

Prospectus



Approved by: Nazmon Hannan

Last reviewed on: December 2020

Next review due by: December 2021

Contents

1. Aims, values and ethos	3
2. Legislation	3
3. Structure & Fees.....	4
4. Curriculum.....	5
5. Assessment	7
6. Working with parents	5
7. Safeguarding and welfare procedures.....	8
8. Monitoring arrangements.....	8
9. Appendix 1. List of statutory policies and procedures	7

1. Aims, Values and Ethos

To create a safe, appealing and inspiring nursery environment, where children can develop curiosity, caring attitude and learn good communication.

- To provide a high-quality learning experience through a broad and balanced curriculum that gives them knowledge and skills needed for good progress through school and life.
- To build secure and trusting relationships with other children and their families, valuing parents as their first and most important educators.
- To celebrate diversity, appreciating and respecting the things that make each child unique and pay extra attention to children who are deprived from that through circumstances.
- To continuously strive to improve the nursery into the best that it can be, where children are at the heart of everything that happens.

We believe that children's early years are the most important years of their lives. Therefore, we strive to provide high-quality care and education for all children that is appropriate to their individual needs. Our provision is created to provide a positive, respectful, relaxed and homely environment, by supportive adults sensitive to the individual needs of the child and their family. Jan Pre-School is managed by an experienced qualified teacher and qualified practitioners.

Working in partnership with parents/carers is vital for effective holistic learning and development for a child. This is achieved by building relationships with the child and family through the key persons approach. The key person will aid the child's learning and development through helping to 'stretch' the child but not push them beyond their capabilities and maintaining ongoing communication with parents/carers.

The learning environment is fundamental in providing the children with a sense of security, belonging and effective learning. We provide the children with a stimulating learning environment to create curiosity and engagement that is appropriate to their age and individual needs. This is monitored and reviewed on a regular basis to maintain the effectiveness of the provision.

Keeping children fit and healthy is also an essential part of the care provided for the children within the nursery. This is achieved by having direct access to a refurbished garden, the field on the Glebe as well as providing the children with healthy cooked meals and snacks that are prepared on the premises.

2. Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure & Fees

We are open **48 weeks** for all children and **39 weeks** (coincide with Lambeth school holidays) for funded only children. Our holidays are – 2 weeks in summer, 1 week in Christmas and 1 week in Easter, plus bank holidays and New Year day. Please look at the school calendar on the website for holiday dates.

Our opening hours:

8:00 – 6:00 full time including breakfast, lunch hour and afternoon mealtime.

Part time morning sessions are:

9:00 – 12:00 (3 hours)

8:00 – 1:00 (5 hours, include lunchtime)

8:00 – 2:00 (6 hours, including lunchtime)

Part time afternoon sessions are:

1:00 – 4:00 (3 hours)

1:00 – 6:00 (5 hours, include mealtime)

Breakfast: 8:00 – 9:00

Lunch: 12:00 – 1:00

Afternoon Meal: 4:30 – 5:30



Parents will be
paying for the consumable.

Fees

All fees needs to be paid monthly in advance

Hourly rate is £7.00 and parents pay for the consumable separately.

Full-day - cost £70 and half day £35

This fee is for the term time only, 39 weeks.

The fulltime fee-paying parents can pay £5 per hour during those extended weeks - halfterm-holidays, 1 week at Christmas, 1 week at Easter and 4 weeks during school summer holidays. Funded children are welcome to join those weeks with fee paying. The booking terms are still same, one month in advance.

Consumable

Meal - (Lunch / Tea) £2.50 each

Breakfast - £1.50

Snack – 20p each day or children could bring fruits from home

Parents will need to provide – nappy and wipes for their toddlers.

Uniform

We do have uniform for the nursery to ensure all children are dressed appropriately to make them to feel comfortable, warm and enable them to move safely without restrictions. Please look at the website or ask a member of staff in the nursery to show how the uniform.

As we are aiming for our children to achieve high in their communication level, books play a vital role in developing that skill. Children start retelling the story they love and act as the characters in the book. We want to ensure that children read at least one book at home each week. Therefore we have introduced a book bag for each child which is very light-weight for children to carry and take responsibility of that bag.

4. Curriculum

We follow the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

Communication and language

We have a daily story session and encourage all children to join in. Children are supported to listen attentively, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. During their self-chosen activities and role play, they give their attention to what others say and respond appropriately, while engaged in the activity. Through our interactive display on current activities children get opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves and retell the stories and events.

Physical development

Through our outdoor and indoor play activities we provide opportunities for children to be active and interactive; and to develop their co-ordination, control, and movement. Children learn how to handle equipment and tools effectively, including pencils for writing. We teach them good hygiene routine and develop their skills to dress independently. Through books and food we discuss the importance of healthy eating, daily exercise and how to keep them safe. We have a daily yoga session for children know the importance for good health of physical exercise.

Personal, social and emotional development

The emotional wellbeing of children is just as important as their physical health. Good mental health allows children to develop the resilience to cope with difficult situation. Our routine and rules support children to develop good behaviour management and positive social interaction with other children and adults.

Literacy

We have a daily phonic session lead by a teacher for our pre-school children and singing and sound in the environment session for the toddlers. We have a reading area in both rooms to encourage children to develop interest in reading as well as to widen and ignite their interest.

Mathematics

Through our games and activities, we seize the moment to teach children the counting, ordering and the value of each number by collecting same numbers of objects for the number. This understanding of number system helps children in future to calculate efficiently. The resources are planned the way which can support children to sort objects into groups, looking at their sizes, colours and space where they can fit in.

Understanding the world

We have a weekly trip to the Local Park / Library / Super Market to explore the space and people outside the nursery. To develop understanding about other people and their culture and religions, we provide activities to celebrate special events. Children look at books, songs and pictures to understand how people in their community live.

Expressive arts and design

We have a role play area, musical instruments, recycled objects, small world and construction in each room to enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities. Children make models using recycled objects, paper and other materials. They use different malleable to create art work to express their thoughts and ideas.

At Jan Pre-School, we plan our activities and resources to motivate and develop curiosity for all children. Three characteristics of effective teaching and learning are:

- Playing and exploring - children investigate and experience things, and 'have a go' at new ideas and resources.
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- All practitioners and teacher observe children while they are playing or exploring to identify their learning style development stage and how to support them in achieving the next steps in their learning.

4.1 Planning

Our teacher has the lead responsibility for all planning and selecting the resources in consultation with practitioners. Each practitioner ensures to create the right learning opportunities to meet their key children's learning targets.

We also take into account the individual needs, interests, and stage of development of each child and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, we consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. We have a qualified and experienced teacher and Special Needs Coordinator continuously monitoring and evaluating the learning and developmental needs for all children. For children whose home language is not English, we ensure there are enough opportunities for them to develop and use their home language in play and learning, and encourage parents to support their language development at home. We try our outmost to update our environment and learning resources to make connections with children's home life.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. Each half term we choose a book from children's interest to plan some activities and give children access to resources related to that theme. We ensure that children have sufficient opportunities to learn and reach a good standard in English language during their stay at Jan Pre-school.

4.2 Teaching and learning

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. We respond to each child's emerging needs and interests, guiding their development through warm, positive interaction and teaching. We teach children vocabularies, skills and Knowledge through interactions in their self-chosen activities seizing the moment of their interests. Our adult-led activities are mainly story sessions, phonics, singing, drama, yoga and sharing 'wow' moments from home through circle time and singing together.

5. Assessment

At Jan Pre-School, ongoing assessment is an integral part of the learning and development processes. We observe children to identify their level of achievement, interests and learning styles. These observations are also part of our teaching and interaction time with each child or a group. From the observations, we decide when to interact or intervene and teach the skills and knowledge and the next steps to move them forward. We keep records of pupils' learning and understanding from that moment of teaching. These observations are also used to provide the appropriate resources and learning opportunities for children, keeping individual needs in mind.

In every six weeks, the key person review pupils' progress and provide parents or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is performing and progressing well and the areas in which additional support is needed.

At the end of the term in the nursery, we review pupils' EYFS profile alongside the 'Learning Journal'. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

For the age group, they are at.

The profile reflects ongoing observations and discussions with parents or carers. The results of the profile are then shared with parents or carers then passed forward to their school (with parents' permission).

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents or carers. We ask parents to photograph any special moments at home that the child could share at the nursery the following week or next day.

Parents or carers are kept up to date with their child's progress and development. The progress check on EYFS profile and learning journal with observations and photographs helps to provide parents or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The key person helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

The manager carries out a daily risk assessment of the premises, equipment and resources. At Jan Pre-School we maintain and follow the guidance of child-adult ratio as it is stated in the Statutory Framework for EYFS. However depending on children's individual needs and the activity, they are involved, that ration is often higher to ensure the safety of all children. Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This prospectus will be reviewed and approved by Nazmon Hannan, the director in every two years.

At every review, it will be updated on the website.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy