



Registered Charity No. 292913.

# Waterbeach Toddler Playgroup



Burgess Road, Waterbeach,  
Cambridge, CB25 9ND

[www.waterbeachtoddlerplaygroup.org.uk](http://www.waterbeachtoddlerplaygroup.org.uk)

# Early Years - Setting Prospectus

## Our setting aims to:

- provide high quality care and education for children below statutory school age;
- work in partnership with parents/carers 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

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;
- involved; and
- included at all levels.

As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment.

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 parent helpers;
- 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 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.

## Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage. The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The four overarching principles of the EYFS are:

### **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 Development and Learning.

### ***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.

There are seven areas of learning and development that shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These 3 areas, the **Prime Areas** are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Providers must also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The **Specific Areas** are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Art 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 foundation 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 assess children and plan for their learning.

### ***Prime Area ~ Personal, Social and Emotional Development***

Our programme supports children to develop:

- positive approaches to learning and finding out about the world around them;
- confidence in themselves and their ability to do things, and valuing their own achievements;
- their ability to get on, work and make friendships with other people, both children and adults;
- their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;
- their ability to dress and undress themselves, and look after their personal hygiene needs; and
- their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

### ***Prime Area ~ Communication and Language***

Our programme supports children to develop:

- conversational skills with one other person, in small groups and in large groups to talk with and listen to others;
- their vocabulary by learning the meaning of - and being able to use - new words;
- their ability to use words to describe their experiences;
- their ability to listen to, and talk about, stories;
- knowledge of how to handle books and that they can be a source of stories and information;

### ***Prime Area ~ Physical Development***

Our programme supports children to develop:

- increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- their understanding about the importance of, and how to look after, their bodies.

### ***Specific Area ~ Literacy***

Our programme supports children to develop:

- understanding of what a word is by using names and labels and looking at words in the environment
- understanding of different written symbols
- increasing use of stories in their pretend play
- Understanding of how mark making can convey information
- Understanding of initial sound in words

### ***Specific Area ~ Mathematics***

Our programme supports children to develop:

- understanding and ideas about how many, how much, how far and how big;
- understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- understanding that numbers help us to answer questions about how many, how much, how far and how big;
- understanding and ideas about how to use counting to find out how many; and
- early ideas about the result of adding more or taking away from the amount we already have.

### ***Specific Area ~ Understanding the World***

Our programme supports children to develop:

- knowledge about the natural world and how it works;
- knowledge about the made world and how it works;
- their learning about how to choose, and use, the right tool for a task;
- their learning about computers, how to use them and what they can help us to do;
- their skills on how to put together ideas about past and present and the links between them;
- their learning about their locality and its special features; and
- their learning about their own and other culture

### ***Specific Area ~ Expressive Art and Design***

Our programme supports children to develop:

- the use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and
- their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

### ***Our approach to learning and development and assessment***

#### *Learning through play*

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

#### *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 of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask 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.

We make termly 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**

The setting keeps a record of achievement for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. 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 with you to keep this record. To do this you and she/he 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. You and the key person will then decide on how to help your child to move on to the next stage.

### **Working together for your children**

In our setting we maintain the ratio of adults to children in the setting that is set through the 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.

The staff who work at our setting are:

<b>Name</b>	<b>Job Title and Roles</b>	<b>Qualifications and Experience</b>
Wayne Badcock	Playgroup Leader  SENCo (Special Educational Needs Co-ordinator)  Enco (Equalities Named Co-ordinator)  Designated Child Protection Officer  PANCo (Physical Activity and Nutrition Co-ordinator)  Behaviour Management  Health and Safety	NVQ Level 4 in Children's Care, Learning and Development  Cache Level 3 Diploma in Child Care and Education  Other qualifications can be found in the staff training file.

Gina Clark	Deputy Playgroup Leader Designated Child Protection Officer	NVQ Level 2 in Children's Care, Learning and Development Level 3 Children's and Young People Diploma Other qualifications can be found in the staff training file.
Lesley Moxon	Playgroup Assistant	Certificate in Children's Care, Learning and Development NVQ Level 3 in Children's Care, Learning and Development Other qualifications can be found in the staff training file.
Patricia Palmer	Playgroup Assistant	PLA Introduction to Pre-School Practice (Previously recognised as Level 2) Other qualifications can be found in the staff training file.
Laura Manzur	Playgroup Assistant	Other qualifications can be found in the staff training file.
Diane Hurst	Playgroup Assistant	Other qualifications can be found in the staff training file.

We are open for 5 days each week.

Wednesdays	9.00am – 11.30am (Advancing 4's)
Monday and Wednesdays	12.00pm – 3.00pm (Rising 5's)
Monday, Tuesday, Thursday and Friday	9.00am – 12.00pm (Mixed Sessions)
Optional Lunch Session on Tuesday, Thursday and Friday	12.00pm – 1.00pm

We provide care and education for young children between the ages of 2 ½ years to 4 years.

### How parents take part in the setting

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

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- helping at sessions of the setting;
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting;
- 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.

### The parents' rota

The setting has a dated rota which parents can sign if they would like to help at a particular session or sessions of the setting. Helping at the session enables parents to see what the day-to-day life of the setting is like and to join in helping the children to get the best out of their activities.

Unfortunately, due to our insurance we are unable to allow younger siblings to come with you when helping out in a session.

### Wish List

If you are unable to help on our parent rota, there are other ways that you can help, e.g. with our 'Wish List Urgencies'. On the wish list are some small items that you may wish to donate to the playgroup. These are items such as bread sticks, crackers, paper etc. All your donated items are greatly appreciated.

### Joining in

Joining the rota is not the only means of taking part in the life of the setting. Parents can offer to take part in a session by sharing their own interests and skills with the children.

We welcome parents to drop into the setting to see it at work or to speak with the staff.

### Key persons 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/he is particularly responsible. 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 particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from the setting's activities. Should your child's key person not work on one of the days your child is in, there will be another member of staff who will be able to assist you and your child should there be any problems or concerns. These are detailed in the table below.

Main Key Worker	Days when not at the setting	Staff member Key Working in their absence
Gina Clark	Tuesdays	Wayne Badcock
Wayne Badcock	Thursdays (Autumn Term)	Lesley Moxon
Lesley Moxon	Thursdays (Spring/Summer Term) and Friday	Wayne Badcock

### The setting's timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the 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 session

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(s).

### **Snacks and meals**

The setting has a rolling snack policy where the children are welcome to help themselves to snack items and drinks. We encourage the children to use this as a social time. The setting makes lunch times a social time at which children and adults eat together. Do tell us about your child's dietary needs and we will make sure that these are met.

In July 2012, the setting was awarded the 'Early Years Health Promoting Setting' status. We follow local and national guidance to promote health in Early Years through our setting. This includes the snacks and activities that we offer the children. Should your child be staying for lunch at the setting, please speak to a member of staff about our recommended guidelines for a healthy lunch box.

### **Policies**

Copies of the setting's policies and procedures are available for you to take home and read; Ask a member of staff for a copy of these or alternatively look on our website, [www.waterbeachtoddlerplaygroup.org.uk](http://www.waterbeachtoddlerplaygroup.org.uk).

The setting's policies help us to make sure that the service provided by the 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/Carers

The staff and committee work together to adopt the policies and have the opportunity to take part in the on-going review of policies. These reviews help us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

### **Safeguarding children**

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Waterbeach Toddler Playgroup has a duty to report suspected child abuse or neglect.

Our employment practices ensure children against the likelihood of abuse in our settings 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 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. Our designated members of staff for Child Protection are Wayne Badcock and Gina Clark

### **Special needs**

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001).

Our Special Educational Needs Co-ordinator is

Wayne Badcock

### **The management of our setting**

A parent management committee - whose members are elected by the parents of the children who attend the setting - manages the setting. The elections take place at our Annual General Meeting. The committee is responsible for:

- managing the setting's finances;
- employing and managing the staff;
- making sure that the setting has, and works to, policies that help it to provide a high quality service; and

- making sure that the setting works in partnership with the children's parents.

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

## **Fees**

The fees are £10.50 payable monthly/weekly/daily/half-termly/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 the committee chairperson, whose name and contact details can be found on the notice board in the playgroup building; or Wayne Badcock who is the manager.

On Tuesday, Thursday and Friday an optional lunch session is also available at £3.00 per session.

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

## **Nursery Education Funding (Government Grant)**

From the term after your child turns 3 years of age, you are entitled to claim nursery education funding from the government. However, if you choose to use the entitlement at another setting, then you will be charged £11.00 per session.

## **Starting at our setting**

### *Home Visits*

Prior to your child starting with us, a Home Visit will be arranged. Our Deputy Playgroup Leader and a member of our Management Committee will come to meet you and your child at your home, to get to know you and your child and help with the transition process. If you would like more information about these prior to the visit, please speak to the Playgroup Leader or Deputy Playgroup Leader.

### *The first days*

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. The setting has a policy about helping children to settle into the setting: a copy is available from Wayne Badcock.

### *Clothing*

We provide protective clothing (aprons) 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.

Please supply (in a rucksack type bag), a spare set of clothing and/or spare shoes, wellingtons, pac-a-mac, and sun hat that can be kept on the peg until needed.

## **Fundraising**

We hold numerous fundraising activities throughout the year, and your help and support at these events is needed. Information about events will be circulated closer to the time.

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

If you have any further questions, please contact Wayne Badcock by email on [waterbeachtoddlerplaygroup@outlook.com](mailto:waterbeachtoddlerplaygroup@outlook.com) or by phone on 07808357729.

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