



Prospectus

A safe, happy and stimulating environment for children to play and learn through play.

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Jack and Jill Prospectus

Welcome to Jack and Jill Pre-school.

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 Jack and Jill 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 policies and procedures for a full description of our services.

Our setting aims to:

- provide high quality care and education for children below statutory school age;
- provide a safe, happy and stimulating environment for children to learn through play;
- work in partnership with parents/carers to help children to learn and develop;
- add to the life and well-being of the local community; and
- offer children and their parents a service that promotes equality and values diversity.

Staffing, qualifications and training

The staffing ratio's meets with the requirements of Ofsted Early Years. All staff have been cleared to work with children. There is always a qualified manager present during sessions. All staffing qualifications are listed in the appropriate folder in the parent's box. All staff are contracted to attend at least one training session per annum. We are an equal opportunities employer. There is always a qualified first aider at sessions.

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; and
- included at all levels.

Children's development and learning

We aim to ensure that each child from the age of 2 years old:

- 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 helpers;
- 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.

Opening times

We are open Tuesday 9 – 3, Wednesday 9 – 12, Thursday 9 – 1, and Friday 9 - 3 o'clock. We do not open on Mondays.

We are only open during school term time.

Telephoning the preschool

You may telephone the preschool in cases of emergency only. Staff are on hand at the beginning and end of sessions if you need to discuss anything.

Uniform

All staff must wear black trousers and top with a Jack and Jill tabard over the top. We like the children to wear our uniform which can be purchased from www.smartypants.com. Two school tops will be supplied upon receipt of your registration fee.

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 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 *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;
- self-confidence and self-awareness; and
- managing feelings and behaviour.

Physical development

- moving and handling; and

- health and self-care.

Communication and language

- listening and attention;
- understanding; and
- speaking.

Literacy

- reading; and
- writing.

Mathematics

- numbers; and
- shape, space and measure.

Understanding the world

- people and communities;
- the world; and
- technology.

Expressive arts and design

- exploring and using media and materials; and
- being imaginative.

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. No child is made to do anything that they do not want to do; everything we do is planned to be fun. Our philosophy is for children to learn through play.

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; 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.

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. We use an online secure recording system which parents/carers are requested to sign up to to enable them to view their child's progress via photo's, video's and observational assessments.

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.

Records of achievement

We keep 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 the key person 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. Together, we 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; and
- allow the children to explore and be adventurous in safety.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of 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;
- 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;
- 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; and
- building friendships with other parents in the setting.

The parents' rota

Our setting welcomes parents/carers who would like to help at a particular session or sessions of the setting. Helping at the session enables parents 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.

Joining in

Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to play the clarinet for the children, show pictures of the local carnival held in their neighbourhood, and show the children their collection of shells.

We welcome parents to drop into the setting to see it at work or to speak with the staff.

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 our 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 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; and
- 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.

Maintenance of toys and equipment

We frequently check that toys and equipment are clean and in good working order for the children to use. We sometimes hold sponsored events and raffles to raise funds for new equipment.

Lunch Club and Snacks

We offer a lunch club session where children bring in their lunch in a lunch box. We ask that your child's lunch is healthy and nutritious and contains no nuts or nut products. Any grapes should be cut into quarters to minimise choking. In order for your child to be independent at lunch time we would advise wrapping their sandwich/crackers/roll in tin foil rather than cling film so they can unwrap their food themselves. We make snacks and lunch 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. No child is forced or made to eat any of the food on offer. Please tell us about your child's dietary needs and we will plan accordingly. We ask for a voluntary contribution of £1 per week towards our snack.

Nappies/clothing

Children are accepted into the preschool in nappies. We ask that you provide a few nappies in a labelled bag and bring it to every session along with a change of clothes.

We provide protective clothing for the children when they play with messy activities. In order for your child to enjoy preschool activities we ask that you put them in old clothes.

No jewellery, money or sweets are permitted. Please make sure these items are not stored in your child's bag.

The preschool cannot take responsibility for any lost or broken items.

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.

Outings

We may take the children out during the session to post letters, visit local shops, schools or parks. Throughout the year we have various events to which parents/carers are invited. We may request helpers to accompany us on some outings.

Policies

Our staff can explain our policies and procedures to you. Copies of the policies are available in our parent box or can be emailed to you.

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.

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 guarded 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.

If we have any reason to believe that a child is subject to abuse of any kind we may discuss the circumstances with the parent/carer. Records may be kept and Social Services may be informed.

Behaviour

If a child has behaved inappropriately the child will be told that the behaviour is not welcome at preschool. If the behaviour continues the child may be separated from the group for a short time, their actions discussed and a positive response reached.

Parent/carer may be asked to discuss the child's behaviour for a positive plan of action. There is usually a trigger that can set off bad behaviour and staff will try to be fair so a child doesn't feel unjustified when they are told that what they have done is wrong. If a child seriously hurts or injures another child it will be recorded in our incident booklet which parent/carer will be requested to sign upon collecting their child. In extreme circumstances the proprietor and manager have the right to exclude a child from preschool.

Sickness / Absence

We are required to record all absences whether this is short term or long term. We ask that you inform the preschool if your child is not attending and state an estimated date of return.

Any child who has a temperature, infection or symptoms of illness must be kept at home until all symptoms have disappeared. Children must not attend preschool if they have been sick or had diarrhoea during the previous 48 hours.

Illnesses or allergies

It is very important that we are notified in writing about any medical condition your child may have. We require a step-by-step guide of what treatment and action staff are requested to undertake. If we are not made aware in writing and an incident occurs we will, in an emergency, call for an ambulance. Our registration form requires you to confirm your permission for medical advice or treatment to be sought if we are unable to

contact you. If your child has emergency medication this must be brought into each session and handed to a member of staff. It is the parent/carer's responsibility to collect the medication at the end of each session.

First Aid

There will always be at least one qualified person present at all sessions. If a child has an accident whilst at preschool, records will be kept and parent/carers will be asked to sign the accident book when collecting their child. We only ever use a cold compress for bumps. Plasters are only used if blood is visible. In the event of any major accident staff are only permitted to perform lifesaving treatment. In all other cases the advice of the child's doctor will be sought or an ambulance called.

Emergency contacts

It is the parent/carers responsibility to inform us in writing if collection and emergency contact details change. A child will only be allowed to leave the preschool with an adult over 16 years of age. Please make sure your emergency contact name and address is someone other than yourself. A password may be used in an emergency.

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. Our equipment and activities are arranged to meet all stages of development. We work to the requirements of the 1993 Education Act and The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

We accept children with special educational needs and work with parents/carers and other agencies to offer the best care and attention that is required whilst in our care.

We have a Special Educational Needs and Disabilities Co-ordinator who is specially trained to meet with parents and liaise with local therapists and organisations who can help and advice and put positive steps in place so that all children are treated equally to meet their individual needs. Nothing would ever be done without parental consent.

Our Special Educational Needs and Disabilities Co-ordinator is Nicky Smith.

Equal Opportunities

Anyone who enters the preschool will be treated with equal respect and no discrimination against their colour, race, religion, gender or culture. We promote equal opportunities by offering a varied curriculum plan. Our activities and equipment incorporate and represent the world we live in.

Children are free to choose the activities they wish to join in with. Any discriminative remarks are challenged. Our curriculum includes planned activities to acknowledge the diversity of customs and festivals within our community. We arrange our activities so they are accessible to all. We do not stereotype. We include a variety of activities, equipment and resources to represent a variety of cultures and religions.

Fees

The fees are £6.00 per hour payable termly in advance. Fees must still be paid if children are absent. 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.

Complaints

Anyone who wishes to make a complaint should speak to their child's key person or manager to hopefully come to a solution. Failing that they should put the complaint in writing to the proprietor. Every effort will be made to resolve complaints. In the unlikely event of there not being a mutual agreement reached after following the complaints procedure you may contact the duty officer at:

Ofsted Early Years, Building C, Cumberland Place, Park Row, Nottingham, NG1 6HJ.

Telephone number: 0300 1234666.

Starting at Jack and Jill Pre-school setting

To register your child with us we ask that you complete a registration form along with a Tapestry agreement form. Bring this to the setting along with a £30 registration fee to secure your child's place. The registration fee will cover the cost of 2 Jack and Jill polo tops as well as administrative processes. If the place is not subsequently taken up by your child the registration fee will not be refunded due to the administrative processes which would have taken place. If we are unable to offer your child a place then the registration fee will be refunded.

Children are accepted at the age of 2 years. Government funded children have first refusal of any available spaces, then all other children who are currently attending. The waiting list is next in line and the local community takes priority. If there are a limited number of spaces available, the space will be allocated to whoever was registered first. The proprietor can override this policy in exceptional circumstances.

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. We will arrange our routine so staff are on hand to comfort and help settle children. For the first few sessions parents/carers will be requested to return early to collect their child until the child is familiar with their new surroundings. A very positive attitude towards preschool is required, as children will pick up on parents' anxieties.

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 questions.

