



Early years Prospectus

Setting name	Bow Lane Pre-school		
Address	Bow Lane Scout Centre Bow Lane (off Lower Morden Lane) Morden, Surrey, SM4 4SJ		
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All post should be sent to

Bow Lane Pre-school C/O Mrs Hooker
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Morden
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SM4 4HL

Our setting aims to:

- provide high quality care and education for children aged two to five years and provide a wrap-around service for working parents whose children attend the nursery at Hatfeild or St John Fisher Primary schools;
- 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.

Opening Times

We are open for	39 weeks each year. (term time only)
We are closed	School Holidays
We are open for	5 days each week
The times we are open are	From 7.45 am to 4.30 pm

Parents

Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed and consulted
- involved; and
- included at all levels.

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 to help each child make 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.

Children's development and learning

The provision for children's development and learning is guided by The Statutory Framework for the Early Years Foundation Stage (DCFS 2014). Our provision reflects the four key themes and 16 commitments of the Early Years Foundation Stage.

A Unique Child

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support.

Keeping Safe: Being safe and protected, discovering boundaries, making choices.

Health and Well-being: Growth and developing, physical and emotional wellbeing.

Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key Person: Secure attachment, shared care, independence.

Enabling Environments

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together.

The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.

Learning and Development

Play and Exploration: Learning through experience, adult involvement, contexts for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.

Areas of Development and Learning.

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;
- communication and language development;
- physical development;

SPECIFIC AREAS

- Literacy development
- Mathematics
- Understanding the world and
- Expressive arts and design

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.

The practice guidance sets out the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

Personal, social and emotional development

Our programme supports 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.

Communication and language Development

Our programme supports children to develop:

- 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.

Physical development

Our programme supports children to develop:

- Opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Literacy Development

Our programme supports children to develop:

- Children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics

Our programme 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

Our programme 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

Our programme 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. We use 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. 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.

Assessment

The EYFS Progress Check at age Two

Parents and carers will be given a written short 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 their child is aged between 24-36 months.

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 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 records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child goes on to school.

Records of achievement

The setting keeps a record of achievement for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. 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 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.

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;
- 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.

Helping out at the setting

The setting values parents help and support. Helping at the session enables parents to see what the day-to-day life of the setting is like and to join in helping the children to get the best out of their activities.

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.

Learning opportunities for adults

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.

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;

- 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 and meals

The setting makes snacks and meals a social time at which children and adults eat together. We plan the menus for snacks so that they provide the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met.

Policies

Copies of some of the setting's policies and procedures are enclosed with this prospectus and the rest are available for you to see at the setting or on-line.

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 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. Parents and carers are asked to contribute to the policies. This is done via the questionnaire and all feedback is adopted where possible.

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 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. The setting works to the requirements of the 1993 Education Act and Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

Our Special Educational Needs Co-ordinator is Kelly Bubb

The management of our setting

The setting is owned and governed by Gaye Hooker

Fees

The fees are £ (see separate sheet) payable monthly in advance. 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 Gaye who is the owner.

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

Staffing Ratios

The statutory minimum staffing level for 3 and 4 year olds is 1:8 (1 adult to eight children). For 2 year olds, it is 1:4 (1 adult to 4 children). At Bow Lane pre-school this ratio is maintained at all times, although frequently staffing is in excess of the minimum.

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.

Clothing

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.