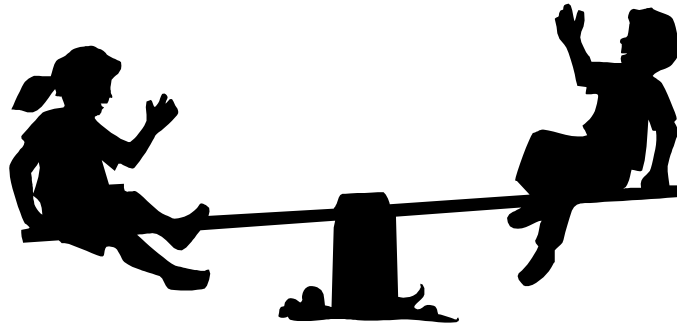


PROSPECTUS

~ 2019 ~

SEE-SAW



PRE-SCHOOL at WINGHAM

A small and Friendly Learning Environment

winghampreschool.co.uk

07851057213

Wingham Village Hall, School Lane, Wingham
Canterbury, Kent CT3 1BD

MEMBER OF
THE PRE-SCHOOL LEARNING ALLIANCE
&
CANTERBURY UNITED EARLY YEARS COLLABORATION

OFSTED REGISTERED

REGISTERED CHARITY NUMBER 1022489

OUR PRE-SCHOOL

Pre-school name: See-Saw Pre-School

Address: Wingham Village Hall, School Lane, Wingham, Canterbury, Kent. CT3 1BD

Telephone 07851057213 **Charity No:** 1022489 **OFSTED No:** 127524

WE PROVIDE CARE AND EDUCATION FOR CHILDREN BETWEEN AGES OF 2 AND 5 YEARS IN A SMALL AND FRIENDLY LEARNING ENVIRONMENT

See-saw pre-school is a member of the Canterbury United Early Years Collaboration along with 15 other settings, who work together to share good practice and provide our staff with exciting and relevant training.

Our aim is:

- To provide high quality care and education for children below statutory school age
- To add to the life and well-being of the local community
- To work in partnership with parents to help children learn and develop
- To offer children and their parents a service that promotes equality and values diversity

We offer your child:

- A safe, secure and stimulating environment
- Help to take forward his/her learning and development by helping to build on what he/she already knows and can do
- Generous care and attention made possible by our ratio of qualified adults to children, and volunteer parent helpers
- The support of a personal key person who makes sure each child makes satisfying progress
- A chance to join with other children and adults to live, play, work and learn together
- Opportunities for parents to be directly involved, in the activities of the group and in their own child's progress as well as in shaping the service we offer

OPENING TIMES, FEES, & FUNDING

	MORNING SESSION	LUNCH SESSION	AFTERNOON SESSION
MONDAY TO FRIDAY	09:15 - 11:45 £10.00	11:45 - 13:00 £5.00	(Not Tuesdays) 13:00 - 3:00 £8.00

WE ARE OPEN FOR 38 WEEKS A YEAR AND ARE CLOSED FOR BANK HOLIDAYS

The lunch session can form part of the free early education funding but you will not be required to take up this session in order to secure your child's place. The charge for those not including the lunch session as part of their child's free early education funding is £5.00 for each lunch session attended and children are required to bring a packed lunch in a suitable named container and to inform the treasurer of required lunch sessions prior to the start of each term.

Fees are payable in full at the end of the second week of each term.

Fees must still be paid if children are absent for a short period of time. If your child has to be absent over a long period of time, talk to the Supervisor, Committee Treasurer or the Chairman. . If you are experiencing financial hardship, please speak, in confidence, to Mary or Karen.

For your child to keep his/her place at the setting, you must pay the fees.

Payment methods: Invoices can be settled by BACS, cash or cheque. Details of payment can be found on your invoice.

We are in receipt of Free early educational funding for three and four year olds and where funding is not received, then fees apply. Children are eligible for funding the term after the child's third birthday (31st August, 31st December, & 31st March) KCC fund up to 15 hours per child. You are able to use this over a maximum of 2 settings. It is essential that you complete the Parental Declaration form and update for EACH term.

From Sept 2017, there are two new schemes which could help you with your childcare costs. See-Saw Preschool are registered with both schemes.

30 HOURS EXTENDED FREE ENTITLEMENT

The extended 30 hour free entitlement will be available to eligible parents and you can use the extended free hours at our preschool.

All 3 year old are of course automatically eligible for 15 hours free (equivalent to 4 morning and lunch sessions).

Some parents may be eligible to a further 15 hours if they meet certain criteria. If you do meet these criteria, you will be able to take up all sessions with our preschool (Mon/Weds/Thurs/Fri 9am to 3pm, Tues 9am to 1pm) which is a total of 28 hours. The additional 2 hours can be used at another setting or with a childminder.

It is important to look into your eligibility before you intend to claim.

So if your child will be getting the 15 hours free entitlement this year (are 3 or 4 as at 31st August), you need to apply in term 6 to ensure you receive the extra hours from the following September.

For more information about the 30 hours extended entitlement, including eligibility criteria, please see

<https://childcare-support.tax.service.gov.uk/moreinfopar/2/?returnURL=%2Fpar%2Fapp%2Fextendedentitlement>

You need to apply here

<https://childcare-support.tax.service.gov.uk/par/app/applynow>

If you are eligible, you will be sent a code which you will need to give to us to claim the additional free hours. You will also need to confirm eligibility each half term.

TAX FREE CHILDCARE

This is a separate scheme whereby you can pay into an account with HMRC which can then be used to pay for childcare. For every £8 you pay in to the account, the government pays £2. More information about this scheme see here

<https://childcare-support.tax.service.gov.uk/par/app/eligibility>

You need to apply here

<https://childcare-support.tax.service.gov.uk/par/app/applynow>

It is the same as the 30 hour form - you complete it once and it checks eligibility for both schemes.

There may be limited places for the 30 hours scheme so please let us know ASAP if you are eligible.

Free Early Education For 2 year olds Scheme

(known in Kent as the FF2 Scheme) see

<http://www.kent.gov.uk/education-and-children/childcare-and-pre-school/free-childcare/free-childcare-for-2-year-olds#tab-2>

If you meet certain criteria, you may be eligible for 15 hours free funding from the term after your child turns two. They will check your eligibility and send you a confirmation email which you need to give to See-saw in order to claim the free entitlement.

Pupil Premium- This is extra funding available for certain children. To see if you are eligible for this go to www.kent.gov.uk/pupilpremium and complete the form, or see Mary if you would like some help.

ADULT RESOURCES

In our Pre-school we maintain the ratio of adults to children in the setting that is set through the Welfare requirements. This ensures individual attention to the needs and development of each child.

Staff

The regular staff in our setting are listed below and we have occasional help from parent helpers/volunteers.

Name	Job Title/roles	Qualifications, experience and training
Mary Winfield	Supervisor Child Protection First aider Equal Opportunities Keyperson	NVQ4 (2011), NNEB level 3 (1989) - 29 yrs experience - first aid, Early Years Safeguarding - for Designated Safeguarding Lead Person, speech & language, behaviour management, autism & asperser's, sound & movement, records at time of transfer (My Unique Story), writedance, wellbeing & involvement, foundation stage awareness, birth to 3 matters, transition, boxful of feelings, planning & observation, baby sign, communicating matters, implications for practitioners for 3-5 yrs, Revised EYFS, Teacher Talk, Supporting children with Behavioural, emotional and social difficulties, Equality Act-Early years setting, self-evaluation

		and Ofsted,, supervision for early years managers, the prime importance of communication and language in the EYFS, early years pupil premium briefing, every child a talker, Assessment in the early years - Tracking and Monitoring children's progress, Collaboration Leadership day, Butterflies & Bees, Promoting British Values, SEN Inclusion Fund, Early Talk Boost, Unlocking Outstanding Potential.
Karen Kelderis	Deputy Supervisor Child Protection First aider Health & Safety Keyperson	Cache level 3 DPP (2007) - 26 yrs. Experience in pre-school, LSA and childminding - first aid, Early Years Safeguarding - for Designated Safeguarding Lead Person, speech & language, behaviour management, autism & asperser's, birth to 3 matters, write dance, planning & observation, records at time of transfer (My Unique Story), baby sign, transition, implications for practitioners for 3-5 yrs, Revised EYFS, health & safety, inclusion, self-evaluation and Ofsted, Food Hygiene and Communication Friendly Spaces, Identification, Referral, Assessment and Management of ASD update in relation to new DSM5 diagnostic criteria, e-Safety for Early Years Managers / Designated Person, Enhancing Family Involvement in Children's Learning (EFICL), Den building, Mud Glorious Mud, Encouraging Positive Behaviour, Early Talk Boost, Collaboration co-ordinator, Clever Hands, Unlocking Outstanding Potential.
Melanie Smith	Qualified Assistant First aider Keyperson SENCO	Cache NVQ Level 3 (2009) CCLD; Cache Level 3 Dip (2007) HBC; Cache Dip NNEB (2001), - 17 years experience - First Aid, Child Protection, My Unique Story and Revised EYFS and Child-minding, reluctant speakers, every child a talker, e-Safety for Early Years Managers / Designated Person, Assessment in the early years - Tracking and Monitoring children's progress, Bring on the boys. Once Upon a Story, Sensory Integration, SENCO Training
Anne Wilkinson	Qualified Assistant First aider Keyperson	NNEB (level 3), Over 29 years experience including private and social service nurseries, Montessori nurseries and special needs education - First Aid, Child Protection, Revised EYFS, Early years SEND code of practice briefing session, Early years SENCO Training, every child a talker, Block building, Musical Minors, Loose Parts.

Melanie Court	Assistant	Level 2 in Childcare & Development (2016-2017), Child protection, Behaviour Management, First Aid, Open-ended & Sensory Play.
Lucy Rowney	Assistant	Basic Child Protection, Paediatric First Aid, Promoting Positive Behaviour

Parents

Parents are regarded as members of See-saw Pre-school who have full participatory rights. These include a right to be:

- Valued and respected
- Kept informed
- Consulted
- Involved
- Included at all levels

As a voluntary managed setting, we also depend on the goodwill of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment.

How parents take part in the setting

See-saw Pre-school 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 See-saw a welcoming and stimulating place for children and parents:

- Exchanging knowledge about their children's needs, activities, interests and progress with the staff
- Helping at sessions of our Pre-school
- Sharing their own special interests with the children
- Helping to provide, make and look after equipment and materials used in the children's play activities
- Being part of the management of our Pre-school, by joining the committee
- Taking part in events and informal discussions about the activities and curriculum provided by the Pre-school
- Joining in community activities in which our Pre-school takes part
- Building friendships with other parents in our Pre-school

Parent helpers

See-saw Pre-school welcome parent helpers. Helping at the session enables parents to see what the day-to-day life of our Pre-school is like and to join in helping the children to get the best out of their activities.

Joining in

Parents can offer to share their own interests and skills with the children. They can visit the Pre-school to play an instrument for the children, show pictures of a local event held in their neighbourhood, show the children their collections or talk about their professions. We welcome parents to drop into our Pre-school to see it at work or to speak with the staff.

Key persons

See-saw Pre-school uses a key person approach which means that each member of staff has a small group of children for whom they are particularly responsible. Your child's key person will make an initial home visit to get to know you and your child. Your child's particular needs and interests will be discussed to ensure that their key person has all the information they need to settle your child as soon as possible. Your key person will be your first point of contact on a daily basis and you will be given the opportunity to meet with them throughout the year. They will keep records of your child's progress in an online Learning Journal, from which you are able to access written observations, photos and videos. There is an 'All About Me' section for you to complete about your child's interests and life at home. We encourage and really value any contributions you are able to make to the journal as it gives us the opportunity to build on their experiences. If your child's key person is absent another member of staff will ensure your child's needs are met.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, our Pre-school staff undertake further training to help them keep up-to-date with thinking about early years care and education. See-saw Pre-school also keeps itself up-to-date with best practice in early years care and education as a member of a collaboration and the Pre-school Learning Alliance. From time to time the setting may hold learning events for parents and these usually look at how adults can help children to learn and develop in their early years.

CHILDREN'S LEARNING & DEVELOPMENT

Planning your child's learning

Our planning follows the **Early Years Foundation Stage Curriculum 2014** and the good practice stated within it.

The four guiding principles that shape our practice are:

A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. All children are respected and their individuality recognised, valued and nurtured.

Positive Relationships

Children learn to be strong and independent through positive relationships. Staff work together with the child's parents or carers and our key system enables us to ensure that our planning meets the individual needs of each child and relationships are formed with the family.

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. Stimulating, exciting and varied activities and resources offer children opportunities to develop in an environment relevant to all children's cultures and communities. Children are supported by experienced staff to be active learners and to fully explore all of the opportunities available to them, they are invited to question and make choices within their learning knowing that their views and ideas will be listened to.

All of which contributes to:-

DEVELOPMENT AND LEARNING

Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

The '**Characteristics of effective learning**' are the ways in which the child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically - underpin learning and development across all areas and support the child to remain an effective and motivated learner. The Early Years Foundation Stage Guidance is divided into individual areas-

Prime Areas- these are fundamental, they work together, and move through to support development in all other areas.

- **Personal, Social and Emotional Development**
- **Communication and Language**
- **Physical Development**

Specific Areas- these include essential skills and knowledge for children to participate successfully in society.

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

PRIME AREAS

The prime areas develop quickly in response to relationships and experiences, and run through to support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

The areas of learning and development are divided into individual aspects as follows:-

Personal, Social and Emotional Development

This is divided into three Aspects;

Making Relationships- we provide a nurturing environment encouraging children to show sensitivity to others needs and feelings and form positive relationships with adults and other children.

Self-confidence and self-awareness- we encourage children to participate and talk about their ideas and choose the resources they need for their chosen activities. Children are given opportunities to engage in both small and large group activities with others and their contributions valued.

Managing feelings and self-care- Through activities, conversation and practical example children learn acceptable ways to express their own feelings and to have respect for the feelings of others. They are

supported in making, understanding and following the pre-school rules and in taking responsibility for themselves, the group and pre-school property.

Physical Development

This is divided into two Aspects;

Moving and Handling

Health and Self-care

We aim to provide opportunities for this area of learning and development by:

A well-resourced variety of equipment and opportunities allows children to gain confidence in the use and development of their own bodily skills.

A high adult: child ratio enables children to safely create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing and introduces appropriate vocabulary.

Children are also supported in the development of the fine motor skills required to use tools, including mark making instruments, and to handle small objects with increasing control and precision.

Snack time is used as an opportunity to promote children's social development and healthy eating, sitting in supervised small groups while enjoying food together.

Communication and Language

This is divided into three Aspects;

Listening and Attention

Understanding

Speaking

We aim to provide opportunities for this area of learning and development by:

Encouraging the children to develop speaking and listening skills during both child initiated and adult led activities.

Children learn best through activities and experiences that engage all the senses. They are provided with lots of opportunities to interact with others as they develop these skills, and a wide variety of resources are available to enable them to express their understanding including: music, dance, rhymes and songs, modelling, mark making & drawing.

SPECIFIC AREAS

The Specific Areas are also divided into Aspects as follows;

Literacy

This is divided into two Aspects;

Reading

Writing

Children have independent access to a wide range of books including fiction, non-fiction, hand-made books, comics, brochures etc. Staff read daily both in small groups and individually to the children. We encourage the children to become familiar with their names through self-registration, snack time, & by providing every child with their own named tray for their possessions.

Mark making equipment is available both inside & outside and children's attempts at mark making are praised and displayed. Pre-writing activities, such as dancing using props, malleable materials, pegging, threading etc enable the children to build the necessary fine motor skills to hold a pen or pencil.

Mathematics

This is divided into two Aspects;

Numbers

Shape, Space and Measure

Children are provided with the opportunities to become familiar with sorting, matching, ordering, sequencing and counting with the support of an adult if needed.

Children are provided with and encouraged to use the vocabulary of mathematics, identifying objects by shape, position, volume and number.

We use number rhymes, games, imaginative play and picture books help children to become aware of number sequence and, when they are ready, to use simple mathematical operations such as adding. They recognise and use numbers 0 to 10 and reliably count up to 20.

Understanding the World

This is divided into three Aspects;

People and Communities

The World

Technology

Children are encouraged to talk about their home and family life, and are assisted in exploring their environment, both within the group and also in the wider community. Resources are available which explore cultural, racial, social and gender stereotypes and children are encouraged to tell each other what they have found out.

A safe and stimulating environment and well- resourced garden allow children to explore and experiment with a range of natural and living things. This encourages exploration, experimentation, observation, problem solving, prediction, critical thinking, decision making and discussion. Children go on regular walks around the village, making observations and links their local community.

A range of toys and equipment enables children to select and use technology for particular purposes and develop their knowledge and understanding of computers.

Expressive Arts and Design

This is divided into two Aspects;

Exploring and using media and materials

Being imaginative

Children participate in and respond to music and stories, and there are many opportunities for imaginative role-play, both individually and as part of a group.

Children are encouraged to express their ideas through a wide range of construction materials experimenting with colour, design, form and function.

A well-resourced art trolley gives children the opportunity to self-select a wide variety of art and craft materials. This provides for open-ended exploration of colour, shape and texture and the development of skills in drawing, painting and collage.

Well-being and Involvement

Our setting uses the Ferre Laevers model to record your child's levels of well-being and involvement. We believe that in order for your child to learn effectively their well-being (how they are feeling) must be high enough in order for them to become involved in play and therefore progress their learning.

Your key person will monitor your child for their levels of well-being and involvement at the end of every term and a plan of action is drawn up for any child whose levels are lower than expected.

Some of the common reasons for levels being low are: changes at home, changes in routine and separation anxieties- which can be reduced if you are able to encourage the self-registration and settle them at an activity before you leave. If you would like more information about the research behind this theory please speak to your key person.

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.

OUR APPROACH TO LEARNING, 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 Pre-school 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.

Records of achievement (learning journeys)

See-saw Pre-school keeps a record of daily experiences for each child, known as their 'Learning Journey'. Staff and parents working together on this record 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. My development tracks the developmental progress and unique qualities. It will begin at home and may well continue throughout the reception class. It belongs to parents and is shared by the setting.

Your child's key person will work with you to keep these records. 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.

Our timetable and routines

Our Pre-school 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 he/she 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
- Provide children with opportunities to learn and help them to value learning

Our daily routine is displayed on the *See-saw Information Board* in the hall and our daily plan of activities is shown on the weekly plan displayed on the *Planning Board* hanging on the wall in the hall.

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 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 indoors. We recognise the importance of outside play and some time is spent outdoors every day regardless of the weather (a covered area is available).

Snacks and Meals

See-saw Pre-school makes snacks a social time at which children and adults eat together. We 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. On special occasions and party days exceptions are made, and we ask parents providing food to ensure that it is in its original packaging or a list of ingredients is provided.

Policies and Procedures

A summary of all our Policies and Procedures is provided when your child starts at the setting. However, a set of our full policies and procedures is available for you to see in the hall (on top of the named tray trolley).

See-saw Pre-school's policies help us to make sure that the service provided by us is a high quality one and that being a member of See-saw Pre-school is an enjoyable and beneficial experience for each child and her/his parents.

The staff and parents of See-saw Pre-school work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies at the AGM. This review helps us to make sure that the policies are enabling our Pre-school to provide a quality service for its members and the local community.

Safeguarding Children

See-saw Pre-school 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 Pre-school 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.

Our Designated Safeguarding Leads are Karen Kelderis and Mary Winfield.

Special Needs

As part of See-saw 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. Our Pre-school works to the requirements of the 1993 Education Act, DFES SEND Code of Practice 2014 & The Equality Act 2010.

Our Special Educational Needs Co-ordinator is Mary Winfield

Management

The Pre-school is managed by a parent management committee, whose members are elected by the parents of the children who attend the See-saw Pre-school or See-saw Parent and Toddler Group. The elections take place at our Annual General Meeting. The committee is responsible for:

- managing the Pre-school's finances;
- employing and managing the staff;
- making sure that our Pre-school works to policies that help it to provide a high quality service; and
- making sure that our Pre-school works in partnership with the children's parents.

The Annual General Meeting is open to the parents/carers of all of the children who attend See-saw Pre-school. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

Starting at our Setting

Home visits

With parents' agreement, a home visit is carried out by the keyperson before your child starts, to get to know you and your child on familiar territory. This also gives us the opportunity to share all relevant information about the pre-school. We have found this to be really beneficial in helping your child to settle at pre-school as a relationship between the keyperson and your child has already begun before their first day.

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 our Pre-school.

Clothing

Uniform is available online from <https://myclothing.com> T-shirts, sweatshirts, cardigans and fleeces are available.

See-saw Pre-school 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 do go outside in all weathers so please ensure your child has appropriate named clothing and footwear daily (hats and gloves in the cold weather). We would like you to provide a pair of wellington boots (clearly named) to be left at pre-school if possible.

What to bring

Changing bag, clearly named (often children have the same bags!), containing:

- a complete change of clothes and more if potty training
- nappies, wipes, nappy bags if required
- sun hat, winter hat, gloves- depending on the weather
- comforters

Lunch box if attending lunch session, clearly named (often children have the same lunch boxes!) containing a small selection of items (preferably healthy) that your child will enjoy and a drink. We can provide water.

Coat- preferably with a hood, clearly named.

Wellington Boots- if none are left at the setting.

Any monies handed into the pre-school need to be in a named envelope to avoid loss or confusion when being passed to the treasurer.

We hope that you and your child enjoy being members of See-saw Pre-school and that you both find taking part in our activities interesting and stimulating. The staff and committee are always ready and willing to talk with you about your ideas, views or questions.

Updated Jul 2018