



2020
Prospectus

CONTENTS

1	<u>INTRODUCTION</u>	1
1.1	Introducing Early Birds Pre-School	1
1.2	Our Aims for Your Child	1
1.3	The Early Years Foundation Stage (EYFS)	2
2	<u>ACHIEVING THESE GOALS</u>	2
3	<u>MEET THE TEAM</u>	4
4	<u>DAILY ROUTINE</u>	4
4.1	Timetable of Daily Events	4
4.2	Arrival and Departure	6
4.3	Code of Behaviour	6
5	<u>ADMINISTRATION</u>	6
5.1	Records	6
6	<u>ADMISSIONS POLICY</u>	7
7	<u>FEES</u>	7
8	<u>POLICIES</u>	9

Manager	: Mrs Gillian Cadman
Location	: C/o Bunbury Aldersey CE Primary School, School Lane, Bunbury, Cheshire. CW6 9NR
Days	: Monday, Tuesday, Wednesday, Thursday and Friday : 8.45 am - 12 noon Morning Session : 8.45 am - 1 pm Morning session plus lunch club : 8.45 am - 3 pm All day session Packed Lunch to be provided by parents
Telephone	: 01829 261264 (answerphone available)
Registration	: 01829 260410 or info@earlybirdsbunbury.co.uk
Website	: earlybirdsbunbury.co.uk
Latest Ofsted Report	: https://reports.ofsted.gov.uk/provider/16/EY542657

1 INTRODUCTION

1.1 Introducing Early Birds Pre-School

Early Birds Pre-School was founded as Bunbury Playgroup in 1969. Since this time the Pre-School has established a reputation as an excellent provider of Early Years education, providing opportunities for children in the important pre-school years within a supportive, happy and stimulating environment.

Early Birds is managed by a voluntary committee comprising of parents, which is elected annually. The committee is responsible for the management of the Pre-School, including the appointment of staff. The Manager is responsible for day-to-day running of the group, curriculum planning, etc.

We operate an open door policy and welcome visitors at anytime, so please come along and see us at work and play, the best way to get to know us. We look forward to meeting and welcoming you to the Early Birds family.

Our mission is to provide a nurturing, safe and creative environment for the children within the Early Years Foundation Stage (EYFS). We aim to develop, whilst learning through play, the skills and behaviours necessary to succeed both personally and in society, by offering a program that meets the social, moral, emotional and physical needs of each child.

As OFSTED summarises:

“Children have fun in this learning environment. Children are well behaved and chatty and have an understanding of boundaries and behavioural expectations.”

1.2 Our Aims for Your Child

The Early Years Foundation Stage (EYFS) brings together Curriculum Guidance for the Foundation Stage (2000) Birth to Three Matters (2002) framework, the National Standards for Under 8s Daycare and Childminding (2003), building a coherent and flexible approach to care and learning.

Our Aims for your child are to offer them an enriching learning environment. We promote that this is best achieved by learning through play and offer a wide range of activities to support their individual needs. Early Birds are focused on the delivery of the new EYFS framework and practice guidance four main themes -

A UNIQUE CHILD

Every child is a competent learner from birth, who can be resilient, capable, confident and self-assured.

ENABLING ENVIRONMENTS

The environment plays a key role in supporting and extending children's development and learning.

POSITIVE RELATIONSHIPS

Children learn to be strong and independent, from a base of loving and caring relationships with parents and / or key worker.

LEARNING AND DEVELOPMENT

Children develop and learn in different ways and at different rates. All areas of Learning and Development are equally important and inter-connected.

As OFSTED summarises:

"Children's literacy and mathematical skills are well promoted. Children listen to stories with enthusiasm and enjoy the cosy and quiet area which encourages the children's passion for reading."

1.3 The Early Years Foundation Stage (EYFS)

Early Birds promotes the 7 areas of Learning and Development under the new framework prescribed by the EYFS.

Prime Areas	:	Personal, Social & Emotional Communication and Language Physical Development
Specific Areas	:	Literacy Mathematics Understanding the World Expressive Arts and Design

All staff have knowledge and understanding of the new EYFS Developmental Matters stepping stones plus the children's "All about Me" Profile books and how the setting incorporates them into the daily routine of the setting.

As OFSTED summarises:

"The manager and staff identify and address areas for development. They make ongoing improvements to enrich children's learning experiences. Staff provide a good balance of child initiated and adult led play."

2 ACHIEVING THESE GOALS

Observation forms part of the normal cycle of events at pre-school, we use observations to inform what we provide for children and the activities that are adult directed. It helps us to present a picture of each child that is personal, interactive and based on evidence.

Through observing children we are able to ascertain the progress they are making and identify any concerns in a clear and objective way.

Observations are done by all staff and on all children. Your child will be allocated a key person who will encourage and support your child to reach their full potential and are responsible for keeping an up to date, balanced and relevant account of each child in their key person group's progress, in their individual profile book.

We plan for children in a range of ways at pre-school:

- We evaluate daily provision and learning at the end of every day.
- We evaluate the previous term's learning at the start of every new term, identify what we are going to build on and look at the threads running through children's learning.
- We plan for individual children as part of our "focus children" approach – we review their learning intentions and set new ones – sharing this with parents
- We plan for common and shared themes and directions, deciding which experiences will be deepened, how they will be supported and how this will be approached.
- We plan in the "long term" using the EYFS as a basis for the experiences we will offer children that include the seven areas of learning
- We plan projects and themes for children based on particular areas of children's interest and project areas (in creativity, Festivals, Seasons etc).
- We plan particular activities for particular children or groups of children.

Swallows - final year before they move to reception class (3 years of age before the 31st August)

Robins and Wrens - children age 2 until they enter their final year before school (Turn 3 after the 31st August)

We look for ways for children to become involved in the planning of activities using children's' profiles and displays, to help them reflect on what they have done and think about their next steps in their learning. We talk about what we are doing at pre-school with parents and encourage them to become involved in their children's interests. Parents and carers are encouraged to look at their child's profile book and to use them to get involved in their child's interests and what they are enjoying at pre-school.

All our plans are on view in the classroom.

Photographs are taken (with the permission of parents/carers) and displayed for children and parents / carers to see. We need permission under the General Data Protection Regulation (GDPR) for parental consent to take photos (including the use of video cameras).

Name of Setting	:	Early Birds pre-school
Name of Photographer	:	Pre-school staff
Images stored for	:	12 months - unused photos are shredded
What images used for	:	Photo wall, All About Me, prospectus, articles in newspapers, website

Photographs will be taken at Early Birds and on outings / special events. Please make sure you tick the appropriate box on the enrolment form.

3 MEET THE TEAM

Manager : Gillian Cadman - Early Years Care and Education NVQ3
 Deputy : Jessica Hitchmough - BA Ed. (Hons) 2:1 Education with QTS
 (qualified teacher status) its English Language specialism

Pre School Assistants : Denise Burleigh, Carolyn Formstone, Donna Greenwood and Penny Weston.

All have relevant EYFS qualifications, level 2 and above including additional qualifications, which can be viewed in the setting.

We always retain a ratio of one adult to every eight children, if they are over three: and a ratio of one adult to every four children if they are under three.

Training is ongoing and constantly updated in all areas of learning.

4 DAILY ROUTINE

“Staff are positive role models who help children learn how to cooperate with each other, share and take turns.” OFSTED

- 4.1 Early Birds ethos has always been to provide a safe, secure and loving environment where the children learn through play. We have a daily routine which ensures a feeling of consistency and security, but also allows for both spontaneous and planned activities with your child.

8.45 am Doors Open: Children are welcomed individually, encouraged to find their name card, hang up their coats and lunch box before enjoying free play.

Activities are varied and engaging and your child has the opportunity to explore our extensive range of resources, all selected to link to our curriculum, the 'EYFS' and to give the children a rich experience whilst with us.

- our daily mile/run on the track or physical activities depending on the weather
- craft, mark making, painting, construction, maths and literacy areas, threading and jigsaws
- Circle Time - story time, singing, show-tell, special news, weather map, musical instruments
- Weekly sessions with Alison our music teacher who explores instruments, singing and rhythm with the children to encourage and develop language and communication skills
- Weekly Dance and Core Strength with Alyson our RADA teacher which improves the childrens balance, co-ordination and imagination

Although staff lead a variety of learning situations from structured to free flow play, including 1:1 focussed activities, emphasis is placed on self-reliance and individual choice. Staff are involved to support and encourage theses choices.

10.00 am Mid morning snack: A small snack will be available for the children to share. Water is available throughout the day or children can bring their own named water bottle. Members of staff have an awareness of good practice with regards to hygiene and food handling.

12 noon End of morning session

12 noon Lunch-Time

Parents to provide a packed lunch. The children are encouraged to wash their own hands, find their packed lunch from the trolley before finding a seat around a table.

Lunch-time is an important time of the session as it develops self-help skills, food awareness and social skills, catching up with friends and making new ones. The emphasis is always on healthy eating. Children are encouraged to develop their self-help skills by collecting their own lunch box, opening drinks and containers within their lunch box and using cutlery provided if required for their lunch.

“Staff are highly sensitive to children's individual care needs and ensure these are met throughout the day.” OFSTED

12.30 pm Quite time, reading stories, CD stories / music, resting after lunch

1.00 pm Morning Session plus lunch club end and register for our Swallow children staying for the afternoon.

We understand the importance of children being prepared for school and to develop skills that will support their learning when this becomes more formal so our afternoon session will be focussed on supporting these next steps in all areas of the EYFS.

“Staff use effective systems to check children's progress and identify gaps in their learning. Children make good progress and learn skills for their next stage in learning, such as school. They are motivated learners who delight in exploring a wide variety of resources and they join in with other the activities on offer. Children enjoy the company of others and build friendships.” OFSTED



4.2 Arrival and Departure

Before and after our opening and closing times we are unable to accommodate children on our premises as we do not have insurance cover. We adhere to a rigid arrival / departure policy which can be viewed on our website. Written consent must be given if there is any alteration to the normal procedure of parental pick up. The child becomes the responsibility of its parent / carer when handed over by a member of staff, even if they subsequently remain on Pre-school premises.

Parents co-operation in relation to this policy is appreciated and staff are not authorised to make any exceptions to these guidelines. This is in the interest of the safety of our children. You will be informed in advance of any changes to arrival and departure times i.e. if on an outing or a special event is taking place.

4.3 Code of Behaviour

Appropriate behaviour by the children is valued and acknowledged through praise by all staff, because we see this as the most effective and productive way of encouraging social behaviour.

However, children exhibiting inappropriate behaviour are distracted and if necessary moved to an alternative activity. Positive re-inforcement of appropriate behaviour reduces the occurrence of inappropriate behaviour.

“Staff praise their efforts and recognise their achievements which helps to raise children's self-esteem and confidence.” OFSTED

5 ADMINISTRATION

5.1 Records

Your child will be assigned a key person who will monitor and record your child's progress as they develop towards entering Reception class. Observations of your child are recorded in our new EYFS Framework **ALL ABOUT ME**. During your child's first term you will have an opportunity to meet with your child's key person to discuss your child's ongoing development and next learning steps. Currently we hold key person persons every term. We operate an open door policy where you are able to discuss your child's development at any stage while at Early Birds.

Your child's portfolio is an important document and will need to be forwarded onto your child's Reception Teacher when they start school. This will provide your child's Reception Teacher with information that will support your child in the coming weeks as they settle into mainstream education, and embarking on their new learning journey.

6 ADMISSIONS POLICY

As far as possible we try to work with parents to arrange the most suitable days for each child to attend. However, we give priority to children in the final pre-school year and then by age.

Early Birds accepts children from the age of 2 years and are open term time only (190 days / 38 weeks per year). Minimum attendance is 2 sessions per week and can be either two morning sessions or one full day, attendance is subject to availability.

We accept Cheshire East and Cheshire West Free Early Education Entitlement (FEEE) which allows all children up to 15 hours free Early Years Education (at present these are available for all children who have turned 3 years of age before the start of term, by 31st August for the Autumn term, 31st December for the Spring and 31st March for the Summer term). More information on funding can be found at www.childcarechoices.gov.uk

Early Birds also accepts payment of fees via many work schemes such as Fair Care, Kidsunlimited, Care-4, Work For You. Please ask if you would like to use your work schemes. All enquiries about admission are welcome either in session times to Gillian, but the Registration Secretary must confirm final details, as she holds all the admission documentation.

Early Birds Pre-School is open to all children resident in Bunbury and the surrounding villages.

Priority will be given to any child whose needs have been brought to the attention of Early Birds Pre-School by either a Doctor or Health Visitor/Social Services.

7 FEES

From September 2020 fees are:-
Under 3 years of age £5.20 per hour
Over 3 years of age £4.20 per hour

Bills will be issued at the beginning of each term and payment must be received within the first two weeks of the term restarting. Special arrangements can be made to pay half termly or weekly if necessary – please speak to Gillian or Hilary in confidence.

In some circumstances assistance with payment of fees and / or the sponsoring of weekly sessions can be available from the Early Years Alliance and Cheshire East Council. Please contact Gillian or Hilary in confidence if you would like more details.

Failure to comply with these terms will result in a reminder being sent and if no satisfactory arrangement can be reached, we reserve the right to withdraw a child's place at Pre-School until outstanding fees have been received. Any difficulty with making payment should be discussed in confidence with Gillian or Hilary.

In the term after a child's third birthday they become eligible to receive up to 15 hours free pre-school per week which must be taken over 2 days. Parents can opt to use these "Free Hours" at Early Birds. Any additional hours attended at Early Birds above the free hours entitlement allocated to Early Birds will be charged at the appropriate Early Birds rate depending on which sessions and clubs are attended. Some children will be eligible for 2 year Free Years Education Entitlement and some working parents are eligible for an additional 15 hours free, please see Government guideline on <https://www.childcarechoices.gov.uk> if you wish to apply.

Notice of four weeks is required if your child will not be returning to Pre-School, otherwise the relevant fees will be charged.

Unfortunately, in cases of absence, it is not possible to refund fees.

"Safeguarding is effective, children are safe and any risks or hazards are minimised due to the thorough completed risk assessments." OFSTED



JCB - A trip to a local building site so the children could see and explore the large machinery during our construction topic.

9 POLICIES

These policies and procedures, which are an Ofsted requirement, are on the Early Birds website for you to READ and then please SIGN the enrolment form in the relevant section. Any queries or concerns please contact Gillian or Hilary.

01. Admissions
 02. Settling In Pre-School Policy
 03. Parental Involvement Policy
 04. Equality and Diversity Policy
 05. Behaviour Management Policy
 06. Special Educational Needs / Disability Policy
 07. Food & Drink Policy
 08. Safe Guarding Children
 09. Confidentiality Policy
 10. Non Collection of Children
 11. Complaints Procedure
 12. Staffing and Employment Policy
 13. Student Placement Policy
 14. Health & Safety Policy
 15. Sickness Policy
 16. Administration of Medication
 17. Nappy Changing Policy/Nappy Changing Routine
 18. Equipment and Resources Policy
 19. Secure Storage, Handling, Use, Retention and Disposal of Disclosures and Disclosure Information Policy
 20. Recruitment of Ex-Offenders Policy
 21. Fire Safety Policy and Procedure
 22. Privacy Notice
- Paper copies are available upon request