

Prospectus/ Teaching and Learning Policy



Developed by: Nazmon Hannan

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Contents

1. Aims, Values and Ethos	3
2. Legislation	4
3. Structure & Fees	4
4. Curriculum, Planning, Teaching & Learning	5
5. Assessment	7
6. Working with parents	8
7. Safeguarding and welfare procedures	8
8. Monitoring arrangements	8
Appendix 1. List of statutory policies and procedures for the EYFS	9

1a. Aims

To create a safe, appealing and inspiring nursery environment, where children can develop curiosity, a 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 of 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.

1b. Values and Ethos

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. This is provided for in 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 directed by an experienced qualified teacher and qualified educators.

Working in partnership with parents 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 person's 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 large garden, the field on Brooks Farm and 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 [Early Years and Foundation Stage Statutory Framework July 2026](#).

3. Structure & Fees and Uniform

We are open **51 weeks** for all children and **38 weeks** (coinciding with Waltham Forest school holidays) for funded only children. We are only closed for the Bank Holidays.

Our opening hours:

8:00 – 6:00 full time including breakfast, lunch and teatime meal.

Part time morning sessions are:

8:30 – 11:30 (3 hours) for the children attending every day.

8:00 – 1:00 (half day – 5 hours, including lunchtime)

Part time afternoon sessions are:

1:00 – 4:00 (3 hours) for the children attending every day.

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

We added some flexible hours to provide 30 hours, government funded over 3 days for 38 weeks – 8:30 to 2:30

Breakfast: 8:00 – 8:30, cost £1.50

Lunch: 11:30 – 12:00, cost £3.00

Afternoon Meal: 4:30 – 5:00, cost £3.00

} Parents will not be
} paying for any other consumables.

Fees

Age 6 months to 2 years - £420 per week (50 hours) Single days are £86 per day, half day £52 and the hourly rate is £12. **All meals are included in the price** –breakfast, two full home-cooked meals, and two snacks. Parents will need to provide nappies, wipes and sunscreen when required.

Age 2 to 3 years - £380.00 per week (50 hours) Single days are £78.00 per day, half day is £47 and the hourly rate is £10. **All meals are included in the price** – breakfast, two full home-cooked meals, and two snacks. Parents will need to provide nappies and, wipes and sunscreen when required.

Ages 3 to 5 years – Full day is £65 per day, half day is £45, and the hourly rate is £10.

All 3 to 5-year-old children are entitled to have 15 free hours, funded by the government for 38 weeks.

From April 2024, all working parents are entitled to have 15 free hours, funded by the government for 38 weeks.

Upgraded in September 2025, all working parents are entitled to have 30 free hours, funded by the government for 38 weeks. We can facilitate these 30 free hours learning with no top-up fees.

We can facilitate these funded hours learning free with no top-up fees. However, the parents will need to pay for the snack and meal when use extended hours.

The full-time children will need to pay fees for the rest of the days. The parents will also need to pay for all food, nappies and wipes. As our setting is quite small, we cannot offer the option for children to bring any pack lunches.

We reserved a limited number of places for children who can attend the Preschool for just 15 hours a week using their free entitlement. They do not need to pay for any consumable resources or meals. We only charge £10 snack money each month, or children can bring their own fruits from home so the parents don't need to pay anything.

The sessions for 15 hours free funded places are,

8:30 – 11:30 and

13:00 – 16:00 every day.

We offer a 5% sibling discount to all our parents and a 20% discount on fees if they take holidays for three weeks or more. Children on holiday for over a month can also get a 50% discount. However, the manager must be informed about any extended holidays in advance.

Uniform

We do have a uniform for the nursery to ensure all children are dressed appropriately to make them 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 looks and the price.

As we are aiming for our children to achieve highly 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 lightweight for children to carry and expect them to take responsibility of their bag.

4. Curriculum, Planning, Teaching & Learning

We develop our curriculum based on children's favourite books. We create a series of sequential activities following the story theme to provide a secure in-depth learning experience for all our children. We try to use natural materials as much as possible to teach children the value of those materials. It also brings them close to nature and develops an understanding of looking after our world.

We use the curriculum coverage as outlined in the [2024 Early Years and Foundation Stage Framework](#).

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 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 anticipate key events, and respond to what they hear with relevant comments, questions, or actions. During their self-chosen activities and role-play, they pay attention to what others say and respond appropriately while engaged in the activity. Through our interactive display of current activities, children have opportunities to experience a rich language environment and to develop their confidence and skills in expressing themselves and retelling stories and events.

Physical development

Through our indoor and outdoor play activities, we provide opportunities for children to be active and interactive and to develop their coordination, control, and movement skills. We provide long ribbons and large paint brushes for children to make large hand movements to improve their core strength and learn movement patterns for future letter writing. learn how to handle equipment and tools effectively, including writing pencils.

We teach children a good hygiene routine and develop their skills to dress independently. Through books and food, we discuss the importance of healthy eating, daily exercise, and keeping them safe. We have a daily yoga session for children to know the importance of good health of physical exercise.

Personal, social and emotional development

The emotional well-being of children is just as important as their physical health. Good mental health allows children to develop the resilience to cope with difficult situations. Our routines and rules support children in developing good behaviour management and positive social interaction with other children and adults.

Literacy

We have daily story sessions, social skills sessions, and singing sessions where children learn that print can be read to find information. How to read from left to right and how to develop/extend sentences. For preschool children, we have a daily teacher-led phonics session and a singing-and-sound-in-the-environment session for toddlers. We have a reading area in both rooms to encourage children to develop an interest in reading, as well as to widen and ignite their interest.

The writing tools are available for children in all rooms to make marks and express their thoughts and experiences.

Mathematics

Through our games and activities, we seize the moment to teach children counting, ordering and the value of each number by collecting the same number of objects for each number. This understanding of the number system helps children calculate efficiently in the future. The resources are planned to support children in sorting objects into groups, considering their sizes, colours, and the space they can fit in. We provide a variety of puzzles and problem-solving activities to help children extend their thinking and skills.

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 an understanding of other people and their cultures and religions, we provide activities to celebrate special events. Children look at books, songs and pictures to understand how people in their community live. We involve children in planting fruits and vegetables so they can see how they grow and why we need to look after our environment.

Expressive arts and design

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

At Jan Pre-School & Nursery, 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 teachers 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 each child’s individual needs, interests, and developmental stage 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 and, where appropriate, link with relevant services from other agencies. 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 utmost 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 children learn and incorporate these into their practice. Each month, we choose a book of interest to children to plan some activities and give children access to resources related to that theme. We ensure that children have sufficient opportunities to learn and achieve a good standard in English 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 vocabulary, 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.

Sometimes we provide activities through a 'curiosity cube' to extend children's learning, based on group or individual observations. A curiosity cube provides the excitement of discovering unknown objects and ignites their thinking and questioning skills, which develop deep understanding and link ideas.

Specialised teacher

We also use external expertise to enhance our children's creativity and curiosity. A football coach works with the children weekly to teach them basic football skills and have fun with lots of football.

We also have a music teacher to work with children to teach them how to use some percussion instruments and introduce sounds and tunes made by different instruments from around the globe.

5. Assessment

At Jan Pre-School & Nursery, 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 these observations, we decide when to interact or intervene, teach the skills and knowledge, and outline the next steps to move them forward. We keep records of pupils' learning and understanding from the moment of teaching in an online app called Tapestry. All parents have an account on the app and can view their child's observations and daily focused activities. The account is interactive, so parents can also make comments and share experiences from home. These observations are also used to provide appropriate resources and learning opportunities for children, taking individual needs into account.

At the end of every term, the key person reviews pupils' progress and provides parents or carers with a written summary of the child's development in the 3 prime areas. All parents

receive a PDF copy of the assessment. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the term in the nursery, before starting school, 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. The results of the profile are then shared with parents 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 can share at the nursery the following week or the next day.

Parents or carers are kept up to date with their child's progress and development. The progress check on two and EYFS profile and learning journal with observations and photographs help 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 children's 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 & Nursery, we maintain and follow the guidance of child-adult ratio as it is stated in the [Statutory Framework for EYFS, July 2025](#). However, depending on children's individual needs and the activity, they are involved, that ratio 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, 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	Child Protection and Safeguarding Policy
Procedure for responding to illness	Managing children who are sick, infectious, or have allergies
Administering medicines policy	Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure	Fire Safety and Emergency Evacuation Policy
Procedure for checking the identity of visitors	Child Protection and Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	Uncollected Child Policy
Procedure for dealing with concerns and complaints	Complaints Policy