

## **Safeguarding and Welfare Requirement: Information and Records**

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

### **10.1 St Christopher's Pre-School Early Years Prospectus for Parents**

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This prospectus aims to provide you with an introduction to St Christopher's 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 Terms and Conditions for a full description of our services.

#### **Welcome**

Established in 1970 St. Christopher's Pre-School is a thriving group catering for pre-school children in Thornhill, Southampton and is situated within walking distance to the local primary schools. The Pre-School is a non-profit making charity who are administered by a volunteer Management Committee made up of parents, ex-parents and interested individuals, therefore all decisions made are for the sole benefit of the children rather than a profit making individual.

We cater for children from two to four years of age and have a high adult ratio of 1:4 for two year olds and 1:8 for three and four year olds.

Our aim is to provide a safe, secure and friendly environment in which you are assured your child will learn and grow. We value each child as an individual and understand and support each child to blossom and develop.

#### **Our Staff**

All our staff hold relevant qualifications for their position, all hold updated first aid certificates and all have DBS criminal record clearance. Our staff consists of a Lead Practitioner & Child Protection Co-Ordinator, a Deputy Practitioner & ECAT Co-Ordinator, a SENCO Co-Ordinator, Assistant Practitioners and an Administrator.

#### **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; and
- offer children and their parents a service that promotes equality and values diversity.

#### **Parents**

You 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; and
- included at all levels.

As a voluntary managed pre-school, we also depend on the good will of parents and their involvement to keep going. Membership of our pre-school carries expectations on you for your support and commitment.

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

We aim to ensure that each child:

- 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 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 each child makes satisfying progress;
- is in a pre-school that sees parents as partners in helping each child to learn and develop; and
- is in a pre-school in which parents help to shape the service it offers.

### *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.

Our pre-school 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.

#### *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 actively ensure all information is shared with the pre-school.

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.

### *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 she 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 encourage 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.

We are open for 38 weeks each year.

We are open for 4.5 days each week.

The times we are open are Monday - Thursday: 9:00am – 3:30pm and Friday: 9:00am – 12:00pm

We provide care and education for young children between the ages of 2 and 4 years.

### **How parents take part in our pre-school**

Our pre-school 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 could take part in making our 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 our staff
- contributing to the progress check at age two;
- helping at sessions of our 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 our pre-school where appropriate;
- taking part in events and informal discussions about the activities and curriculum provided by our pre-school;
- joining in community activities, in which our pre-school takes part; and
- building friendships with other parents in our pre-school.

### **Key person and your child**

Our pre-school uses a key person approach. This means that each member of staff has a group of children for whom she 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 our pre-school, she will help your child to settle and throughout your child's time at our pre-school, she will help your child to benefit from our activities.

### **Learning opportunities for adults**

As well as gaining childcare 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 Pre-school Learning Alliance, through *Under 5* magazine and other publications produced by the Alliance. Surestart offer opportunities for parents to train, information will be displayed on our notice board.

### **The pre-school's timetable and routines**

Our 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 day in our pre-school are provided in ways that:

- help each child to feel that she/he is a valued member of our 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**

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 & Lunch Club**

We make snack and lunch club a social time at which children and adults eat together. We plan the snacks so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs and we will plan accordingly. Lunch club is available to children aged 3+ who wish to attend pre-school all day. We ask that you provide a healthy and nutritious lunch for your child.

### **Clothing**

Please ensure that your child is **DRESSED FOR MESS** as the children will be exploring paint, sand and water. 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. We have free flow access for the children to choose to play inside or outside, therefore it is essential that the children are appropriately dressed. Pre-School polo shirts and jumpers are available to purchase but are not compulsory. **We request that a named bag is brought in with your child at every session with a change of clothing.**

### **Toilet/Potty Training**

We do not require your child to be toilet trained to attend our pre-school. We will actively support potty training when your child has reached an appropriate stage of development. We are happy to change nappies and soiled clothes if accidents occur. **We request that you provide changing equipment i.e. nappies/pull ups, wipes, cream, nappy bags and a change of clothes in a named bag.** Soiled items will be given to you to dispose of.

## Policies

Our staff can explain our policies and procedures to you. Copies of which are available in our Policies folder which is located on the entrance table. Our policies help us to make sure that the service provided by our pre-school is a high quality one and that being a member of our pre-school is an enjoyable and beneficial experience for each child and her/his parents.

Our staff and parents 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 our pre-school to provide a quality service for its members and the local community.

### *Our policies:*

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| 1.1 Children's rights and entitlements                           | 8.6 Animals in the setting                             |
| 1.2 Safeguarding children and child protection                   | 8.7 No smoking   |
| 1.3 Looked after children  | 8.10 Staff personal safety                             |
| 1.4 Uncollected children   | 9.1 Valuing diversity and promoting equality           |
| 1.5 Missing Child  | 9.2 Supporting children with special educational needs |
| 1.6 Use of mobile phones and cameras                             | 9.5 British Values                                     |
| 1.7 Social networking  | 10.1 Early years prospectus                            |
| 2.1 Employment   | 10.1b Privacy notice                                   |
| 2.2 Student placements   | 10.2 Admissions  |
| 3.1 Induction of staff, volunteers and managers                  | 10.3 Application to join                               |
| 3.2 First aid  | Emergency Closure Procedures                           |
| 3.3 Use of school technology devices by staff                    | 10.5 Parental involvement                              |
| 4.1 The role of the key person and settling in                   | 10.6 Children's records                                |
| 5.1 Staffing   | 10.7 Provider records                                  |
| 6.1 Administering medicines                                      | 10.8 Transfer of records to school                     |
| 6.2 Managing children who are sick, infectious or with allergies | 10.9 Confidentiality and client access to records      |
| 6.3 Recording and reporting of accidents and incidents           | 10.10 Information sharing                              |
| 6.4 Nappy changing   | 10.11 Working in partnership with other agencies       |
| 6.5 Food and drink   | 10.12 Making a complaint                               |
| 6.6 Food hygiene   | 10.13 Terms and conditions                             |
| 7.1 Achieving positive behaviour                                 | 10.13a Change of Sessions                              |
| 8.1 Health and safety general standards                          | 10.14 Notification of leaving                          |
| 8.2 Maintaining children's safety and security on premises       | 10.15 Schedule of fees                                 |
| 8.3 Supervision of children on outings and visits                | 10.16 Non attendance                                   |
| 8.4 Risk assessment  | Allegations against a staff member                     |
| 8.5 Fire safety and emergency evacuation                         | Grievance  |
|  | Whistle Blowing  |

## 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 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.

### **Safeguarding children**

Our pre-school has a duty under the law to help safeguard children against suspected or actual 'significant harm'. We are committed to building a "culture of safety" in which children, young people and vulnerable adults are protected from abuse and harm in all areas. All staff have training in Safeguarding.

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.

### **Special needs**

To make sure that our pre-school meets the needs of each individual child, we take account of any special 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 Crystal Sanders.

### **The management of our pre-school**

Our pre-school 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 pre-school. Our committee can be contacted on the following email address:

[scp.committee@hotmail.com](mailto:scp.committee@hotmail.com). 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; and
- making sure that we work in partnership with parents.

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

### **Fees**

We are in receipt of nursery education funding for two, three and four year olds; where funding is not received, then fees apply. The fees are payable weekly in advance and must be kept up to date for your child to keep his/her place at our setting. We do request that you advise the pre-school of your child's sickness/absence to ensure the register is kept upto date and your child's place is held open for them to return. Fees remain payable in cases of sickness or holiday absence. Please refer to our Schedule of fees policy in our policies folder for details of our fees.

### **Starting at our pre-school**

#### *The first days*

We welcome both the child and parent to visit our group, to meet the staff and see what our pre-school can offer through a working session where your child can join in with activities. You will be introduced to your child's key person and be able to discuss in confidence any problems or concerns, or share any information that will help your child settle into pre-school life. It is important for the parents and pre-school staff to work together to help your child to feel confident and secure in the group. This takes longer for some children than for others and parents should not feel worried if their child takes a while to settle in.