

Sennen and Lands End



Pre-School

# Sennen and Land's End Pre-school Prospectus

EY481137

Charity NO: 1036652



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Web address- [www.sennenpreschool.org.uk](http://www.sennenpreschool.org.uk)



### **At Sennen and Lands End Pre-school we aim 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;
- Contribute to the life and well-being of the local community; and
- Offer children and their parents a service that promotes equality and values diversity together with promoting British Values.

### **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 parent helpers;
- 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 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.

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

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



The provision for children's development and learning is guided by The Early Years Foundation Stage (2017). This framework emphasises the important role of parent/carer, in contributing to your child's develop.

There are 4 themes that underpin the EYFS framework. These are:

## 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 and parents and carers.

## Learning and Development

Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

### **They foster the characteristics of effective early learning**

- Playing and exploring
- Active learning
- Creating and thinking critically

### ***How we provide for development and learning***

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development, however, is not an automatic process. Therefore, the care and education offered by our setting provides each unique child the opportunities to interact in positive relationships and enabling environments by providing all of the children with interesting activities that are appropriate for their age and stage of development

**The EYFS Framework** explains how and what your child will be learning to support their healthy development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**. Younger children mostly develop within the **3 prime areas** first. These are:

- Personal, social and emotional development;
- Communication and language; and
- Physical development.

These prime areas make up the basis for your child's healthy development and act as a platform for future learning.

As children grow, the prime areas will help them to develop skills within in the **4 specific areas**. These are:-

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

These 7 areas are used to plan your child's learning and activities. The qualified professionals teaching and supporting your child at Sennen Pre-school will make sure that the activities are suited to your child's unique needs and interests. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's designed to be really flexible so that the staff can follow your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which can take place both indoor and outdoor environments.

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*. For more information please refer to 'What to Expect, When? A Parents Guide'.

## ***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 setting uses the practice guidance: Early Years Foundation Stage to support our planning which is tailored to children's individual needs and interests. This enables us to provide a range of play

activities (and some structured 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 help provide ideas for purposeful equipment and how make best use of it.

We assess how young children are learning and developing by observing them. We use information that we gain from observations, including photographs or videos of the children, to document their progress and to identify their next steps in learning. We believe that parents know their children best and we appreciate them contributing towards planning and assessment by sharing information about what their children like to do at home. We meet with parents on a regular basis to talk about and share ideas on how to support future development. Information can be shared through daily conversations with children and parents, "Tapestry" (on-line) Learning Journey's and termly Achievement Time.

We make assessment summary reports of children's achievements based on our ongoing observational records and assessments. These form part of children's Learning Journey's. Within the first six weeks of your child starting at Sennen and Land's End Pre-school, your child's key person will complete a baseline assessment which will be shared and discussed with parents/carers. After this we undertake assessment summaries termly, as well as times of transition, such as when a child moves into a different setting or when they go on to school. If children attend another setting or are looked after by a childminder, best practise is assured through shared information.

## ***When your child is 2***

At some point after your child turns 2, the professionals working with your child must give you a written summary of how your child is progressing against the 3 prime areas of learning ( see above) This is called ***the progress check at age 2***.

This check will highlight areas where your child is making progress and will highlight and identify where extra help or support may be needed. It will make suggestions on how mums and dads and other family members or carers can work with the key person to help. It is recommended that parents/carers share the information from the 2yr check with other professionals such as health visitors (who can use it as part of the health and development review).

## **Learning Journey**

The setting keeps an on-line Learning Journey for each child. Staff and parents can both access the Tapestry Learning Journey and work together on keeping a record of children's progress. To do this you and the key person can upload information about your child, (e.g. activities, interests and achievements). The Learning Journey is just one of the ways in which the key person and parents can work in partnership.

This information will enable the key person to broadly identify your child's developmental stage. You and the key person will then decide on how to help your child to move on to the next stage, (Next Steps). Your child's Learning Journey also helps us celebrate with you her/his achievements and will serve to identify any areas where we can work together to provide additional support to enable your child to make future progress.

## **Qualified Early Years Practitioners working within the setting:**

<b>Name</b>	<b>Job Title</b>	<b>Qualifications and Experience</b>
Charlotte Dudley	Pre-school Manager	Foundation Degree in Early Years
Sally Baker-Jones	Deputy Manager (shared role)	Early Years Teacher
Jane Atkinson	Deputy Manager (shared role)	Qualified Teacher, B.ed., Diploma: Teaching Young Children and Adults with Autism
Laura Rimmer	Pre-school Assistant	BA in Early Years.
Kerra Griffith	Pre-school Assistant	NVQ level 3
Scarlett Whitehall	Pre-school Assistant	NVQ level 3
Hannah Gardiner	Pre-school Assistant	NVQ level 3



## How parents play a part in the setting

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents play a part in making the setting 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 setting;
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting;
- 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.

For more info please refer to policy 4.3 Parental involvement.

## Key persons 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 what 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 the setting's activities. For more info please refer to policy - 6.2 The role of the key person, settling-in and transitions.

## A day at Sennen Pre-school



We plan our free-flowing (in and outdoor) sessions where children can choose from a range of activities and, in doing so, build up their ability to become independent learners. 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. These include activities such as welcome time, philosophy 4 nursery, write dance, fun fit and story/song and dance time. These take account of children's changing energy levels throughout the day. The setting caters for children's individual needs for rest and quiet activities during the day. 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 and meals

At Sennen Pre-school we feel meal times are a social time where adults and children eat together. We offer cafe-style snack to give the children more independence and choice and to enable the setting to remain free-flowing. We aim to provide healthy and nutritious food with individual children's dietary needs in mind. We have two snacks per day one around 10:30am and a second around 2pm.

For children who stay for lunch, a fridge is provided to keep food fresh. Healthy lunch boxes are an expectation, please see guidance at end of prospectus or for more info please refer to policy 3.6 Food and drink.

## Policies

There is a copy of our policies and procedures available for you to view within the setting at all times or you can also view our policies and procedures on our website.

The setting's policies help us to make sure that the service provided by the 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 and Adults**

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm' All staff at Sennen Pre-school are trained to ensure that they are able to recognise the signs and signals of possible abuse (see policy 1.1 - Safeguarding Children and Child Protection) and that they are aware of the local authority guidelines for making referrals.

### **Special Educational Needs**

As part of the setting'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 and regularly work with other professionals e.g. speech therapists. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2014).

Our Special Educational Needs Coordinator (SENCO) is Charlotte Dudley. For more info please refer to policy 2.2 Supporting children with Special Educational Needs.

### **The Management of our setting**

Our management committee is made up of elected parents. The elections take place at our Annual General Meeting. The committee is responsible for:

- managing the setting's finances;
- employing and managing the staff;
- making sure that the setting has, and works to, policies that help it to provide a high quality service; and
- making sure that the setting works in partnership with the children's parents.

The Annual General Meeting is open to the parents of all of the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan. Parents are also invited to attend termly committee meetings to discuss and share ideas for fundraising, as well as the day to day running of the setting.

## Opening hours

We are open for 38 weeks a year and are closed during school holidays. We offer full day care: Monday to Thursday between 8.30am to 3.00pm where we provide care and education for young children between the ages of 2 and 5 years.

## Funding

### Free funding for all 3 and 4 year olds

All children will receive 15 hours per week free funding paid by the government beginning from the start of the term following their 3<sup>rd</sup> birthday.

### Additional free 15 hours funding

You may be able to claim an additional 15 free funded hours. This is available when a single parent, or both parents, work 16 hours or more per week.

This equates to £115 a week or £6000 a year for each parent over 25 or £112.20 a week or £5700 per year for each parent aged between 21 and 24 years of age.

For more information, visit [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk).

### Free 2-year-old funding

Your 2-year-old may be entitled to 15 free hours funding starting from the term after their 2<sup>nd</sup> birthday if, as parents, you are in receipt of one of the following:

- Income Support
- income-based Jobseeker's Allowance (JSA)
- income-related Employment and Support Allowance (ESA)
- Universal Credit
- tax credits and you have an annual income of under £16,190 before tax
- the guaranteed element of State Pension Credit
- support through part 6 of the Immigration and Asylum Act
- the Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)

## Illness and Medical Emergency

Parents/carers must ensure that someone is contactable **at all times** while your child is in the setting in case of emergency such as: illness, accident resulting in injury, or incident such

as a fire. If parents or emergency contacts are not available, then the setting will contact either social services and/or an ambulance, whichever is applicable.

If your child becomes unwell and the staff feel that it is no longer appropriate for the child to remain in the setting or feel other children may be a risk, then you will be asked to collect your child. If children have had any sickness or diarrhoea, then they cannot re-enter the setting until 48 hours after last episode. (Please be clear on this -keep your child at home- even if they want to come in to preschool!) For more info, please refer to policy 3.3 Sickness, illness and allergies.

## **Starting at Sennen Pre-school**

### ***The first days***

We want your child to feel happy and safe with us. We highly recommend children staying for at least 2 sessions a week, we have found children settle into the setting quicker and are much happier. Staff will work with you to decide on how to help your child to settle into the setting. This will be decided upon during a home visit. The setting has a policy about helping children to settle into the setting: a copy is available to view on our website or a hard copy is available upon request.

### ***Clothing/personal care***

We ask parents to bring in daily spare nappies, a spare set of clothes as well as own sun cream if preferred, although the setting does provide own cream (sun factor 30 or above), and hats in hot weather and wellies in wet weather. Children can also bring in slipper to protect their feet if they like to take their shoes off - all which can be stored on your child's peg. We provide protective clothing for the children when they play with messy activities.

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

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. Members of staff are always ready and willing to talk with you about your ideas, views or questions.



## Sennen & Lands End Pre-school-fundraising

We need you to help us to raise funds for Sennen and Lands End Pre-school. Currently we are seeking to relocate to a new premises.

All we ask of you is to go online and register with [www.easyfundraising.org.uk](http://www.easyfundraising.org.uk)

This is a site that enables the Pre-school to raise funds from the amount of online shopping we all do. You register with the site for our cause and then you do all your shopping through this website. Each purchase you make then generates a donation to the Pre-school (up to 15 % of the total order). The retailer donates the designated percentage to our cause.

**It will cost you nothing extra!**

For example, buying one toy from Early Learning Centre that costs you £20.00 could earn the Pre-school up to £3.00. Or buying a washing machine from Argos for £200.00 could earn us up to £30.00. Every little helps, so start shopping!

**It is completely free and is quick and simple to do. Here's how to do it:**

1. Go to [www.easyfundraising.org.uk](http://www.easyfundraising.org.uk)
2. Click on 'Find A Cause'
3. Click on 'S' on the alphabet, select 'Sennen and Lands End Playgroup' (Note **Playgroup**) on page 6.
4. Now on the 'Registration' page, check it says 'Sennen and Lands End Playgroup' at the top of by 'Charity/Organisation'. Fill in your details, creating your own password.
5. Click 'Accept & Register'
6. That's it, as simple as that; you are now 'logged in'. You can shop as normal through this website and every purchase you make means the Pre-school will receive a donation. You can keep track of how much you have raised for the Pre-school each time you 'login', it is displayed in red, in the box at the top left of your screen. Don't forget to log out after use.

Thank you so much for helping, the Pre-school could not run without such support.

Below are just some of the hundreds of Retailers Registered with 'Easy Fundraising':

Amazon  
Argos  
NEXT  
Comet  
Ebay

John Lewis  
HMV  
Toys 'R' Us  
M&S  
Staples

RAC  
PC World  
The Body Shop  
Travel Lodge  
Tiscali

Directline  
Co-op  
Asda  
Norwich union  
.....and many more



# Making a Complaint

Parent with a concern about an aspect of the setting's provision.

Talk over concern with setting Leader.

Complaint resolved

If unresolved, parent puts the complaint in writing to the setting leader and the chair of the committee.

Written acknowledgment of complaint is sent to parent. Full detailed investigation. Parent to meet with leader to discuss complaint and parent is informed of the outcome of investigation within **28 days**.

Complaint resolved and logged confidentially - available for Ofsted to see on request

If concern is unresolved at this stage, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice.

When the mediator has concluded her/his investigations, a final meeting is held between the parent, the setting leader, chair of the committee and the mediator.

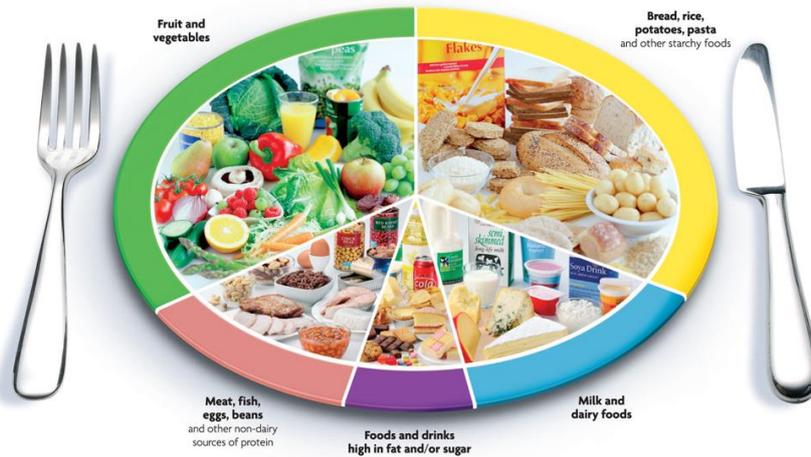
Complaint resolved, decision recorded and signed, and copies held by both parties.

**PARENTS MAY APPROACH OFSTED DIRECTLY AT ANY STAGE OF THIS COMPLAINTS PROCEDURE. IN ADDITION, WHERE THERE SEEMS TO BE A POSSIBLE BREACH OF THE SETTING'S REGISTRATION REQUIREMENTS, IT IS ESSENTIAL TO INVOLVE OFSTED AS THE REGISTERING AND INSPECTION BODY WITH A DUTY TO ENSURE THE WELFARE REQUIREMENTS OF THE EARLY YEARS FOUNDATION STAGE ARE ADHERED TO-**

**0300 123 1231**

# The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



Choose a food from each section to make a balanced healthy lunchbox.

<u>THE</u>	<u>BALANCE</u>	<u>OF</u>	<u>GOOD</u>	<u>HEALTH</u>
Bread, Cereals, Pasta, Potatoes Brown Bread Small pitta Bridge rolls Sesame bread Cheese bread Soda bread English muffin Bread sticks Ritz crackers Cream crackers Crisp-breads Pretzel Potato cake Chapati	Fruit and Vegetables Small tomatoes Cucumber Mixed salad Grated carrot Mixed lettuce Celery sticks Sliced peppers Apple Banana Orange Satsuma Cherries Plums Grapes Mango Peach Nectarine Melon Raisins Strawberries Raspberries Small container of fruit cocktail	Meat, Poultry, Fish, Eggs, Pulses Chicken strips Chicken leg Sliced turkey Ham Sliced pork Sliced beef Luncheon meat Party sausages Pepperoni Eggs: In mayonnaise Boiled/sliced Picnic egg Scotch egg Tuna Tinned salmon Salmon paste Prawns in a cocktail sauce Prawn salad Fish fingers Vegetarian: Sausages Quorn sandwich	Milk, Cheese and Dairy Foods Cheese: strings triangles spread cheddar dip cheddar edam Vegetarian cheese Plain yoghurt Natural yoghurt with fresh fruit Fruit flavoured yoghurt Crunch corner yoghurt Fromage frais Frube (frozen) Fruit fool Milk (ice pack) Milkshakes Small pot of custard	Fatty and Sugary Butter Fat spread Mayonnaise Crisps (few in a plastic bag) Individual jelly Small pot of homemade jelly Twice a week - choose a treat from below: Biscuits x 2 Swiss roll Cereal bar Choc Penguin Kit Kat 2 finger Small cake
Drinks	Fruit squash (no added sugar), orange, lemon, strawberry, blackcurrant. Fruit juice, water, fizzy water, milk, milkshake.			