



**“Together we make learning
fun”**

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Early years prospectus

Welcome to Holt Pre-School! We are a community pre-school which was originally opened in 1967 and has successfully operated in the village for 50 years.

We offer term-time childcare for 20 children and provide a safe and supportive learning environment for children from the age of 2 ½ years until they start school. We are located in the grounds of Holt Primary School in north-west Wiltshire close to Trowbridge, Bradford on Avon and Melksham. The majority of children who attend Holt Pre-School come from the local community and a small number of children also come from the neighbouring villages to include Hilperton and Staverton.

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.

This prospectus aims to provide you with an introduction to Holt 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.

Our Mission Statement

Our aim is to build a Pre-School community in Holt that every family feels part of and has a sense of belonging. Every child is welcomed into our nurturing, friendly and inclusive environment where they can grow in confidence and independence.

We believe that all children are individuals. Each child's learning and development will be supported by their key person in partnership with parents to develop their full potential. Our indoor and outdoor environment is fully utilised to provide a variety of early experiences. Children are offered freedom of choice so that they can pursue their individual interests. We encourage the children to discover things for themselves within a safe and secure environment.

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 not for profit setting, we depend on the good will of parents and their involvement to help us raise funds for Holt Pre-School. We fully appreciate any support with fund raising, grant applications and donations.

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 2014):

- *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 Holt Pre-School 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 *Early Years Outcomes* (DfE 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Holt Pre-School 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. At Holt Pre-School, we are very proud of our records of achievement and encourage all parents and children to play an active role in sharing information that we can include in their records.

Your child's key person will work in partnership with you to keep this record. To do this, your child's key worker 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.

Working together for your children

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.

Details of staff who work at our setting, our opening hours and term dates can be seen on our website www.holtpreschool.co.uk or please ask any member of staff for a printed copy. We are open for 38 weeks each year in line with the Wiltshire Term Dates and Holidays and are closed for five days for teacher development days.

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.

Please contact any member of staff if you are interested in sharing your experience and want to join in helping the children to get the best out of their activities. We have had parents visit Holt Pre-School to teach the children a few words in a different language, to join in with singing sessions, to teach the children sign language, to learn about different cultures and traditions and to bring in different resources to share. We welcome any information about your child's experiences and look forward to sharing their "wow" moments with you.

Key person and your child

Holt Pre-School 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 childcare that we provide is right for your child's particular needs and interests. When your child first starts at the setting, their key person will help your child to settle and throughout your child's time at the setting and will help your child to benefit from our activities.

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. From time to time we hold information events for parents. These usually look at how adults can help children to learn and develop in their early years.

The setting's timetable and routines

Holt 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.

The day / session

We organise the day so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the day. We cater for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

Snacks and meals

We provide mid-morning and afternoon snacks and have packed lunches at a social time at which children and adults eat together. We ensure that our snacks are healthy and nutritious and we ask that all parents provide a healthy packed lunch for their child (when staying for lunch) that is easily handled (containers that can be opened independently, wrappers that can be removed easily) and that it is nut free. Icepacks should be provided for perishable foods as although lunchboxes are kept in a cool place, we do not have the capacity to keep them in our fridge. Please tell us about your child's dietary needs and we will plan accordingly.

Clothing

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.

Policies

Our staff can explain our policies and procedures to you. Copies of which are available within Holt Pre-School.

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 we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and, where necessary, kept up to date.
5. 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.
6. 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. This is available online on our website.

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.

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).

We have a designated member of staff who is our Special Educational Needs Co-ordinator.

The management of our setting

Holt Pre-School is a not for profit company (Limited by Guarantee) and we have an active fund-raising committee who organise various fund-raising events throughout the year. All funds raised are used to purchase new resources directly for the benefit of the children. The Pre-School Leader and Business Manager are jointly 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.

The Annual General Meeting is open to the parents of all of the children who attend our setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

We are part of the Bristol Standards Scheme which is recognised nationally as an outstanding self-evaluation framework and the benefits and impact of its approach have been well evidenced.



Fees

The fees are £4.60 per hour payable half-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, please talk to our Pre-School Leader to discuss the options available to you.

For your child to keep her/his place at our setting, you must pay the fees. We are in receipt of nursery education funding for two, three and four year olds; where funding is not received, then fees apply.

We do also provide a breakfast club for pre-school children and school aged children that attend Holt Primary School. This starts at 8am and costs £4 per morning.

Starting at our setting

We require all parents / carers to complete an application form (www.holtpreschool.co.uk) which will include confirmation of which sessions they would like their child to attend. We arrange our waiting list in birth order with priority given to children who are eligible for the funded entitlement including eligible two year old children. We also take into account the length of time on the waiting list, the vicinity of the home to the setting, whether any siblings already attend the setting and our capacity to meet the individual needs of the child.

We operate in the grounds of Holt Primary School and work in partnership with the school to promote sustainable forms of travel and would encourage all families within walking distance to walk, scoot or cycle to pre-school. For some families this is not possible so we ask you to park your car in Station Road (or nearby) and walk your child up The Gravel to Pre-School. If you need any advice as to where is best to park and walk then any member of staff can help you.

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 on our website. We ask that you stay with your child for the first few sessions to help them feel comfortable and familiar with their surroundings. We do not charge for the first 6 hours provided that you have stayed with your child during his/her session.

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.