



# Sherington Pre-School CIO Early Years Prospectus

Registered charity no. 1029333

## Sherington Pre-school

### 4.5 Early years prospectus

**Pre-school name**      Sherington Pre-school CIO  
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The Sherington Pre- School Curriculum aims for all children to be happy, confident, determined and valued children in our setting. We take a child-initiated approach using the 7 areas of EYFS.

#### Our Pre-school 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
- Teach our children to respect each other as well as other cultures and beliefs; respect the rule of law; to give each child a voice to express their own opinions, but still acknowledge rules and boundaries and to be accountable for their own actions
- Offer children and their parents a service that promotes equality and values diversity

#### Parents

Parents are regarded as members of our pre-school who have full participatory rights. These include a right to be:

- Valued and respected
- Kept informed
- Consulted
- Involved
- Included at all levels

\*As a community based, voluntary managed Pre-school, we also depend on the good will of parents and their involvement to keep going. Membership of the Pre-school carries expectations on parents for their support and commitment.

We aim to ensure that each child:

Classification: Highly Confidential

- Is in a safe and stimulating environment
- Is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer parent helpers
- Has the chance to join with other children and adults to live, play, work and learn together, while respecting each other and individuals
- 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 pre-school that sees parents as partners in helping each child to learn and develop
- Is in a pre-school in which parents help to shape the service it offers

### **Children's development and learning**

The Early Years Foundation Stage (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. Four guiding principles shape our practice. These are:

#### **A Unique Child**

**Child Development:** Skillful communicator, competent learner.

**Inclusive Practice:** Equality and diversity, children's entitlements, early support.

**Keeping Safe:** Being safe and protected, discovering boundaries, making choices.

**Health and Well-being:** Growth and developing, physical and emotional wellbeing.

#### **Positive Relationships**

**Respecting Each Other:** Understanding feelings, friendship, professional relationships.

**Parents as Partners:** Respecting diversity, communication, learning together.

**Supporting Learning:** Positive interactions, listening to children, effective teaching.

**Key Person:** Secure attachment, shared care, independence.

#### **Enabling Environments**

**Observation, Assessment and Planning:** Starting with the child, planning, assessment.

**Supporting Every Child:** Children's needs, the learning journey, working together.

**The Learning Environment:** The emotional environment, the outdoor environment, the indoor environment.

**The Wider Context:** Transitions and continuity, multi-agency working, the community.

## Learning and Development

Play and Exploration: Learning through experience, adult involvement, contexts for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.

Areas of Development and Learning.

### ***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 Pre-school, 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.

There are seven areas of learning and development that shape the educational programmes in our Pre-school. 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 are:**

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional development**

**There are an additional four *specific* areas, through which the three prime areas are strengthened and applied**

- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive arts and design**

For each area, the practice guidance sets out 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 practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our Pre-school has to regard these matters when we assess children and plan for their learning.

### ***Communication and language***

Our programme supports children to develop:

- Conversational skills with one other person, in small groups
- And in large groups to talk with and listen to others
- Their vocabulary by learning the meaning of and being able to use new words
- Their ability to use words to describe their experiences
- Their knowledge of the sounds and letters that make up the words we use
- Their ability to listen to, and talk about, stories

## ***Physical development***

Our programme supports children to develop:

- Increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift
- Increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials
- Their understanding about the importance of, and how to look after, their bodies



## ***Personal, social and emotional development***

Our programme supports children to develop:

- Positive approaches to learning and finding out about the world around them
- Confidence in themselves and their ability to do things, and valuing their own achievements
- Their ability to get on, respect each other, be polite and work to make friendships with other people, both children and adults
- Their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment
- Their ability to dress and undress themselves, and look after their personal hygiene needs
- Their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things

## *Literacy*

Our programme supports children to develop

- Knowledge of how to handle books and that they can be a source of stories and information
- Knowledge of the purposes for which we use writing
- Making their own attempts at writing



## *Mathematics*

Our programme supports children to develop:

- Understanding and ideas about how many, how much, how far and how big
- Understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects
- Understanding that numbers help us to answer questions about how many, how much, how far and how big
- Understanding and ideas about how to use counting to find out how many; and
- Early ideas about the result of adding more or taking away from the amount we already have

## *Understanding the world*

Our programme supports children to develop:

- Knowledge about the natural world and how it works
- Knowledge about the made world and how it works
- Their learning about how to choose, and use, the right tool for a task
- Their learning about computers, how to use them and what they can help us to do
- Their skills on how to put together ideas about past and present and the links between them
- Their learning about their locality and its special features; and
- Their learning about their own and other cultures.



## ***Expressive arts and design***

Our programme supports children to develop:

- The use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; to have a voice to express own opinions

## ***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 Pre-school uses the practice guidance Early Years Foundation Stage 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 the practice guidance to 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 a respected and established online learning journal system called Tapestry. Tapestry helps us to record, track and celebrate children's progress in early year's education and share that information with parents. Text, images and videos are uploaded via tablets in setting, to help create a complete story of a child's time with us.

Covering the Early Years Foundation Stage curricula and following the Department of Education Framework for Early Years, we can make assessments, statements and identify the next steps for each child. It is a secure system with each parent receiving their own login.



We believe that parents know their children best and we ask them to contribute to assessment by sharing information through Tapestry about what their children like to do at home and how they as parents are supporting development. More Information can be found at <https://tapestry.info/>

In addition to the weekly observations, we make periodic assessment summaries of children's achievements. 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.

These records can be accessed online, at any time, by parents and discussed with your child's keyworker. The records will also be reviewed during our parent's evenings. When your child leaves Pre-School you will be given a copy of the record on a memory stick.

### **Working together for your children**

In our Pre-school we maintain the ratio of adults to children in the pre-school that is set through the 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 Key person approach**

We use a key person approach. This means that each member of staff has a group of children for which she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that what we provide is right for your child's particular needs and interests. When your child first starts at the Pre-School, she/he will help your child to settle and throughout your child's time at the Pre-school, she/he will help your child to benefit from the Pre-school's activities.

## **Policies**

Copies of the Pre-school's policies and procedures are available for you to view should you wish.

The Pre-school's policies help us to ensure that the service we provide is of high quality 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 committee of the Pre-school work together to adopt the policies. The annual 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.

## **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 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 with regards to your data.

## **Safeguarding children and the Prevent Duty**

Our Pre-school has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices protect children against the likelihood of abuse in our Pre-school and we have a procedure for managing complaints or allegations against a member of staff. Our years 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.

Under the Counter-Terrorism and Security Act 2015 we also have a duty *"to have due regard to the need to prevent people from being drawn into terrorism"*

## Special needs

As part of the Pre-school'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 pre-school works to the requirements of the Department of Education Special Educational Needs Code of Practice (2015).

Our Special Educational Needs Coordinator is: **Julie Burton**

## The Management of our Pre-school

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 our Annual General Meeting usually held in October.

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 that help it to provide a high-quality service
- Making sure that the Pre-school works in partnership with the children's parents
- Fundraising/publicity/marketing/communication

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

## Starting at our Pre-school

### *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 pre-school. The pre-school has a policy about helping children to settle into the pre-school. We also want you to feel secure and happy leaving your child with us and to help us do this we can 'buddy up' all new parents with a member of the committee if required, someone to talk to if you have any concerns you would rather not discuss with a member of staff, someone who will let you know what's happening and help you to settle in to the pre-school way of life or just someone to have a chat with.

**And Finally...**

We hope that you and your child enjoy being a part of Sherington Pre-School 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. We look forward to welcoming you!

