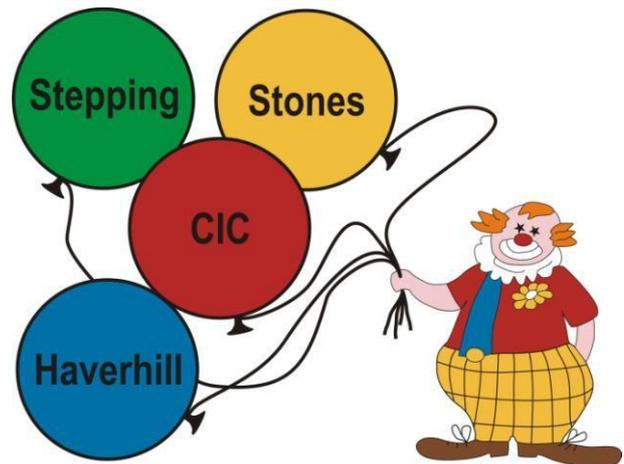


## General Welfare Requirement: Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.



### 31. The Aims of our Pre-school

#### 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.

#### 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,
- 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.

## Under Five's curriculum; Children's learning and development ~

The provision for children's development and learning is guided by The Early Years Foundation Stage (DCSF 2007). From September 2008 the Early Years Foundation Stage became law. (Updated 2016) 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. The

Wider Context: Transitions and continuity, multi-agency working, the community.

### 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.

There are seven areas of learning and development that must shape educational programmes in early years settings.

The Areas of Learning and development comprise:

- personal, social and emotional development;

- communication and language

- literacy

- mathematics

- understanding of the world;

- physical development; and

- expressive arts and design

Three areas are particularly crucial.

These three Prime areas are:

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

Providers must also support children in four Specific areas. The Specific areas are:

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

***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.

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 also sets out in 'Development Matters' 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.

### **The 3 Prime areas**

#### **1. Personal, social and emotional development**

Our programme supports children to develop:

- Positive approaches to learning and finding out about the world around them;
- Confidence in themselves and their ability to do things, and valuing their own achievements;
- Their ability to get on, work and make friendships with other people, both children and adults;
- Their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;
- Their ability to dress and undress themselves, and look after their personal hygiene needs; and
- Their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Children will be provided with experiences and support, which will help them to develop a positive sense of themselves and of others. Through spontaneous and planned play activities the children will have opportunities to learn acceptable ways to express their own feelings and to have respect for others. The children will be encouraged to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities. Within the nurturing environment of the pre-school the children are individually supported in developing confidence, autonomy and respect for themselves and of others. Support and structured approach will be given to vulnerable children and those with particular behavioural or communication difficulties to help them achieve successful Personal, Social and Emotional Development.

#### **2. Communication and language development**

Our programme supports children to develop:

- Conversational skills with one other person, in small groups and in large groups to talk with and listen to others;

- Their vocabulary by learning the meaning of - and being able to use - new words;
- Their ability to use words to describe their experiences;
- Their ability to listen to, and talk about, stories;

The children will have opportunities to learn and be competent in communicating, speaking, listening and being read too. They will have opportunities to begin to read and write and will be supported and extended by staff's knowledge. We will provide planned and spontaneous activities based on a letter, letters/sounds and a Makaton sign of the week, this enables us to develop children's awareness of phonological awareness in a fun way. The children will have opportunities through play to engage in music, dance, rhymes and songs. To help the children develop awareness of a different communication system they are encouraged to take part in using simple Makaton sign language during registration as two of our staff member hold BSL stage one certificates. The children are able to choose a book to take home and are encouraged to bring in an item of interest for show 'n' tell or just to share some news once a week, this is their individual 'Special time'. These shared opportunities are used to develop language development.

### **3. Physical development**

Our programme supports children to develop:

- Increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- Increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- Their understanding about the importance of, and how to look after, their bodies.

To give all children the best opportunities in physical development staff will help each individual child to build on their own confidence and to take manageable risks in their play. They will provide opportunities to motivate the children in their care to be active in movement, balance and while developing these skills will praise and encourage all their efforts. Sufficient time will be given for children to persist in activities, practising new and existing skills and learning from their mistakes.

The physical development of the children will be encouraged through the provision of opportunities for them to be active and interactive and improve their skills of co-ordination, control, manipulation and movement .They will be supported in using all their senses to learn about the world around them and to make connections between new information and what they already know. They will be supported in developing their understanding of the importance of physical activity and making healthy choices in relation to food.

We have introduced a Healthy snack and a lunch club and use these opportunities to promote children's social development, while enjoying food and highlighting the importance of making healthy choices.

Extra help and support from the staff will help children who may have particular additional need to achieve successful Physical Development.

## **The 4 Specific Areas**

### **4. Literacy development**

Our programme supports children to develop:

- Their knowledge of the sounds and letters that make up the words we use;
- Knowledge of the purposes for which we use writing; and
- Making their own attempts at writing.

- knowledge of how to handle books and that they can be a source of stories and information;

We do this by providing opportunities, a well resourced book area is always available enabling opportunities to share and enjoy a range of fiction and non-fiction books.

Throughout the session a well-resourced writing area is available and planned writing activities are developed in different play situations giving even the youngest of children opportunities to mark make. Children are helped to understand that written symbols carry meaning and to be aware of the purpose of writing. A well resourced book area is always available enabling opportunities to share and enjoy a range of fiction and non-fiction books. The children are able to choose a book to take home and are encouraged to bring in an item of interest for show 'n' tell or just to share some news once a week, this is their individual 'Special time'. These shared opportunities are used to develop language development.

## **5. Mathematics**

Our programme supports children to develop:

- Understanding and ideas about how many, how much, how far and how big;
- Understanding the ideas about patterns, the shape of objects and part of objects, and the amount of space taken up by objects
- Understanding, that numbers help us answer questions about how many, how much, how far and how big
- Understanding and ideas about how to use counting to find out how many; and
- Early ideas about the result of adding more or taking away from the amount we already have.

With a wide range of songs, rhymes, games and picture books, staff will provide opportunities for the children to become aware of numbers, number sequences and to use simple mathematical operations such as adding and subtraction, also to use mathematical terms during play and daily routines. Mathematical resources will be readily available both indoors and outdoors, and will be used to encourage counting and calculating through practical situations.

Children will be supported in developing their understanding of problem solving reasoning and Numeracy in a way in which they can explore, enjoy, learn, practise and talk about their developing understanding. They will be provided with opportunities to practise these skills and gain confidence and competence in their use.

All children's own graphic and practical explorations of mathematics will be valued.

## **6. Understanding of the world**

Our programme supports children to develop:

- Knowledge about the natural world and how it works;
- Knowledge about the made world and how it works
- Their learning about how to choose, and use, the right tool for the task;
- Their learning about computers, how to use them and what they can help us do;
- Their skills on how to put together ideas about the past and present and the links between them;
- Their learning about their locality and its special features; and
- Their learning about their own and other cultures

Children will be supported in developing their Knowledge, skills and Understanding that help them to make sense of the world. They will be assisted in exploring and understanding their own environment, both within the group and also the wider community. Planned

trips to places of interest will enable staff to provide opportunities and activities based on first hand experiences that encourage exploration, experimentation, observation, problem solving, prediction, critical thinking, decision making and discussion.

The children will have opportunities and will be encouraged to make appropriate use of technology, tape recorders, CD players and computers. A range of safe and well maintained equipment will enable children to extend their understanding, using simple tools and techniques as appropriate to achieve their attentions and solve their problems. They will be given opportunities to celebrate a variety of multi cultural festivals and will be helped to learn to respect and value all people.

## **7. Expressive arts and design**

Our programme supports children to develop:

- The use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and
- Their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

During Creative Development the children will have opportunities to use a wide range of resources in order to express their own creativity, ideas and feelings and construct their own individual responses to experiences in 2 and 3D. Art equipment, including paint, glue, crayons and pencils as well as natural and recyclable resources provide open-ended experimentation and exploration of colour, shape and texture.

The staff will encourage children's use of skills such as cutting and joining which will build their confidence, in using a variety of small tools. Children will be provided with opportunities to explore and share their thoughts, ideas and feelings through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics and design technology.

Support and a structured approach will be given to children who may have particular additional needs to help them to achieve successful Creative Development.

### ***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 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**

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 moves into a different group or when they go on to school. All observations and assessments are online - our on line

Learning Journey is called Tapestry and is used across the country.

### **Learning Journey**

Tapestry is our way of keeping a record of achievement for each child known as (My Learning Journey). 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. Our learning journey's are registered with Tapestry. 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**

In our setting 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 our setting can be viewed on line at: <https://www.steppingstoneschildcareandeducationcic.co.uk/>

The day to day running is led by the following staff; if you have questions and / or queries this should be aimed at Elaine & Anne.

<b>Name</b>	<b>Job Title</b>	<b>Qualifications and Experience</b>
ELAINE MCMANUS	MANAGNG DIRECTOR	BA (Hons) / EYPS
ANNE JESSOP	DEPUTY	Level 5

**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 sees 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 committee 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.

**The parents' help** ~ The setting has an open door policy which allows parents to help at a particular session or sessions of the setting. 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. Please see a member of staff.

**Joining in** ~ Help! Is not the only means of taking part in the life of the setting. Parents can offer to take part in a session by sharing their own interests and skills with the children. We welcome parents to drop into the setting to see it at work or 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'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;
- 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 classroom. There is also the opportunity to join us on Tuesdays for forest school activities, swimming lessons on Wednesday and Thursdays for gardening, where children are involved in activities planned by staff.

The pre-school promotes a relaxed structured time table throughout the morning's session where children are free to interact with a variety of planned, adult directed, child initiated or adult focused activities.

### **Snacks and meals ~**

The setting makes snacks and meals a social time at which children and adults eat together. We plan the 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. The lunch (11:45 – 12:15) is also where the children and adults eat together, where the parents provide a **small 'healthy' lunch**. **(Please note we have a NUT & CHOCOLATE free policy)**. We are also able to offer cooked school dinner at cost.

**Policies ~** All new staff and parents should be aware of the settings policies and procedures that have been adopted and these are available for you all to read in the entrance porch (please ask a member of staff). We implement these policies and procedures and are the rules required for running the setting with Ofsted and **MUST** be adhered to.

The policies of the setting 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 management work to adopt the policies and parents can also 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 1993 Education Act and The Special Educational Needs Code of Practice (2016).

**Our Special Educational Needs Coordinator is**

ELAINE MCMANUS

**Our Special Educational Needs Coordinator deputy is**

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ANNE JESSOP

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**The management of the setting ~**

ELAINE MCMANUS

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The setting is a charitable organisation run by management. We are also obliged to have a fundraising committee which is made up of parents who are elected by the parents of the children who attend the setting at the Annual general meeting. In our setting

**Fees** ~ The fees are £5.20 per hour for 0 - 2 year olds and £4.00 per hours for 3 year olds and above (please see additional extras) payable monthly/weekly/daily/half-termly/termly in advance. Fees must still be paid if children are absent without notice for a short period of time. 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 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 is available in the policy folder within the entrance foyer.

***Settling in ~***

We want parents and children to feel safe, secure and happy at the pre-school. Settling in can be a daunting time for children and a worrying time for parents. Through experience I can tell all parents the quicker you let go the quicker they will settle, but of course that's easy to say. We want you to know that if you leave your child distressed they will be comforted by professional caring members of staff.

We would also like to make you feel welcome to stay for a while to see your child settle. It is best that you stay in the outer hallway and staff will let you know when to go. If you do decide to go straight away we would encourage you to keep in touch by phone about how your child has settled. Entering the classroom with your child will make it harder for them to settle. We will not stop you coming into the class with your child as long as it doesn't upset other children or interfere with the running of the session.

**Jewellery** ~ In the interest of safety children should not wear jewellery to pre-school, with the exception of small stud earrings. Staff cannot be responsible for earrings, necklaces, bracelets etc, getting caught up on the climbing frame or similar.

**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 and please make sure that this is clearly named.

**Severe weather Conditions** ~ Suffolk County Council will quite often close local primary schools; we feel there is nothing more exciting for the children than a snow covered playground. We have had some wonderful snowy play sessions previously and intend to keep doing so, for the children's sake. Although a safety issue we cannot be responsible for children falling over and having lumps and bumps as well as fun. The staff will all they can to make sure play is safe. So please no law suits. It is therefore the parent's responsibility if they want to send their children into pre-school on those snowy white days. If staff can get in we will open; however on some occasions it may be necessary to close due to staff shortage. If the pre-school is to be closed you will be notified by text message ~ please make sure that we have an up to date emergency contact number and mobile.

**Committee Fundraising** ~ We are a Community Interest Company (CIC) and therefore a non-profit one.

**Fundraising is not a luxury but an essential part of running of your pre-school.**

The fundraising committee work hard to raise funds to ensure your children have the equipment to play with, participate in outings that will help them grow and develop. Throughout your child's time with us we need your full support to enable the continuation of the pre-school to run, also success of continued fundraising for the improvement of your pre-school which will benefit your child. Remember, fundraising is not just about giving money, it is an opportunity for you to demonstrate to your child the importance of being a part of, and helping out in the community. As part of our conditions of entry, all parents are expected to help out, be part of and support the committee at our fund raising events

**Text Messaging** ~ We use this service which allows us to remind you via a text message about important messages we need to get across to parents at short notice (i.e. school closure due to adverse weather conditions). It is parent's responsibility to ensure that we have up to date mobile numbers. Our mobile number is 07717750666 and the Landline 01440 703833

**Our setting library** ~ We have our own collection of books and these books belong to Stepping Stones Childcare & Education CIC and not the town library. Your child will be able to choose a book to take home and it will be put in their book bag to read with you, we will change these once a week. You will be responsible for the care of these books. If you lose these books you will be expected to pay the cost price to replace them.

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

**Please note that all staff should read and be aware of the MASH & LADO posters within the setting.**

This policy was adopted by	Stepping Stones Childcare & Education CIC
on	28.02.2017
Date to be reviewed	September 2020
Signed on behalf of the management	
Name of signatory	ELAINE MCMANUS
Role of signatory	MANAGER
Name of signatory	ANNE JESSOP
Role of signatory	DEPUTY

**Review:**

This policy is reviewed every year or whenever deemed necessary by the manager in the light of events and changes in the law.

This policy was given to staff to read on 16/08/2019 and acknowledged by staff electronically.