

WELCOME TO
CHERUBS PRESCHOOL



Early Years Prospectus

2018

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Our Aims are to:

- provide high quality care and education for children below statutory school age;
- provide a safe, secure and stimulating environment;
- work in partnership with parents to encourage children to become independent, happy and confident learners; and
- work within a framework which promotes equality and values diversity and respects family's backgrounds, beliefs and cultures.

Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted; and
- involved.

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;
- has the chance to join 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 good progress;
- is in a setting that sees parents as partners in helping each child to learn and develop.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (DfE 2014). Our provision reflects the four key themes and 16 commitments of the Early Years Foundation Stage.

A Unique Child

- Child Development: Skilful communicator, competent learner.
- Inclusive Practice: Equality and diversity, children's entitlements, early support.
- Keeping Safe: Being safe and protected, discovering boundaries, making choices.
- Health and Well-being: Growth and developing, physical and emotional wellbeing.

Positive Relationships

- Respecting Each Other: Understanding feelings, friendship, professional relationships.
- Parents as Partners: Respecting diversity, communication, learning together.
- Supporting Learning: Positive interactions, listening to children, effective teaching.
- Key person: Secure attachment, shared care, independence.

Enabling Environments

- Observation, Assessment and Planning: Starting with the child, planning, assessment.
- Supporting Every Child: Children's needs, the learning journey, working together.
- The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.
- The Wider Context: Transitions and continuity, multi-agency working, the community.

Learning and Development

- Play and Exploration: Learning through experience, adult involvement, contexts for learning.
- Active Learning: Mental and physical involvement, decision making, personalised learning.
- Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.
- Areas of Learning and Development.

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 the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning

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

- personal, social and emotional development;
- communication and language;
- physical development

Specific Areas – These areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning.

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

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 observe children and plan for their learning.

2-Year-Old Progress Check

The EYFS requires that parents and carers must be supplied with a short-written summary of their child's development in the three prime learning and development areas of the EYFS when the child is aged between 24-36 months.

The purpose of this Progress Check is to:

- note areas where a child is progressing well and identify any areas where progress is less than expected; and
- describe actions the provider intends to take to address any developmental concerns (including working with other professionals where appropriate).

Observations and Assessments

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations to document their progress and where this may be leading them. This is recorded in a Learning Journal and is shared with you regularly. We believe that parents know their children best and it is important for 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.

Key Persons and Key Person Meetings

Your child's key person will be the person who works with you to make sure that what we provide is right for your child's needs and interests. Each child is allocated a key person when they start at the preschool. Sometimes it is necessary to change key persons and you will be advised if this happens. You will have regular opportunities to meet and share information with the key person.

The daily routine

We organise our routines 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 and we access the outdoors daily whatever the weather. 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(s).

Admissions

The preschool is committed to making our setting accessible to children and families from all sections of the local community.

Parents are invited to put their child's name on to the waiting list at any time. Having a child's name on our waiting list does not guarantee them a place and parents should be advised to put their child onto other waiting lists.

Our waiting list is arranged in a date of birth order and our intake may consider the following:

- siblings already attending the setting
- returning families
- special educational needs, Looked After Children or special circumstances, as identified to us by Early Years Organisation of the Local Authority ("EYO")
- Eldest on the waiting list; and
- (if 2 children are entitled to the last remaining space) the date the child was placed onto the list.

Our main intake is in September each year and we refer to our waiting list if spaces become available throughout the year. Children coming into preschool attend for a minimum of 6 hours per week (i.e. 2 sessions).

Once you are offered a space, we will contact you in writing and a Registration Fee will be required to secure your child's place. The registration fee covers our administration costs.

Fees and Funding

Early Educational Entitlement ("EEE") Funding is available from the Local Authority and is given to children the term following their 3rd birthday. Each child can take up to 15 hours weekly free over 38 weeks a year. This funding can be shared between two providers.

Where fees are payable, these are payable in advance and are invoiced at the end of each half term for the new half term. Non-payment of fees may result in loss of sessions. Should you have any difficulty in paying fees, please speak in confidence to the preschool

We are also registered with various Childcare Voucher Providers. Please check with the preschool for the current list of providers.

When making payments, please make sure that you include a reference to your child's name and invoice number so that we can match the correct payments to the correct family.

Cancellations of sessions or termination of funding is required giving 4 weeks' notice in writing. Where 4 weeks' notice has not been given, you will be charged for the 4-week period. If this involves cancelling funded sessions, you will be invoiced for the appropriate amount.

Settling In

The preschool recognise that this may be the first time that your child has been left and that all children have different patterns for settling in. We are committed to working with parents to settle their child in the best way for them and invite you to discuss any needs you may have with the Supervisor.

On the first few occasions that you leave your child, we ask that you return home or remain local and in close contact with the preschool. This period may be extended depending on how long it takes to settle your child.

Distressed children will be comforted and no child will be left alone. Staff members will try and distract them and involve them in activities. However, should a child remain distressed, the preschool will contact you.

If your child needs a comforter to help them settle, this can be sent in and handed to a staff member at the preschool. Please ensure it is named.

Visiting the Preschool

The preschool has an 'open door' policy which means that parents and prospective families can visit the preschool at any time. This does not always require an appointment but it is generally more helpful if an appointment can be made when visiting as this allows staff deployment and management to be arranged efficiently.

Late Collection and Uncollected Children

Children should be collected promptly at the end of each session. A record is made of any late collections and you will be asked to sign this when you arrive. Any late collections will incur a charge.

This charge will be payable on collection or by the next session your child attends. Non-payment may result in loss of sessions.

If we have not been advised that there will be a late collection, all reasonable attempts are made to contact the child's parent(s) and/or their emergency contacts.

If no-one has collected after one hour and we have been unable to contact any other person on the Admission Form who is authorised to collect, the preschool will contact our Local Authority Social Services Care Team and their advice will be followed.

Under no circumstances will a staff member take a child to the child's home or to their own address.

Mobile Telephones, Cameras & Recording Equipment

Parents and visitors to the preschool are not allowed to use their mobile telephones, cameras or recording equipment whilst on preschool premises. This includes the dropping off and collection times.

On occasions, such as our Concerts or outings, parents may wish to take photographs for themselves and we ask that parents ensure that the photographs/recordings are of their child only and do not include others. If any parent has an express wish that photographs should not be taken at these times, they should inform the Senior Member of Staff immediately and alternative arrangements for the taking of photographs will be made.

Signing Children in and out of Preschool

There are systems in place for the safe arrival and departure of children. Children are greeted on entry and are booked into and out of preschool on our daily sheet. Any changes about who is to collect the child should be made on arrival. No child will be released into the care of any person under the age of 16 years of age or any person appearing to be under the influence of drugs or alcohol.

Please note that children are the responsibility of their parent or carer until they are signed in by a staff member and when they are signed out at the end of the session, even if the child is still in the preschool building/car park areas.

Supporting Children with Special Educational Needs and Disabilities

The setting aims to meet the needs of any child whom the parent wishes to access if a place is available and the admission criteria are fulfilled. This includes children with SEN and disabilities. No child will be refused admission because s/he has SEND. The preschool will endeavour to gain as much information as possible before the child attends the setting, in order to meet each child's individual needs.

English as an Additional Language

The preschool may include families from a variety of backgrounds and cultures and families who first language may not be English. We endeavour to respect and value the home language of every family and plan to provide opportunities for the child to develop their use of English through play and learning. Should you have any difficulty in communicating with the preschool, please feel to bring along a friend or another family member as an interpreter.

Managing Behaviour

The preschool use a 'positive' approach and acknowledges considerate behaviour such as kindness and willingness to share and avoids situations in which children receive adult attention in return for inconsiderate behaviour. Our setting works in partnership with parents to address recurring inconsiderate behaviour, using our observation records to help us understand the cause and decide strategies to jointly decide how to respond appropriately.

Bullying

Bullying can occur in children five years old and over. A child who is bullying has reached a stage of cognitive development where he or she can plan to carry out a premeditated intent to cause distress in another. In under 5's, whilst incidents of aggression do sometimes occur, these are usually a normal part of a child's development and we work in conjunction with parents to understand why these occur and how we can help the child learn more positive ways of dealing with strong emotions.

Illness

Should a child become ill whilst at preschool, they will be cared for by a staff member until a parent or carer can collect them.

A child who is unwell should be kept at home and return to preschool only when they are fully better. Parents should phone the setting on a child's first day of absence stating the

illness and the approximate number of days the child will be absent. There is no need to call again the following day.

Children who have been sick and/or who have had diarrhoea should be kept away from preschool and should not return until 48 hours after the last bout of sickness and/or a normal stool has been passed.

Exclusion Periods

The preschool will be able to advise you how long a sick or infectious child should remain at home before returning to the setting. However, further information can be found on the Health Protection Organisation website: www.hpa.org.uk

Nappy Changing

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing pull ups or nappies. The preschool staff members work closely with parents towards toilet training. Where children are in nappies or pull ups, we ask that you provide two clean nappies/pull ups, nappy wipes, nappy sacks and a change of clothes daily. These can be left in your child's blue book bag. Nappies will be changed as required and as part of the daily toilet routine. Unfortunately, the preschool is unable to dispose of nappies on the premises and therefore these will be required to be taken home by the parent to be disposed of appropriately.

No Smoking/Alcohol/Other substances

The preschool has a strict no smoking policy. This extends to all areas of the premises, including building, garden and outside waiting areas. Any person seen smoking in any of these areas, will be asked to leave the premises immediately.

The preschool has a no alcohol or use of substances policy and any person appearing to be under the influence of the same will not be allowed access to the premises and no child will be left in their care. Further action may be taken by the Managers as necessary and be reported to the appropriate authorities.

First Aid

All The preschool staff have a current first aid certificate or are enrolled onto training as soon as possible. A list of qualified First Aiders is displayed on our notice board. There is a fully stocked first aid kit in the classroom and a portable version is taken on all outings.

Food and Drink

The preschool has a staff member with a current qualification in Food Hygiene and their name is displayed on the notice board.

The preschool' regard snack and meal times as an important part of the child's day and represents a social time for children and adults and helps children learn about healthy eating. We discourage children from sharing or swapping food with one another to protect children who may have allergies.

We ask that you provide your child with a healthy snack for mid-morning or afternoon. For example, the following are considered acceptable by the preschool:

- Any fresh salad
- Any fresh fruit
- Any fresh vegetable
- Any dried fruit
- Yoghurt
- Slices of cheese

The preschool will provide a drink of milk or water (available throughout the session).

Where children stay for the lunch period, we again ask that you ensure the meal is healthy and does not contain any nut products, such as peanuts, peanut butter, Nutella, crisps, chocolate, sweets and so on. The lunch should be sent in a named lunch box and an ice block should be placed in it to keep the lunch fresh. The preschool will not generally re-heat food prepared at home. If your child has certain dietary needs or a food allergy, please discuss these with the setting Supervisor and/or Manager.

Students and Trainees

The preschool offer placements to students and trainees who are on recognised child care courses. The preschool staff fully support and involve students and trainees in the daily practices in the preschool. No student or trainee is left unsupervised at any time and are not allowed to administer first aid, medications or take children to the toilet alone.

Work-Related Violence

The preschool is committed to promoting a safe and healthy workplace culture and takes a positive approach towards tackling the problem of violence at work. The Health & Safety Executive has defined violent at work to be any incident in which a person feels abused, threatened or assaulted in circumstances relating to their work.

Staff member have the right to expect a safe and secure workplace and the preschool has a legal and ethical duty to do their utmost to prevent staff from being assaulted or abused I the course of their work. The preschool expects staff members and those other persons accessing our services and/or premises to treat other staff members, tenants and members of the public with the courtesy and respect that they would expect to receive themselves.

The preschool will not tolerate any violence or aggression, physical or verbal, towards the preschool staff. If this happens we will work with the Police and other agencies to use existing legal remedies and legal action will be taken.

Children's Clothing

We provide protective clothing for the children when they play with messy activities and water play.

We encourage children to gain the skills that help them to be independent and look after themselves. These include using the toilet, washing hands and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

Children should wear suitable shoes for climbing and playing. Wellington boots, knee length boots, ugg boots, sandals and flip flops should be changed before coming in to preschool. Trainers and plimsolls are ideal for preschool play.

Please ensure that all items of clothing are clearly named, especially coats, gloves and hats etc. Unnamed lost property will be kept for one half-term.

Wherever possible, children should not wear jewellery of any description as it may become broken or tangled during play. The preschool will not be held liable for any damage or loss of jewellery.

Preschool activities involving paint and/or glue may end up on clothes by accident. In this event, we advise:

Paint	Soak the clothing in cold water first before washing as normal
Glue	Wash in cold water (hot water can sometimes 'set' the glue hard)

Outdoor Play

In line with the Statutory Requirements of the EYFS, providers must provide access to activities planned outdoors daily. The preschool believe that children thrive in the outdoors and we will take children outside in all weathers. Please ensure your child is dressed for the appropriate weather conditions.

The preschool will not be held responsible for the loss or damage to jewellery, clothing or personal property, including toys.

Policies

A full set of our Policies is available on our website or by request at the preschool.

Contact Information:



At Cranham Baptist Church

Severn Drive
Cranham
Essex RM14 1SN
Tel No: 07908 765317

Open:
Monday – Friday 9.00am – 12.00 noon
Manager: Nicola Wells
nicola.wells@cherubs-preschool.co.uk

At Elm Park Children's Centre

(Formerly at Robert Beard Youth House)
Diban Avenue
Hornchurch
Essex RM12 4YH
Tel No: 07979 265453

Open:
Monday – Thursday 9.00am – 3.00pm
And Friday 9.00am-12.00 noon
Manager: Gail Hannaway
gail.hannaway@cherubs-preschool.co.uk

At Friends Meeting House

7 Balgores Crescent
Gidea Park
Essex RM2 6AB
Tel No: 07821 628601

Open:
Monday – Friday 9.15am-12.15pm
Manager: Kelly Watts
kelly.watts@cherubs-preschool.co.uk

At Hornchurch Methodist Church

19 High Street
Hornchurch
Essex RM11 1TP
Tel No: 07960 141369

Open:
Monday – Thursday 9.00am – 3.00pm
And Friday 9.00am-12.00 noon
Manager: Andrea Fallon
andrea.fallon@cherubs-preschool.co.uk

Admissions

07764 463588
admissions@cherubs-preschool.co.uk

General Enquiries

admissions@cherubs-preschool.co.uk

Website

www.cherubs-preschool.co.uk