**08.1a About our childcare and early education**

Welcome to Hersden Under 5’s and thank you for registering your child with us.

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 document aims to provide you with an introduction to Hersden Under 5’s Project, 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 and Early Education Terms and Conditions for a full description of our services.

**Our setting aims to:**

* provide high quality care and education for children
* work in partnership with parents to help children to learn and develop
* offer children and their parents a service that promotes equality and values diversity

**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
* included at all levels

**Children's development and learning**

We aim to ensure that each child:

* is in a safe and stimulating environment
* is given ample care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers
* is supported in their learning and development by being helped to build on what they already know and can do
* has a key person who makes sure they are progressing
* is in a setting that sees parents as partners in helping each child to learn and develop
* 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 five 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 2021):

* *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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between educators, parents and/or carers.

* *Learning and Development*
* Children develop and learn 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 (SEND).

**How we provide for learning and development**

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 Learning and Development comprise:*

* *Prime Areas*
* Personal, social and emotional development.
* Physical development.
* Communication and language.
* *Specific Areas*
* Literacy.
* Mathematics.
* Understanding the world.
* Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by 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.

We refer to non-statutory curriculum guidance, including *Development Matters*, to support our professional judgment as we assess each child’s progress and level of development as they progress towards the Early Learning Goals. We have regard to these when we assess children and plan for their learning by creating a curriculum that is ambitious and meets every child’s needs. Our educational programmes support children to develop the knowledge, skills and understanding they need.

**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 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 educators.

*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
* creating and thinking critically - thinking

We aim to provide for the characteristics of effective learning by observing how a child engages with learning and being clear about what we can do and provide to support each child to remain an effective and motivated learner.

*Assessment*

We assess how young children are learning and developing by observing them. We use information that we gain from observations of the children, to understand 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 will make periodic assessment summaries of children’s achievement based on our on-going observations. These help us to build a picture of a child’s progress during their time with us and form part of children’s records of achievement/learning journeys. We undertake these assessment summaries at regular intervals, as well as at 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 observations carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

**Records of achievement/learning journeys**

We keep a Learning Journal for each child. Your child's Learning Journal helps us to celebrate their achievements, work together to provide for their needs and to ensure their well-being and progress.

Your child's key person will work in partnership with you to keep this record. To do this we will ask you to contribute information about your child's activities, interests, and achievements. This information will help their key person to monitor your child's progress.

**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, as a minimum. We encourage parents to volunteer as 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
* allow the children to explore and be adventurous in safety

The staff who work at our setting are:

|  |  |  |
| --- | --- | --- |
| **Name** | **Job Title** | **Qualifications**  |
| Isabel Harvey | Manager & Teacher; EYDP | BA(hons); EYPS; QTS; NVQ level 3. |
| Denise Traylor | Supervisor & Sendco; H & S | NVQ Level 3 |
| Charlene Crump | Room Leader | Level 3 Diploma |
| Jade Eley | Early Years Practitioner | Apprentice Level 2 |
| Katie Broadbridge | Early Years Practitioner |  |
|  |  |  |
|  |  |  |
| We are open for | 38 | weeks each year. |
| We are closed | During KCC school holidays, bank holidays and 5 inset days each year |  |
| We are open for | 5 | days each week |
| The times we are open are | 8.45 -16.00 |  |
| We provide care and education for young children between the ages of: |
| 30 months | and | 4 | years. |

**How parents take part in the setting**

Our setting recognises parents as the first and most important educators of their children. All 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
* attending key person meetings
* 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 committee of the setting
* taking part in events and informal discussions about the activities and curriculum provided by the setting
* completing annual questionnaires about the setting and improvements,
* joining in community activities, in which the setting takes part
* building friendships with other parents in the setting

**Joining in**

Our setting welcomes parents 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 our setting is like and to join in helping the children to get the best out of their activities. We invite parents/carers to come and tell stories to the children at story times, as often as they are able.

Parents can also offer to take part in a session by sharing their own interests and skills with the children.

**Key person and your child**

Our setting 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 and early education that we provide is right for your child's particular needs and interests. When your child first starts at the setting, they will help your child to settle and throughout your child's time at the setting, they will help your child to thrive.

**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 all areas of learning and development, including their health and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-initiated and adult-led activities, as well as those provided inside.

**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 policies help us to make sure that the service we provide is of high quality and that being a member of the setting is an enjoyable and beneficial experience for each child and their parents.

Our staff and management committee 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 is 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.

**Safeguarding children**

Our setting has a duty under the law to help safeguard children against suspected or actual ‘significant harm’. Our employment practices ensure that people looking after children are suitable to fulfil the requirements of their role and help to protect 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 educational needs**

To make sure that our provision meets the needs of each individual child, we take account of any special educational 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).

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| --- | --- |
| Our Special Educational Needs Co-ordinator is | Denise Traylor |

**The management of our setting**

Our setting is a charity and as such is managed by a volunteer management committee - whose members are elected by the parents of the children who attend our setting. The elections take place at our Annual General Meeting. The committee make up the registered person with Ofsted and are 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
* making sure that we work in partnership with parents

The Annual General Meeting is open to the parents of all 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.

**Fees**

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 a member of the management team.

For your child to keep their place at our setting, you must pay the fees.

**Starting at our setting**

*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 within our policies and is available on our website.

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 to respond to any questions.