



## Kings road preschool welcomes you!

## Prospectus

### Kingsroad Pre-Schools aims to:

- Provide high quality care and education for children between the ages of 2 years until starting school.
- Work in partnership with Parents/Carers to help children to learn and develop;
- Offer children and their parents a service that promotes equality and values diversity.

### Parents

Parents/Carers are regarded as members of kingsroad Pre-Schools, who have full participatory rights. These include a right to be:

- Valued and Respected;
- Kept Informed;
- Consulted;
- Involved; and
- Included at all levels.

### Kingsroad Pre-Schools aims 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.
- 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/carers 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.

## Children's Development and Learning

The provision for children's development and learning is guided by The Early Years Foundation Stage. Our provision reflects the four key themes and the principles of the Early Years Foundation Stage.

### **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 parent 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.

## How We Provide for Development and Learning

Children are born ready, able and eager to learn. They actively reach out to interact with people, and in the world around them. The care and education offered by our setting ensures children are provided with challenging, playful opportunities across the prime and specific areas of learning and development. We foster the characteristics of effective learning which includes; playing and exploring, active learning and creating and thinking critically.

The Areas of Development and Learning comprise of:

### Prime Areas:

#### **Personal, Social and Emotional Development**

Making Relationships, Self-Confidence and Self Awareness, Managing Feelings and Behaviour.

#### **Physical Development; and**

Moving and Handling, Health and Self Care.

#### **Communication and Language.**

Listening and Attention, Understanding, Speaking.

### Specific Areas:

#### **Literacy;**

Reading, Writing.

#### **Mathematics;**

Numbers, Shape, Space and Measure.

#### **Understanding the World; and**

People and Communities, The World, Technology.

### **Expressive Arts and Design.**

Exploring and Using Media and Materials, Being Imaginative.

There are seven areas of learning and development and all areas of learning and development are important and inter-connected. The Prime areas are particularly important for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Specific areas include essential skills and knowledge for children to participate successfully in society.

### **Prime Areas:**

#### **Personal, Social and Emotional Development**

Involves helping children....

- To develop a positive sense of themselves, and others; to form positive relationships and develop respect for others.
- To develop social skills and learn how to manage their feelings.
- To understand appropriate behaviour in groups; and
- To have confidence in their own abilities.

#### **Physical Development**

This area involves....

- Providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement.
- Helping children to understand the importance of physical activity; and
- Helping children to make healthy choices in relation to food.

#### **Communication and Language**

This area involves....

- Giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and
- To speak and listen in a range of situations.

### **Specific Areas:**

#### **Literacy**

This area involves....

- Encouraging children to link sounds and letters;
- To begin to read and write;
- Providing children with a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

#### **Mathematics:**

This area involves....

- Providing children with opportunities to develop and improve their skills in counting, understanding and using numbers;
- Calculating simple addition and subtraction problems; and
- To describe shapes, spaces and measures.

#### **Understanding the World:**

This area involves.....

- Guiding children to make sense of their physical world and their community through opportunities to explore; observe and find out about people, places technology and the environment.

#### **Expressive Arts and Design:**

This area involves.....

- Enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

### [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. Pre-Schools uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities, which help children to make progress in each of the areas of learning and development. In some of these activities' children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity.

#### [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 ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's Learning Journals. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves 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 learning and development areas of the EYFS: personal, social and emotional development; physical development; and communication and language; when a child is aged between 24 - 36 months. The key person

is responsible for completing the check using information from ongoing 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

Kingsroad Pre-Schools keeps a Learning Journal for each child. Staff and Parents working together on their children's Learning Journal is one of the ways in which the Key Person and Parents work in partnership. Your child's Learning Journal 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. Your child's Learning Journal or 'All About Me' book as it is named is available to you upon request, to view in the Pre-School setting.

### Working Together for your Children

At Kingsroad Pre-Schools we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. 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.

### Staff:

- All our staff hold the appropriate qualification for their roles within our Pre-Schools such as a minimum qualification of NVQ level 2, Safeguarding children, Paediatric First Aid, SENCO training to name but a few.
- We provide all staff members with regular in-service training through external agencies.

As well as gaining qualifications in early years care and education, the setting staff take part in further training to help them to keep up-to-date with thinking about early years care and education. The setting also keeps itself up-to-date with best practice in early years care and education.

### Opening Times:

We are open term time only 38 weeks per year.

We are open 5 days a week and sessions are run from 9am - 15.00pm Monday, Wednesday and Thursdays **providing a selection of start and finishing times on these days please ask about the availability!** Tuesday 9am -13.00pm and Friday 9am -12.00pm

## [lunch club](#)

facility is available for lunch club which starts at 12pm, you are asked to provide your child with a packed lunch which we keep in a refrigerator.

## [How Parents take part in the Setting](#)

Kingsroad Pre-Schools recognise 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;
- Sharing their own special interests with the children.
- Taking part in events and informal discussions about the activities and curriculum provided by the setting;
- Building friendships with other parents in the setting.

## [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 for. 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.

## [The Setting's Timetable and Routines](#)

Kingsroad Pre-Schools believe that care and education are equally important in the experience, which we offer children. The routines and activities that make up the session 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 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.

Our Outdoor area allows activities that 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.

### Snack Time

We operate a rolling snack system; this means that the children's play does not have to be stopped as a result of it being snack time and allows the children to visit the snack table when they wish or when there is a natural break in their play or activities. The snack table will be opened between 10:00am and 11:00am, where a member of staff will supervise and support the serving of snack and drinks of milk or water. One table will be set up for snack, where the children will sit together to eat while the others will remain available for play. Staff will monitor who has visited the snack table to ensure all children have accessed it during each session.

We plan the snacks so that they provide the children with healthy and nutritious food selection. Do tell us about your child's dietary needs and we will make sure that these are met.

### Policies

Copies of Kingsroad Pre-school's policies and procedures are available on request from the Pre-School. A copy is also available within the Pre-School and all parents are informed when our regular policy reviews are undertaken.

Kingsroad Pre-Schools 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 of the setting work together to ensure the policies are adhered to. The staff 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. Should you have any comments or suggestions once your child is attending our Pre-School then the Manager would be delighted to hear them.

### 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 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 Kingsroads Pre-School's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001).

## The Management of our Setting

The day-to-day management of the setting is in the hands of our Manager and the Deputy Managers who:

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

## Fees

The fees are payable each half term or on a payment plan if pre agreed. 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, please speak to our manager.

For your child to keep her/his place at Pre-School, you must pay the fees. We are in receipt of Free Early Years Entitlement for two-, three- and four-year-olds; where funding is not received, then fees apply.

## Starting at Our Setting

### 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. The setting has a policy about helping children to settle into the setting: a copy of this is available from our Pre-School Manager. All children are offered an induction visit where they are able to come and visit the setting and familiarise themselves with the staff and surroundings with their parent's present.

## Clothing

We provide protective clothing for the children when they play with messy activities. We do however recommend that the children wear older clothing to Pre-School as not all splashes can be prevented on clothing.

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet (whilst supervised by our staff) 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.

Kingsroad Pre-Schools pride itself on being a friendly, warm, safe and progressive environment in which your child can flourish. We ensure that we are very approachable and build fantastic relationships with our children and our parents.