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This prospectus and handbook aims to provide you with an introduction to Hanborough Meadows 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. This should be read alongside our Childcare Terms and Conditions for a full description of our services.

Hanborough Meadows Pre-School 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.

As a voluntary managed setting, we also depend on the good will of parents and their involvement to keep going.

About us:

Hanborough Meadows Pre-School, established in 1984, provides a high standard of pre-school education for children aged between two to five years old. We aim to provide high quality, affordable care and education in a small, friendly setting. We currently have capacity for a maximum of 18 children per session. Ofsted inspected our previous setting (Long Hanborough Playgroup) in June 2017 as a 'Good' provider.

Our Pre-school is located in the center of the village and enjoys strong links with the school, which in turn facilitates a smooth transition for your child into the foundation stage of school.

Pre-school can take children for full or partial day care from 8.30am until 3.15pm term time only. We are an approved setting for grant funding for four year old's and eligible two and three year old's.

Hanborough Meadows Pre-School is committed to safeguarding. All staff and volunteers are vetted to ensure the welfare of the children.

Safeguarding children

Our setting has a duty of care 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.

We maintain records, policies and procedures required for the safe and efficient management of the pre-school, and to meet the needs of the children. We aim to offer children and their parents a service that promotes equality and values diversity.

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.

Management of the setting

Hanborough Meadows Pre-School is a charity run provision managed by a committee that has been a part of the community since 1984. The committee is made up of parents and local residents wishing to contribute to the community. The committee members bring a variety of skills and perspectives. There are always more committee tasks than there are people to deliver - don't be shy - if you think you may be interested, contact the chairperson Megan Sayers on hanboroughmeadowschair@gmail.com

The committee is responsible for ensuring that the statutory responsibilities of an early years setting are met. We hold regular committee meetings and welcome new members. All committee members are subject to DBS (Police) and Ofsted checks. Our annual general meeting, at which the committee for the following year is elected, is usually held in November.

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.

As a charity the committee relies upon fundraising to supplement the grants we receive. Parents are encouraged to support our fundraising events.

Opening Times and Dates

Full Day Care: 8.30am-3.15pm

Morning sessions: Monday to Friday 8.30am-11.30am

Afternoon sessions: Monday to Friday 12.15pm -3.15pm

Lunch Club: Monday to Friday 11.30am-12.15pm

Forest Rangers: Tuesday 8.30am-11.30am & Friday 8.30am - 11.30am

The Pre-school is open during the regular school term and in general our term dates are aligned with Hanborough Manor School's diary. Where possible the pre-school aligns inset days with Manor School, but this is not always possible - please check the Pre-school noticeboard or with a member of staff.

Fees and Funding

3/4 year old funding is available for 15 hours for all children the term after their 3rd Birthday.

30 hours funding is available for 3/4 yr. old eligible children.

2 year old funding is available for children who qualify.

Non funded fees:

Morning or Afternoon session £30.00

Extended Hours/Lunch Club £6.00

£2 voluntary consumables fee for each session for funded children.

The fees are payable termly in advance. Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time, talk to Megan Sayers who is the committee chair or Kelly Evans-Barrett who is our manager.

Children attending the setting must attend for a minimum of two sessions. This can be either a full day or two half days. Children attending Forest Rangers are required to stay for Lunch Club if only attending a morning session.

Children who are funded and attending full days will be charged for extended hours/lunch club unless they are 2 year funded or eligible for EYPP funding.



Forest Rangers

The concept of Forest School really took off in 1950s Scandinavia, where it was noticed that children attending Forest kindergartens went on to start school with stronger social skills, the ability to work in groups effectively, higher self-esteem, and greater confidence in their own capabilities. Sarah Boodell has completed her Forest School Level 3 qualification.

Hanborough Meadows Pre-School is able to walk across fields to Pinsley Woods once a week. With the kind permission of the Blenheim Palace estate, our children are able to explore, interact with each other and nature. It's jolly super all round. And sometimes we come across dinosaurs on the way to the woods.

Premises

Hanborough Meadows Pre-School provides a stimulating environment that will enable your child to learn through free play and structured activities. The setting is well resourced with a diverse range of equipment including puzzles, games, small world play, role play and mark making. The outside area also provides opportunities for sand and water play, scooters, tricycles and a climbing frame. We also have the benefit of the school play areas and local playing field and playground.

The environment aims to support and enhance learning, social, emotional and physical development through a well-resourced environment both within the setting, outside area and within the local community. The setting is set out to enable the children to explore their own ideas, with the support of the staff to extend their learning.

The setting's timetable and routine

Hanborough Meadows Pre-School believe that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in our 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.

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom.

Visits/Admission

The manager welcomes those parents who wish to visit the pre-school for a look around and an informal chat. Parents/Carers are free to visit during any session by appointment. Please book by calling the setting.

Starting at Hanborough Meadows Pre-School - The first days

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 available from Kelly Evans-Barrett or is available on the website.

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

Pre-school Clothing

There is no uniform policy at Pre-school for the children. However, the children love to get messy. T-Shirts and Fleeces are available to purchase. We ask that children are provided with indoors and wellies for outside play.

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.

Snack Time/Lunch

Water is always available for the children.

Two snacks are offered during the day (one during each session). The Pre-school will provide the children with healthy fruit and vegetables for snack time. We will have a menu of the different seasonal fruit and vegetables and other healthy foods, which we will have on rotation each week.

The children staying for lunch require a healthy packed lunch. We request that lunch boxes and snacks do not include crisps and chocolate. Please provide a named reusable water bottle for your child, contained water only.

Please advise staff of any dietary requirements.

Staff Ratio

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/I] provide; and
- allow the children to explore and be adventurous in safety.

There are four/five+ members of staff present for every session. Although the pre-school has the capacity for 24 children per session we tend to limit the group size to 18 to ensure every child's needs are met.

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).

Our Special Educational Needs Co-Ordinator's are: Hollie Coles & Kelly Evans-Barrett

Key person and your child

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare that we/ provide is right for your child's particular needs and interests. When your child first starts at the setting, she will help your child to settle and throughout your child's time at the setting, she will help your child to benefit from our activities.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of our staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff;
- contributing to the progress check at age two;
- helping at sessions of the setting;
- sharing their own special interests with the children;
- helping to provide and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting where appropriate;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities, in which the setting takes part; and
- building friendships with other parents in the setting.

Policies

Our staff can explain our policies and procedures to you. Copies of which are available in the lobby or on the website.

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 parents work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling 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 [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data is we collect is:

- Processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
- Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
- Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
- Accurate and, where necessary, kept up to date.
- Kept in a form that permits identification of data subjects [you and your family] for no longer than is necessary for the purposes for which the personal data is processed.
- Processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

When you register your child with us we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers;
- has the chance to join in with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

The Early Years Foundation Stage

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early years foundation stage (DfE 2025)*:

- *A Unique Child*

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

- *Positive Relationships*

Children learn to be strong and independent through positive relationships.

- *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, parents and carers.

- *Learning and Development*

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

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

- *Prime Areas*

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

- *Specific Areas*

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

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

The *Early Years Outcomes* (DfE 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

- making relationships;
- self-confidence and self-awareness; and
- managing feelings and behaviour.

Physical development

- moving and handling; and
- health and self-care.

Communication and language

- listening and attention;
- understanding; and
- speaking.

Literacy

- reading; and
- writing.

Mathematics

- numbers; and
- shape, space and measure.

Understanding the world

- people and communities;
- the world; and
- technology.

Expressive arts and design

- exploring and using media and materials; and
- being imaginative.

Our approach to learning and development and assessment

Learning through play

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- playing and exploring - engagement;
- active learning - motivation; and
- creating and thinking critically - thinking.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we will

ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our on-going development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different group or when they go on to school.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Records of achievement

We keep a record of achievement for each child. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and she 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. Together, we will then decide on how to help your child to move on to the next stage.

Learning opportunities for adults

As well as gaining childcare qualifications, our staff take part in further 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 practice, as a member of the Pre-school

Learning Alliance, through *Under 5* magazine and other publications produced by the Alliance. The current copy of *Under 5* is available for you to read.