



**Welcome to**  
**Bagshot Community Pre-School;**  
*a place where creativity, empathy, innovation, imagination,  
interaction & resilience is nourished.*

*We know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best. We offer a friendly and caring environment for children to learn through play and are located within the secure environment of Bagshot Infant School.*

This Prospectus aims to provide you with an introduction to our Pre-School, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs.

**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:**

You 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

## Our Ethos

Our ethos is formed from a strong image of the child's natural curiosity for exploring relationships, their ability to construct their own learning, and in negotiating everything the environment brings to them.

We know that when a child is engaged and happy, the magic of learning will happen, at the right time for each child.

Please do not hesitate to contact us if we can be of any further assistance.



*Lisa Paine, Manager BCPS*

## What does this ethos mean in practice?

### **Respect & rights**

We **respect** the significance of children's need to feel safe & secure, and work hard to provide an emotional and physical environment which achieves that through building relationships & inspiring play experiences. Children are considered **active citizens with rights**, as contributing members, with their families, in our community. Parents contribution in all aspects of our Pre-School is widely encouraged.

### **Adult role**



**Teachers** are facilitators to each child's individual learning and are seen as learners along with the children. They are supported, and highly valued for their experience, knowledge of children's development, and their creative ideas, which they bring to spontaneous learning moments observed in the children's play. Teachers are a resource for our children, asking questions, and watching to discover the children's ideas and thinking.

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and 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.

### **Building Confidence & Resilience**

Children are encouraged to be independent and resilient, and are supported to develop the confidence to discuss how they feel or communicate when they need help. Teachers view each day to day experience as a shared learning opportunity, being on hand to observe what the child is able to do independently, then providing just the right amount of support, at the right time, for the child to feel supported in their own achievements.



## Environment

The play **environment** is well thought out. Consideration is given to the quality and the power of space, providing opportunities for risk-tasking, and to experience the wonder of the natural outdoors. The layout of our physical space fosters encounters, communication, and relationships, as children learn so much through negotiations & socialising with their peers, and in challenging themselves physically. Our spaces also inspire small groups to gather, or for individual children to seek their own quiet space.

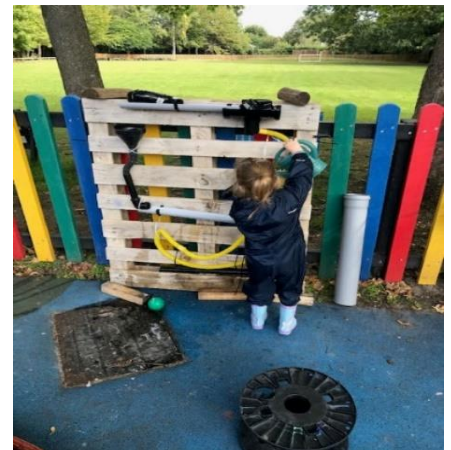


The environment is refreshed regularly. It is continually **rich in materials and possibilities** specifically chosen to **inspire curiosity** and to help the children move forward. Children's interests are identified through observing and listening to the children, and **working together with their family**.

## Experiences & opportunities

We know that when a child is fully immersed in 'learning by doing', it provides a deep level learning experience, which is longer lasting and valuable to the children's future as independent learners.

Each child's life experiences are different. We aim to add richness and variety to existing experiences, using the world around us, culture & the arts to inspire children's desire to learn more. We encourage parents to share their skills & interests so our whole community can grow together.



## Online Learning Journey

We develop a secure online learning journey for each child which enables us to celebrate together his/her achievements and to work together to provide for your child's needs with regards to their well-being and progress.

## Early Years Foundation Stage

We implement these approaches whilst following the principles of the EYFS (Early Years Foundation Stage), facilitating children's learning within the framework. Using the approaches described above, we observe each child's characteristics of learning, their involvement, and their well-being.

Inspiration for the BCPS approach is borne from research and educational philosophies such as:

**Waldorf Steiner** who believed that the learning process is essentially threefold, engaging head, heart, and hands—or thinking, feeling, and doing. Link : <https://www.montessorisociety.org.uk/principles>

#### **The principles of the Reggio Emilia Approach:**

- Children are capable to construct their own learning
- Children are collaborators and learn through interaction within their communities
- Children are natural communicators and should be encouraged to express themselves however they feel they can

Link : <https://youtu.be/cvwpLarbUD8>

**Te Whariki** (Early Childhood curriculum in New Zealand), which is underpinned by the vision that : 'children are competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society' (*Te Whariki- Early Childhood curriculum, 2017*)

Link : <https://parents.education.govt.nz/early-learning/learning-at-an-ece-service/what-your-child-learns-at-ece/#TeWhariki>

#### **The principles of the Montessori approach to learning :**

- **Planes of Development – The Way Children Grow**
- **The Absorbent Mind – A Special Way of Thinking**
- **Sensitive Periods – Windows of Opportunity**
- **Human Tendencies – The Way Humans Naturally Behave**

Montessori approach to education rests on the premise of supporting the tendencies and sensitivities of each individual as they present themselves as different developmental needs at each stage of development. This can be summarised in the following way:

- **An environment that serves the particular needs of the child's stage of development.**
- **An adult who understands the developmental needs of the child and acts as a guide to help the child find his natural path of development. Freedom for the child to engage in his own development according to his own particular timeline. (*The Montessori Society*)**

Link : <https://youtu.be/UzmvvtVAuuy/>

The staff who work at our setting are:

<b>Name</b>	<b>Job Title</b>	<b>Qualifications</b>
Lisa Paine	Manager & DSL (Designated Safeguarding Lead)	BA Hons Degree in Children's Development & Learning (Level 6)
Janet Barron	SENCO, Lead Practitioner & Key Person	NNEB & Norland (Level 3)
Catherine Reeve	Early Years Practitioner/Key Person & Health & Safety Officer	Level 3
Hollie Kirkland	DDSL (Deputy Designated Safeguarding Lead) Early Years Practitioner/Key Person	Level 3
Emma MacNeill	Early Years Practitioner/Key Person	Level 3
Angela Cracknell	Early Years Practitioner/Key Person	Level 3
Elaine Edwards	Early Years Practitioner/Key Person	Level 3
Hollie McCarthy	Early Years Practitioner/Key Person	Level 3
Victoria Austin	Business Support & Data Protection Officer	BSc Business and Maritime Studies

### **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 they are particularly responsible. Your child's key person will be the person who works with you to make sure that the care we provide is right for your child's particular needs and interests. We offer termly progress meeting to all our parents to ensure we are working together to support your child's development.

### **Updates**

We produce a half-termly Newsletter with useful information for parents about the coming weeks at Pre-School.

We have a duty of care to your child and request that parents and carers keep us informed of any significant changes, for example, contact details for parents or a change in family circumstances, such as a bereavement or parent separation. Planned absences should be notified in writing via email while short notice absences should be communicated via telephone by 10am on the day of absence as we don't always have access to email during sessions.

## **Learning opportunities for adults**

As well as gaining further qualifications, our staff take part in on-going training to help them to keep up-to-date with thinking about early years care and education. We also keep up-to-date with best practise, as a member of the Early Years Alliance. From time to time we hold learning events for parents. These are useful to help parents understand how to help children to learn and develop in their early years.

## **Our sessions**

We are open term time for 38 weeks each year, 5 days a week, Monday to Friday, from 8.45am – 3pm. Our Term Dates are distributed to all parents and available to view on our website. We are registered to offer a maximum of 24 spaces, for children aged between 2 and 5 years of age. We offer 30 hours Free Early Education to those that are eligible, subject to availability. Children are required to attend a minimum of 2 sessions over 2 days.

Our session options are as follows:

<b><i>AM with lunch</i></b>	<b><i>08:45 – 12:30 (3.75 hours)</i></b>
<b><i>All Day</i></b>	<b><i>08:45 – 15:00 (6.25 hours)</i></b>
<b><i>PM</i></b>	<b><i>12:30 – 15:00 (2.5 hours)</i></b>

We organise 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 outside child-chosen and adult-led activities, as well as those provided indoors. These activities take account of children's changing energy levels throughout the day and we cater for children's individual needs for rest and/or quiet activities.

## **Clothing**

We inform parents to dress their child(ren) in weather appropriate clothing and provide a spare set of clothes or two (and spare nappies if required). As part of our ethos of learning through play, we encourage children to explore sensory experiences so they may get messy. Whilst we provide protective clothing for the children and encourage children to gain the skills that help them to be independent and look after themselves, we recommend that the children do not wear their best clothes at Pre-School.

Sun cream should be applied before attending a Pre-School session when the weather is warm and it should be factor 30+. Parents are to notify staff if their child has not had sun cream applied. If children are at Pre-School all day, upon written consent, staff can support children to apply sun cream (supplied by parent/carer) after lunch.

## Snacks and Meals

We regard snack and meal times as an important part of our day. Eating represents a social time for children and helps children to learn about healthy eating. We inform parents to provide nutritious food, pieces of fruit and vegetables for snacks and pasta salads or healthy filled wraps for lunch, or that which meets the children's individual dietary needs. No food should contain traces of nuts and grapes should be cut lengthways, to prevent choking. Milk and water are available for the children. Before a child starts to attend the setting, we ask their parents about their dietary needs and preferences, including any allergies.



## Illness and Medicine

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness. We ensure that where medicines are necessary to maintain the health of the child, they are given correctly and in accordance with legal requirements. Please refer to our *Administering Medicines Policy* for more information, which is available on request or on our website. We have clear procedures for caring for children who are sick, infectious or have allergies. Further information regarding this can be found within our *Managing children who are Sick, Infectious, or with Allergies Policy*.

## Accidents and Injuries

We are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one adult with a current first aid certificate is on the premises, or on an outing, at any one time. All of our practitioners have a Paediatric First Aid Certificate in order to be counted in the adult:child ratios.

- In the event of minor injuries or accidents which have required first aid treatment, we normally inform parents when they collect their child, unless the child is unduly upset or we have concerns about the injury. In such a case we will contact the child's parents for clarification of what they would like to do, i.e. whether they wish to collect the child and/or take them to their own GP.
- An ambulance is called for children requiring emergency treatment. We contact parents immediately and inform them of what has happened and where their child has been taken.
- Accidents and injuries are recorded in our accident record file and, where applicable, notified to the Health and Safety Executive, Ofsted and/or local child protection agencies in line with our *Recording and Reporting of Accident and Incidents Policy*, which is available to view on request or on our website.

## **Policies**

Our staff can explain our policies and procedures to you, copies of which are available on request or on our website, [www.bagshotcommunitypreschool.co.uk](http://www.bagshotcommunitypreschool.co.uk).

Our policies help us to make sure that the service provided by our 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. Our staff and Committee work together to adopt the policies, which are reviewed annually. This review helps us to make sure that the policies are enabling our setting to provide a quality service for its members and the local community.

## **Information we hold about you and your child**

We have procedures in place for the recording and sharing of information about you and your child that is compliant with the principles of the General Data Protection Regulations. We provide a copy of our Privacy Notice at the point of Enrolment which gives you further details of how we fulfil our obligations with regard to your data.

## **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 setting 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 that 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.

*Lisa Paine* is our Designated Safeguarding Lead, responsible for child protection.

## **Special needs**

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) and our Special Educational Needs Co-ordinator is Janet Barron.





### **Acceptable use of technology**

All staff and parents are required to sign a copy of our Acceptable use of Technology Policy to confirm they understand our policies regarding the use of mobile phones, cameras and social networking media in relation to the setting.

### **The management of our setting**

Our setting is a charity and as such is managed by a volunteer management committee whose members are elected by the parents of the children who attend our setting. The elections take place at our Annual General Meeting which is open to all the parents of the children who attend our setting.

The Committee make up the registered person with Ofsted and are responsible for:

- managing our finances;
- employing and managing our staff;
- making sure that we have, and work to, policies that help us to provide a high quality service; and
- making sure that we work in partnership with parents.

**Mrs Laura Baker is the current Chair of the Committee, her email is [chairpersonbcps@mail.com](mailto:chairpersonbcps@mail.com)**

As a voluntary managed setting, we depend on the goodwill of parents and their involvement to keep going. Our parents are regarded as members of our setting who have full participatory rights. If you have any concerns about an aspect of our setting's provision, please refer to our *Making a Complaint Policy* which is available on request or on our website.

### **Ofsted**

Ofsted's role is to make sure that organisations providing education, training and care services in England do so to a high standard for children and students and follow all the registration requirements. Our last Ofsted Inspection took place on the 27<sup>th</sup> September 2018 when the quality and standards of our Early Years Provision was found to be 'Good'. A copy of the full report can be found on our website.

If you have reason to contact Ofsted regarding an aspect of our provision you can do so at [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk) or call 0300 123 4666.

### **Fees**

The fees are £6 per hour payable termly or half-termly in advance via cheque, bank transfer or Childcare Vouchers. 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 our setting, you must pay the fees. We are in receipt of Early Education Funding for two, three and four year olds; where funding is not received, then fees apply.

## **Starting at our setting**

We want your child to feel happy and safe with us. To make sure that this is the case, our 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 below, to provide you with more information on this.

We hope that you and your child enjoy being members of our setting; our staff are always pleased to talk with you about any ideas, views or questions you may have.

## **The role of the key person and settling-in**

### **Policy statement**

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. We are committed to the key person approach which benefits the child, the parents, the staff and the setting. It encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

Our staffing routines are designed to enable all practitioners to build relationships with all children and families, as well as their own Key children. This ensures consistency for the children during periods of short-term absence of the Key Person, during which the Lead Practitioner and Manager will oversee the child's experience at Pre-School. Developing relationships with all staff also supports children's personal social and emotional development. If longer periods of absence should occur, or if a Key Person's employment with BCPS ends, the Manager or Lead Practitioner will work with the family and may facilitate allocation of a new Key Person where relevant.

### **Procedures**

- We allocate a key person before the child starts.
- The key person is responsible for:
  - Providing an induction for the family and for settling the child into our setting.
  - Discussing relevant forms with parents, including consent forms.

- Explaining our policies and procedures to parents with particular focus on policies such as Safeguarding and our responsibilities under the Prevent Duty.
  - Offering unconditional regard for the child and being non-judgemental.
  - Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
  - Acting as the key contact for the parents.
  - Updating developmental records and sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
  - Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
  - Encouraging positive relationships between children in her/his key group, spending time with them each day.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.

### *Settling-in*

- Before a child starts to attend our setting, we use a variety of ways to provide parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and their parents to visit the setting.
- The key person welcomes and looks after the child and their parents at the child's first session and during the settling-in process.  
We also offer a home visit by the person who will be the child's key person to ensure all relevant information about the child can be made known.
- When a child starts to attend, we explain the process of settling-in with parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, may stay for sessions during the first week/few weeks, gradually taking time away from their child; increasing this time as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when they arrive, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.

- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay when recommended by the key person or Manager, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

#### *The progress check at age two*

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance *A Know How Guide: The EYFS progress check at age two*.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

#### **Further information**

- Statutory Framework for the Early Years Foundation Stage: With non-statutory supporting documentation (Pre-school Learning Alliance 2017)
- Being a Key Person in an Early Years Setting (Pre-school Learning Alliance 2015)
- Creating a Learning Environment in the Home (Pre-school Learning Alliance 2015)