

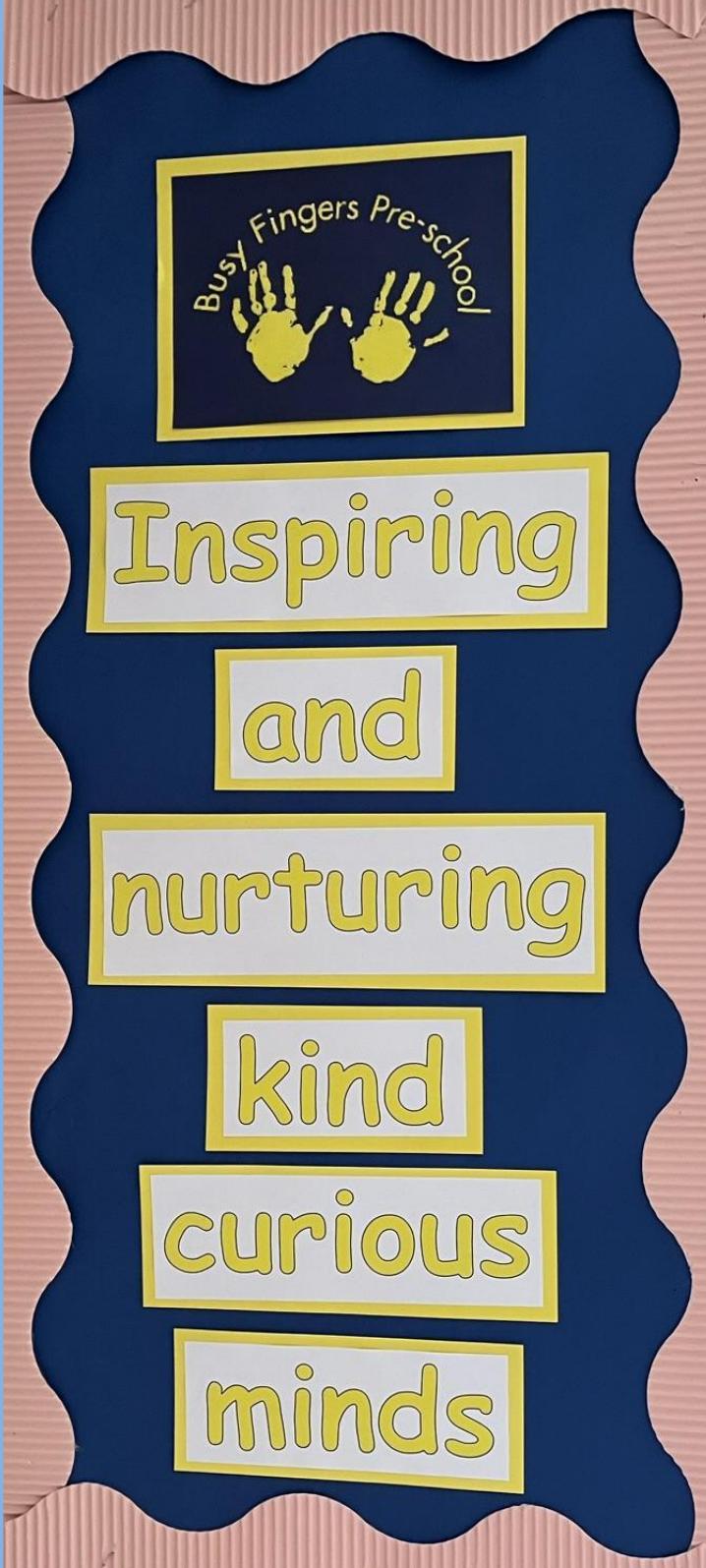


Prospectus

Welcome to Busy Fingers Pre-school!

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 Busy Fingers 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 Terms and Conditions for a full description of our services.



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About our pre-school

Busy Fingers is a friendly, popular pre-school based in the village of Little Downham.

The pre-school was established in 1999 and is currently managed by Angela and her team, with the help of a voluntary committee, made up mainly of parents of children attending the setting. We are registered on the Early Years Register and we are also a registered charitable incorporated organisation (number 1188632). We operate from a purpose-built building next to Downham Feoffees Primary Academy.

We accept children from the term after they turn two years six months to under five years. A maximum of 32 children may attend the pre-school at any one time, in morning, afternoon or all-day sessions. The pre-school is open five days a week during school term times.



Our setting aims to:

- provide high quality care and education for children
- work in partnership with parents to help children to learn and develop
- add to the life and well-being of the local community
- offer children and their parents a service that promotes equality and values diversity



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 is making progress
- 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 curriculum 2021. 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).





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

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 stimulating activities, based on our weekly book theme, that are appropriate for their age and stage of development.



Children learn more in the years from birth to five than at any other point in their lives.

At preschool the staff will provide opportunities for the children to develop their own play and independent exploration.

They will also 'scaffold' their learning by giving them just enough help to achieve something they could not do independently. This is the key to progress.

Your child's progress will be monitored by their key worker using the observation checkpoints from 'Development Matters' and staff will ensure that the child is provided with opportunities to develop in areas where they are at an earlier stage of development than expected for their age.

How we provide for learning and development

We refer to non-statutory curriculum guidance to support our professional judgment as we assess each child's progress and level of development. 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.

Personal, social and emotional development

- self-regulation
- managing self
- building relationships

Physical development

- gross motor skills
- fine motor skills

Communication and language

- listening, attention and understanding
- speaking

Literacy

- comprehension
- word reading
- writing

Mathematics

- numbers
- numerical patterns

Understanding the world

- past and present
- people, culture and communities
- the natural world

Expressive arts and design

- creating with materials
- being imaginative and expressive

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 summaries

We may 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 goes on to school.

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.



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 when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from observations carried out as part of our everyday practice, taking account of the views of parents and other professionals.



Learning Journals

At Busy Fingers we make an online Learning Journal for each child using a system called Tapestry. Your child's Learning Journal 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 in partnership with you to keep this record. To do this, you and they will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to track your child's progress. Together, we will then decide on how to further support your child's learning and development. We welcome parent's contributions to their child(ren)'s Tapestry journal.

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 helpers, at times, 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 listed on our website at <https://www.busyfingerspreschool.org/find-out-more> alongside their qualifications and any additional responsibilities they have within our pre-school.

As well as gaining relevant 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 Early Years Alliance, through *Under 5* magazine and other publications produced by the Alliance.

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.



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).

Key person and your child

Our setting uses a key person approach. This means that our Early Years Practitioners have 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. Your child's key person will take the time to engage your child in stimulating conversations and activities, and help them to meet the learning objectives of the planned activities.





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.

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 her/his parents.

Our policies can be found on our website at www.busyfingerspreschool.org/policies. Hard copies are also kept in the pre-school and are available to view upon request.

Our staff and parents work together to adopt and review 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.

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 which is typically held each September. 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 and funding

All children qualify for 15 hours of government-funded early years childcare provision from the start of the term after they turn three years old. To see if you are eligible for additional funding please visit:

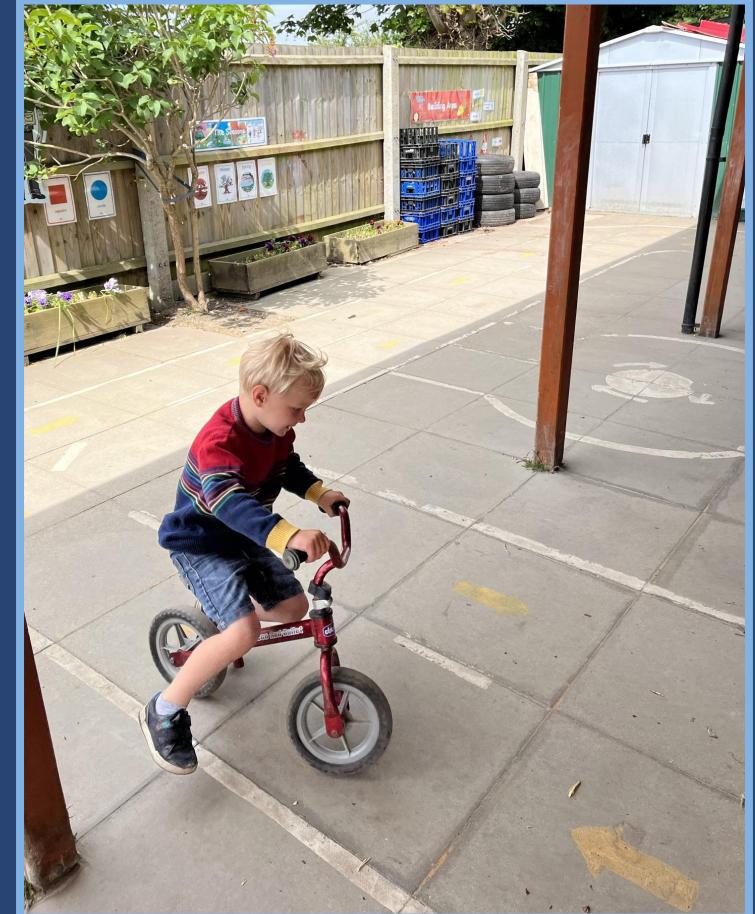
<https://beststartinlife.gov.uk>

If your child is eligible for funding, you will need to complete a form which we supply and provide evidence of date of birth by way of birth certificate, passport or benefits book, which must include child's name and date of birth.

Where funding is not received, then fees apply. Our fees are £6.30 per hour invoiced half-termly in advance. Fees must be paid within two weeks of receiving the invoice and a child's place at the pre-school is conditional upon prompt payment. 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 manager.

We review these fees at regular intervals to ensure they remain in line with government funding and the cost of running the pre-school.

Please see the Fees section of our Terms and Conditions for further information.



Starting at our setting

We want your child to feel happy and safe with us. For each intake of children we offer a few induction days when you can attend with your child to settle them in.

Any concerns or issues you may have can be approached at that time with the Pre-school Manager or your child's key person. We will provide a book bag and any relevant paperwork at your induction.

The settling-in process can take longer for some children than others. We will work in partnership with parents to develop a settling-in plan for each child and regularly review this as progress is made.



Our setting's 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 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
- provide children with opportunities to learn and help them to value learning
- help them to get used to the expectations of a school setting, for example, by sitting quietly as a group to listen to a story
- helping children to cooperate with other children and adults
- help them to start to take on some responsibility for themselves, for example, by tidying away their own snack boxes and cups



Planning and Continuous Provision

At Busy Fingers we use a book-based topic approach to planning our weekly Continuous Provision activities. The week starts with a story, then each day that week the children listen to the story again and take part in a learning discussion based on the content. For example, one day we might discuss what the characters did and why. On another day we might count objects in the pictures. On yet another day we might look at words which rhyme. The planned Continuous Provision activities then link to the story for the week. See the above pictures showing activities based on the book *Zog*. This approach helps the children to make sense of the story, use their imaginations to explore the themes of the story, stimulates their language and builds up their vocabulary. The children also take part in adult-led small group activities linked to the story, which help them to gain new skills and to learn to work with others. Sitting on the carpet together to listen to and discuss a story, helps the children to begin to learn skills which they will need when they start school.

Outdoor activities contribute to all areas of learning and development, including 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. From time to time, the story of the week lends itself to a trip outside of the pre-school to, for example, look for autumn leaves or to visit the village shop.

Snacks and lunch

Children attending the morning session only bring in a healthy snack from home, in a named pot, for the children to enjoy during our snack time.

Children attending the afternoon session only bring in a packed lunch from home in a named lunch box.

Children attending all day bring in a healthy snack and a packed lunch from home.

All children bring in a named water bottle which they can access through the session as they require.

Children will be supervised at all times during snack and lunch times and will be offered milk or water to drink.

Please note that we do not have facilities to keep lunch boxes and snack pots in a chilled storage.

Foods not permitted at Busy Fingers include nuts or nut products, chocolate and sweets.



Clothing

We provide protective clothing for the children when they play with messy activities; however, in order to feel free to explore and experiment with all kinds of activities, including messy ones, it is best to send children dressed in clothes that are not too new. 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. We request that children bring a spare set of named clothes that can be kept on their coat peg.

For wet/winter weather, it is a good idea to send a child with indoor and outdoor footwear. Wellington boots are great for playing outside in but are not advisable footwear within the pre-school setting.

Sunhats during warm summer months are advisable and a change of clothes in case the children get wet whilst playing in the water tray. Please apply sun cream during hot weather to protect your child before they come to the pre-school. We will reapply suncream at lunchtime (with your permission) for those attending all day.

Nappies and wipes

We accept children at the preschool who are still in nappies and change them when needed. Nappies and wipes should be provided by parents and kept in the children's bag on their peg. We fully support the child and parent when the time comes to toilet train. Lots of spare clothes should be supplied in the child's bag.

Our Day

Morning





Drop off and Collection Procedures

The gate will be opened by a member of staff to allow children and parent/carers in. A trolley is provided for snack pots, water bottles, lunch boxes and book bags. Children enter through the picket gate after saying goodbye to their parents and carers.

At the end of the session a staff member will open the main gate. Each child is called by a member of staff and will come out and meet their parent or carer by the picket gate. Responsibility for the child is then taken by the parent or carer who collects them. The staff at Busy Fingers Pre-School hand back sole responsibility of children to parent/carers at the picket gate at 12pm for the morning sessions and at 3pm for the afternoon sessions.

If parent or carers are late collecting a child, the child will continue to be supervised by two members of staff. However, parents or carers will be asked to sign a 'late' collection notice and an additional fee may be charged.

If parents or carers are asking someone else to collect a child, we ask them to inform a member of staff and sign a 'Child Release' form.



**Inspiring and nurturing
kind, curious minds**

Main Street, Little Downham, CB6 2ST

**Registered as a Charitable Incorporated
Organisation: 1188632**

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 and Committee members are always ready and willing to talk with you about your ideas, views or to respond to any questions.