



Cobham Community Pre-School

PROSPECTUS

2017

Meadow Room
The Street
Cobham
DA12 3BZ
cobhampreschool.org.uk
Reg. Charity No. 1047983



Name of provider	Cobham Community Pre-School		
Address	The Meadow Room The Street Cobham Kent DA12 3BZ		
Tel No.	07562 666408	Email	cobhampreschooladmin@dgmail.co.uk

Our setting 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

Parents are regarded as members of our setting 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 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

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 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 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.

The Early Years Foundation Stage

The provision for children's development and learning is guided by the Early Years Foundation Stage (DfE 2014). Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage.

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.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by 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.

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 Development Matters in the Early Years Foundation Stage guidance 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 'Development Matters' the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

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 Development Matters the Early Years Foundation Stage guidance 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 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 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. 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.

Learning Journeys

The setting keeps a learning journeys for each child. 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 in partnership 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.

The staff who work at our setting are:

Name	Job Title	Qualifications and Experience
Alison Scott	Manager	<p>Qualified teacher status 2005 – has taught in different year groups from nursery to year 5 for eight years.</p> <p>Prior to becoming Cobham Community Pre-School's Supervisor in September 2015, Alison was Supervisor at a pre-school in Lewisham</p>
Jane Allen	Deputy Manager	<p>NVQ 3 in Children's Care, Learning and Development 2008.</p> <p>Prior to becoming Deputy Supervisor and SENDCO (Special Educational Needs and Disabilities Co-ordinator) at Cobham in September 2015, Jane worked as a Teaching Assistant in a year 1 and year 3 class supporting 3 children with autism. Before that Jane worked for 7 years in a village nursery as a practitioner and SENDCO.</p>
Debbie Theobald	Practitioner	<p>Cache Level 3 Diploma for the children and young people's workforce - Qualified January 2014.</p> <p>Debbie has worked at Cobham Community Pre-School for 21 years. She started as a volunteer when her own daughter was at the Pre-School and was also a committee member.</p>
Debbie Barnes	Practitioner	<p>Debbie started working at the Pre-School in 1997 and before that helped as a volunteer.</p>
Tracy Wrench	Practitioner	<p>Level 2 CACHE Certificate in Pre-School Practice Qualified October 2006</p> <p>Tracy started working at the Pre-school in 2005 and before that was a volunteer. Her own two children attended the pre-school between 2002 and 2004.</p>
Lauren Fordham	Practitioner	<p>Cache Level 3 Diploma for the Early Years Workforce. Qualified January 2017</p> <p>Lauren started working at the Pre-School in September 2016, although she previously completed a student placement here and her own daughter attended the Pre-School.</p>
Kerry Sheppard	Practitioner	<p>Level 3 Childcare Learning and Development</p> <p>Kerry started working at the Pre-School in September 2016 having previously worked at another local pre-school for 8 years.</p>

All of our staff are trained in Paediatric First Aid, Food Hygiene and Child Protection.

We are open for	38	weeks each year.
We are closed	Summer, Christmas, Easter holidays and half terms	
We are open for	5	days each week
The times we are open are	9.15am - 11.45am Mon to Fri 12.30pm - 3.00pm Mon to Thurs	
We provide care and education for young children between the ages of		2.5 and 5 years

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 children. 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;
- contributing to the progress check at age two;
- 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 the setting where appropriate;
- 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.

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: bring along a guide dog and discuss the work that they do and how they help people, to bring along a mother dog and her puppies, to bring in their pet dogs, to bring in baby chicks, teach basic French.

We welcome parents to drop into the setting to see it at work or to speak with the staff.

As a voluntary managed pre-school, each year we invite all as many parents as possible to join the committee to manage the pre-school and arrange fundraising events.

Key person 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 the childcare that 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

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 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.

Cygnets sessions (every morning Monday - Friday 9.15 -11.45 and Wednesday afternoons 12.30 - 15.00)

These morning sessions are for children below school age and over the age of two and a half years. We focus on learning through play and follow the Statutory Framework Early Years Foundation Stage 2014.

Cygnets sessions allow the children the opportunity to make their own choice of whom and with what they play. There is adult interaction to encourage activities.

There are whole group and small group activities in which all staff are involved. Mixed ages and abilities of children to involve and encourage everyone to take part.

Each child has the support of a 'key person' so parents can closely liaise with the pre-school staff regarding their child's progress.

We have a maximum of 28 children at each session, giving a high quality of individual attention.

Swans (Monday, Tuesday, Thursday afternoons 12.30 -15.00)

We focus on learning through play and follow the Statutory Framework Early Years Foundation Stage 2014.

These afternoon sessions have been developed to aid the child in the transition from pre-school to primary school. Places are available two or three terms before they enter their reception class depending on demand.

We liaise with local primary schools to ensure continuity and that every child's needs are catered for.

Again we have a high adult to child ratio of 1:4, with a maximum of 15 children at each session, giving an excellent standard of care and attention.

Swans sessions allow children of a similar age to play together and are tailored towards activities which will help their move into primary school.

Children usually attend at least one Swans session during their last two or three terms at pre-school.

Lunchtime Provision (Monday - Thursday 11.45 - 12.30)

We now offer lunchtime provision for all children. The cost of this provision is £6.00 per day, payable termly or half-termly 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 Claire Hargrove who is the Administrator or Alison Scott who is the Pre-School Manager. Children should bring their own packed lunch including drink. We have a strict **NO NUTS** policy. Lunchtime provision cannot be included in the free nursery funding.

Snacks

The setting makes snacks a social time at which small groups of children eat together. We plan the menus for snacks so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs and we will make sure that these are met. We have a strict **NO NUTS Policy**.

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 off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

Policies

Copies of the setting's policies and procedures are available upon request or are available for you to look through at the setting.

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'. 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 Special Educational Needs Code of Practice (2001).

Our Special Educational Needs Co-ordinator is **Jane Allen**

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.

Fees

The charges are £13.50 for both Cygnets and Swans sessions payable termly or half-termly in advance. Charges 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 Claire Hargrove who is the Administrator or Alison Scott who is the Supervisor. For your child to keep her/his place at the setting, you must pay the charges. We are in receipt of Universal (Free Early Education (FEE)) funding for three and four year olds; where FEE is not received, then charges apply. We are not part of the 30hrs of free Childcare scheme.

The Early Years Pupil Premium (EYPP) for eligible 3 and 4 year old children

From April 2015, nurseries, schools, child-minders and other registered childcare providers have been able to claim extra funding through the Early Years Pupil Premium to support children's development, learning and care. The Early Years Pupil Premium provides an extra 53 pence per hour for three and four year old children whose parents are in receipt of certain benefits or who have been in care or adopted from care. This means an extra £302 a year for each child taking up the full 570 hours funded entitlement to early education. This additional money could make a significant difference to your child's attainment in the future. We can use the extra funding in any way we choose to improve the quality of the early years education that we provide for your child. This could include for example additional training for our staff on early language, investing in partnership working with our colleagues in the area to further our expertise or supporting our staff in working on specialised areas such as speech and language.

Eligibility criteria – families who are in receipt of the following:

- Income Support

- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under part V1 of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190.00)
- Working Tax Credit Run-on (this is paid for 4 weeks after they stop qualifying for Working Tax Credit)

If you feel that you meet one of the criteria above please ask for details on how to apply from Claire Hargrove, Administrator or Alison Scott, Supervisor.

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. Our policy on the Role of the Key Person and Settling-in is available upon request with this prospectus, or is available from Alison Scott. 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.