

Sennen and Lands End



Pre-School

Sennen and Land's End Pre-school

Prospectus

Charity NO: 1036652



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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;
- 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.

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 (DfE 2012). From September 2008 the Early Years Foundation Stage became law. This brought together Birth to Three Matters and the Curriculum Guidance for



the Foundation Stage. In 2012 the framework was revised to make it clearer and easier to use, with more focus on the things that matter most. This new framework also has a greater emphasis on your role in helping your child 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.

Practitioners

- understand and observe each child's development and learning, assess progress, plan for next steps
- support babies and children to develop a positive sense of their own identity and culture
- identify any need for additional support
- keep children safe
- value and respect all children and families equally.

Positive Relationships

Children learn to be strong and independent through positive relationships.

Positive relationships are

- warm and loving, and foster a sense of belonging
- sensitive and responsive to the child's needs, feelings and interests
- supportive of the child's own efforts and independence
- consistent in setting clear boundaries
- stimulating
- built on key person relationships in early years settings.

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.

Enabling Environments

- value all people
- value learning

They offer

- stimulating resources, relevant to all the children's cultures and communities
- rich learning opportunities through play and playful teaching
- support for children to take risks and explore.

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**. Children should mostly develop the **3 prime areas** first. These are:

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

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **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. 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 takes place both indoors and outside.

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 our website - Parents guide to the EYFS.

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 interest. This enables us to 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.

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 towards planning and assessment by sharing information about what their children like to do at home and how they as parents are supporting development. This can be achieved through our 'WOW' board, children's Learning Journey's and termly Achievement Time.

We make assessment summaries of children's achievements based on our ongoing development records. These form part of children's Learning Journey's. Within the first six weeks of your child starting at Sennen and Landsend 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, information is shared with parents' permission.

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:

- communication and language;
- physical development; and
- personal, social and emotional development.

This is called **the progress check at age 2**.

This check will highlight areas where your child is progressing well and any where they might need some extra help or support - and how mums and dads and other family members or carers can work with the key person to help. You might find it useful to share the

information from the 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 a Learning Journey for each child. Staff and parents working together on their children's Learning Journey is one of the ways in which the key person and parents work in partnership. Your child's Learning Journey 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 with you to keep this record. To do this you and she/he 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. You and the key person will then decide on how to help your child to move on to the next stage.

Working together for your children

At Sennen and Lands End Pre-school we maintain the ratio of adults to children in the setting 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; and
- allow the children to explore and be adventurous in safety.

The staff who work at Sennen and Lands End Pre-school are:

Name	Job Title	Qualifications and Experience	Currently Working Towards
Charlotte Dudley	Pre-school Leader	Foundation Degree in Early Years	
Sally Baker-Jones	Deputy Leader	Early Years Professional Status	

Jane Atkinson	Strategic and development manager	Diploma in Teaching Young Children and Adults with Autism	
Laura Rimmer	Pre-school Assistant	BA in Early years.	
Kerra Griffith	Pre-school Assistant	NVQ level 3	Foundation Degree in Early Years
Scarlett Whitehall	Pre-school Assistant	NVQ level 3	
Hannah Gardiner	Pre-school Assistant	NVQ level 3	

How parents take 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 take 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.

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 guitar for the children and show them their work vehicle, an ambulance (see our many photos within the playroom).

We welcome parents to drop into the setting to see it at work or come along to our daily stay and play sessions from 9:00 - 9:30am. You are always welcome to speak with the staff.

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 may have two key people where staff job share;

this is to ensure a key person is there for you and your

child at all times. 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 (EYFS only).

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the setting staff regularly take part in further training to help them to keep up-to-date with thinking and further develop their own knowledge about early years care and education.

The setting also keeps itself up-to-date with best practice in early years care and education.

From time to time the setting holds learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

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 the 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 day

We plan our free-flowing 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. These include activities such as welcome time, phonics, philosophy 4 nursery, write dance, fun fit, learning talk and story/song 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 and Lands End 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.

For children who stay for lunch, a fridge is provided to keep food fresh. For more info please refer to policy 3.6 Food and drink.

Packed Lunches

All food is preferably homemade

Bought processed foods must be limited

Healthy lunch boxes are an expectation and needs to include: -

- at least 1 (preferably 2) portions of fruit or vegetables daily (foods such as grapes and cherry tomatoes need to be cut into half to avoid choking)
- a healthy sandwich/cob/roll/wrap -ideally made with brown/wholemeal/granary with a non-sugary filling.
- Egg, cheese, meat, peanut butter, marmite
- A treat (which can be eaten after the above has been consumed)
- A non-sugary, non-fizzy, non-artificially coloured, 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.

The staff and parents of the setting 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 the setting to provide a quality service for its members and the local community.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm' All staff at Sennen and Lands End Pre-school are trained to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.

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 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

A parent management committee - whose members are elected by the parents of the children who attend the setting - manages the setting. 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 40 weeks a year and are closed during school holidays. We offer full day care: Monday to Thursday between 8.45am to 3.00pm where we provide care and education for young children between the ages of 2 and 5 years. We also offer wrap around care



Monday to Wednesday between 3.00pm and 5.30pm for children ages 3 and 11. Opening hours are reviewed termly and may change depending on numbers and demand.

Fees

Between the hours of 9am and 3pm our fees are £3.00 per hour for children aged three and four and £3.50 for children aged two. Alongside this we also charge a flat rate of 25p per each snack. Between our wrap around hours of 3pm and 5.30pm we charge £4.00 per an hour. A snack for each child will be provide free of charge during wrap around sessions. There are early/late drop off charges for children in our care before or after our opening hours. These are £1.50 for the 15 minutes prior to the start or end of the day, plus one whole hours fee will be charge for any time before or after this (the fee will vary depending on the age of the child and session attended). 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 chairperson or Charlotte Dudley who is the Pre-school Leader. All fees are payable monthly (at time of printing).

For your child to keep her/his place at the setting, you must pay the fees within a month. We are in receipt of nursery education funding for three and four year olds; where funding is not received, then fees apply.

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. For more info, please refer to policy 3.3 Sickness, illness and allergies.

Starting at Sennen and Lands End 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 setting. This will be done 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 and wet wipes, a spare set of clothes as well as sun cream and hats in hot weather (factor 30 or above) and wellies in wet weather. Children can also bring in slippers 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. The staff are always ready and willing to talk with you about your ideas, views or questions.

As a mum or dad, how can I help with my child's learning at home?

All the fun activities that you do with your child at home are important in supporting their learning and development, and have a really long lasting effect on your child's learning as they progress through school.

Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the following things with your child it will make a real difference to your child's confidence as a



young learner.

If you're looking for new ideas for things to do then find out what is on offer at your local children's centre. They offer play activities which you and your child can join in with, and many of the activities are free.

Staff can also give you advice about the kinds of books or other activities your child might enjoy at different ages. Also see parents' guide - What to expect, when?

Sennen & Lands End Pre-school-fundraising

We need you to help to raise funds for Sennen and Lands End Pre-school. All we ask of you is to go online and register with 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
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.

Just some of the hundreds of Retailers Registered with 'Easy Fundraising':



Amazon
Argos
NEXT
Comet

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 r



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.

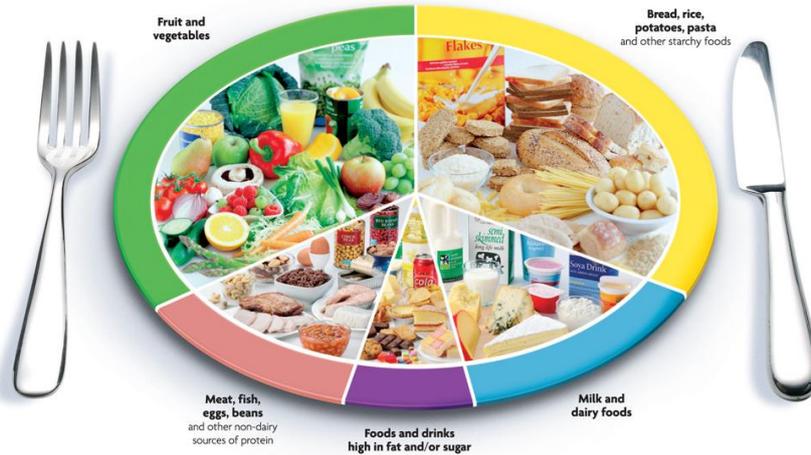
When the mediator has concluded her/his investigations, a final meeting is held between the parent, the setting leader, chair of the committee and the mediator.

Complaint resolved, decision recorded and signed, and

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

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) Skips, wotsits Pringles in small plastic pot Individual jelly Small pot of homemade jelly Twice a week - choose a treat from below: Biscuits x 2 Kelloggs Chewy bar Fondant fancy Swiss roll Cereal bar Choc Penguin Kit Kat 2 finger Small cake
Drinks	<u>Fruit squash (no added sugar), orange, lemon, strawberry, blackcurrant.</u> Fruit juice, water, fizzy water, milk, milkshake.			