Credit and Working Tax Credit payments will stop automatically if you successfully apply for Tax-Free Childcare.

Voluntary Contributions

The Pre-School relies heavily on fund raising donations by parents, we ask you to consider a voluntary contribution of £5.00 per child per term [£30 p.a.] which is used to buy resources for events (celebrations), cooking, food tasting and any special items needed. Milk is provided free of charge to all children attending the setting.

The Parent Management Committee

Our Mission

We are Ashton Vale Pre-School Committee and would like to give you a brief outline of our role and responsibility within the Pre-School setting.

Our Aim

We aim to ensure your child has the best possible start in their educational future with strong clear foundations laid. This is achieved with the knowledge, expertise, support, and care given by the staff, with the committee offering guidance and reassurances.

The Committee

Ashton Vale Pre-School is a charity that is governed by a committee of trustees who oversee that all aspects of the Pre-school adhere to Ofsted regulations and the Charity Commissions regulations for such things as: child safety & welfare, health & safety, employment welfare & issues etc. We do this by ensuring policies & procedures are in place and updated, and finances maintained and training provided.

We adopt the 2011 Pre-School Constitution, which allows a member of staff to be a Committee member. As committee members we are deemed to be the 'employer' at the pre-school and by undertaking the 2008 Constitution we are covered by Trustee Indemnity Insurance which covers against personal liability made by the Charity or a 3rd person. The current committee is aimed at being a partnership between the committee, staff and parents. The day to day running of the pre-school is done by Head of Setting, with assistance from all practitioners, and the committee offering and ensuring they have all they require to undertake their jobs effectively.

Charity Organisation

We are a Charity organisation and rely on parents volunteering to join the committee so that the Pre-school can continue to operate as it currently does. You do not have to have any knowledge of how charities are run, employment law or finances etc, just energy and enthusiasm to help out where you can. We do hold fund raising events annually but any suggestions and support will be gratefully received. If what you have read sounds of interest and you wish to become a committee member or have any ideas to better the pre-school or fundraise, please contact the Chairperson.

Starting at Ashton Vale Pre-School

The first days

We want your child to feel happy and safe at the Pre-School. To make sure that this is the case, the staff will work with you to decide how to help your child settle into the Pre-School. The Pre-School has a policy about helping children to settle into the Pre-School available for you to see in our policies and procedures. <http://www.ashtonvalepreschool.co.uk/policies>

Clothing

Nursery children wear the Pre-School sweatshirt and in most cases school uniform, although this is not compulsory most parents prefer this option. Sweatshirts are available to order from the Pre-School.

The Pre-School provides protective clothing for the children when they play with messy activities. We provide a red/white bag for you to fill with spare clothes and leave at Pre-School, this will be a couple of pairs of underwear, trousers/leggings, a top and a sun hat. We also ask that if your child is in nappies, that you provide enough for a day, as well as wipes and nappy bags. There is no need to bring a backpack each day.

The Pre-School encourages children to gain the skills, which 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 which is easy for them to manage will help them to do this, please ensure you name clothing. Please also ensure that your child has a hat and closed toe shoes during the hotter months.

With the introduction of School Sweatshirts it is very important that they are marked with your child's name. Lunch boxes also pose a problem for us as many children have the latest 'in character' boxes. Coats and shoes are often duplicated. These tags can be stuck on anything and are really worth every penny. You can continue to use any spares once your child goes to school. Order online, by going to www.MyNametags.com using School ID 39336; this will ensure we receive a small commission for our fundraising.

The Pre-School's timetable and routines

Ashton Vale 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 Pre-School's session/day are provided in ways that:

- Help each child to feel that she/he is a valued member of the Pre-School
- 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

The Pre-School organises its 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/s.

Snacks

The Pre-School makes snacks a social time at which children drink and eat together. Children are offered milk or water and a snack, please see the snack menu in our resources section for termly snack planner, whilst at Pre-School. Please do tell us about your child's dietary needs and we will make sure that these are met. <http://www.ashtonvalepreschool.co.uk/food-allergens>

Lunches

You should send your child with a named packed lunch. We encourage healthy eating and ask that you do not send fizzy drinks, chocolate or sweets. We also have a 'No Nut Policy' due to potential allergies within the setting.

Lunch will be between 12 pm and 1 pm.

<https://www.actionforchildren.org.uk/media/9750/eat-well-practical-guide-final-check.pdf>

Breakfast & Tea Club

We run a Breakfast Club (8am–9am), with a range of breakfast food and juice. We also run a Tea Club (3pm–4pm) with a small snack before home time.

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.

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.

Special needs

As part of the Pre-School's policy to make sure that it meets the needs of each individual child, we take account of any special needs that a child may have.

The Pre-School's Special Educational Needs Coordinators will work with you and outside agencies from the outset.

Policies

Copies of the Pre-School's policies are available for parents to view, please see our 'Parent's Information' section on our website or ask a member of staff to show you a hardcopy in the setting.

The Pre-School's policies help us to make sure that the service provided by the 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.

The staff and parents of the Pre-School work together to adopt the policies and 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 Pre-School to provide a quality service for its members and the local community.

<http://www.ashtonvalepreschool.co.uk/policies>

The Curriculum

Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) sets standards for the development, learning and care of children from birth to five. All registered providers of Early Years care are required to use the EYFS statutory framework.

Themes and principles

EYFS is based around four themes, each of which is linked to an important principle:

- A unique child

every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

- Positive relationships

children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

- Enabling environments

the environment plays a key role in supporting and extending children's development and learning.

- Learning and development

children develop and learn in different ways and at different rates and all areas of learning and development are equally important and interconnected.

Each principle has four commitments, which explain how the principles can be put into practice.

Working together for your children – key person system

Your child will be allocated a key person – ‘A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with parents.’

The advantages we expect from using the key person system are:

- Making good relationships with parents and children
- Excellent communication between key staff and parents so being able to identify and deal with any problems that may arise efficiently.
- Making it easier to observe smaller groups of children and so recognise developmental stages and plan accordingly.
- Any areas where progress is needed can be picked up on and learning experiences planned.
- New children are given one to one attention in order to settle well.

The curriculum provided by Ashton Vale Pre-School

Children start to learn about the world around them from the moment they are born. The care and education offered by Ashton Vale Pre-School helps children to continue to do this by providing all of the children with interesting activities that are right for their age and stage of development.

For all children at the Pre-School we will provide a curriculum based on the Early Years Foundation Stage. The overarching aim of the EYFS is to help young children achieve the five **Every Child Matters** outcomes of staying safe, enjoying and achieving, making a positive contribution, and achieving economic well being by:

- Setting the standards for learning, development & care
- Providing for equality of opportunity
- Creating the framework for partnership working
- Improving quality and consistency in the early years sector
- Laying a secure foundation for future learning through learning & development that is planned around the individual needs & interests of the child, & informed by the use of ongoing observational assessment

There are 7 areas covered by the early learning goals of the EYFS:

Prime areas of development

1. Personal, Social and Emotional
2. Communication & Language
3. Physical Development

Specific areas of development

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive art & design Development

None of these areas of Learning & Development can be delivered in isolation from the others. They are all equally important & depend on each other to support a rounded approach to child development.

All the areas will be delivered through planned, purposeful play, with a balance of adult-led and child initiated activities.

Personal, Social and Emotional development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Communication & Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Our approach to learning and development and assessment

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive art & design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Learning Journeys

Working in partnership with parents, children and other professional the Pre-School documents information about each child to produce their individual Learning Journey and by making assessments of observations we ensure that each child's individuality is portrayed in this document. Using an online service 'Kinderly', we are able to send 'instant' observations to parents which can be commented on and viewed. When your child leaves the setting you will receive the completed document. It is important that you work with your child's key person and share information about your child with us.

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.

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 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 Learning Journeys. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves 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.

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; 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.

<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

How parents take part in the Pre-School

Parents as partners

As a member of the Pre-School Learning Alliance, Ashton Vale Pre-School recognises parents as the first and most important educators of their children. All of the staff sees themselves as co-workers with you in providing care and education for your child. There are many ways in which parents take part in making the 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 the staff
- 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
- Being part of the management of the Pre-School
- 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.

Joining in

You can offer to take part in a session by sharing your own interests and skills with the children. Parents have visited the Pre-School to: talk about their particular careers during our topic on People Who Help Us. Do feel free to arrange to drop into the Pre-School, if you would like to see it at work or to speak with the staff.

Information we hold about you and your child

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the Pre-School Staff members take part in further training to help them to keep up-to-date with thinking about early years care and education. The Pre-School also keeps itself up-to-date with best practice in early years care and education through the Pre-School Learning Alliance's magazine Under Five and publications produced by the Pre-School Learning Alliance and Educare, e-learning online courses. Any parent wanting to know more should ask the setting Manager.

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 we collect is:

- Processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
- Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
- Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
- Accurate and, where necessary, kept up to date.
- 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.
- 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 with regard to your data.

We look forward to welcoming you and your child to our setting.