

TREETOPS PRE-SCHOOL PROSPECTUS

We aim to provide a relaxed, informal and friendly environment where children feel safe and happy.



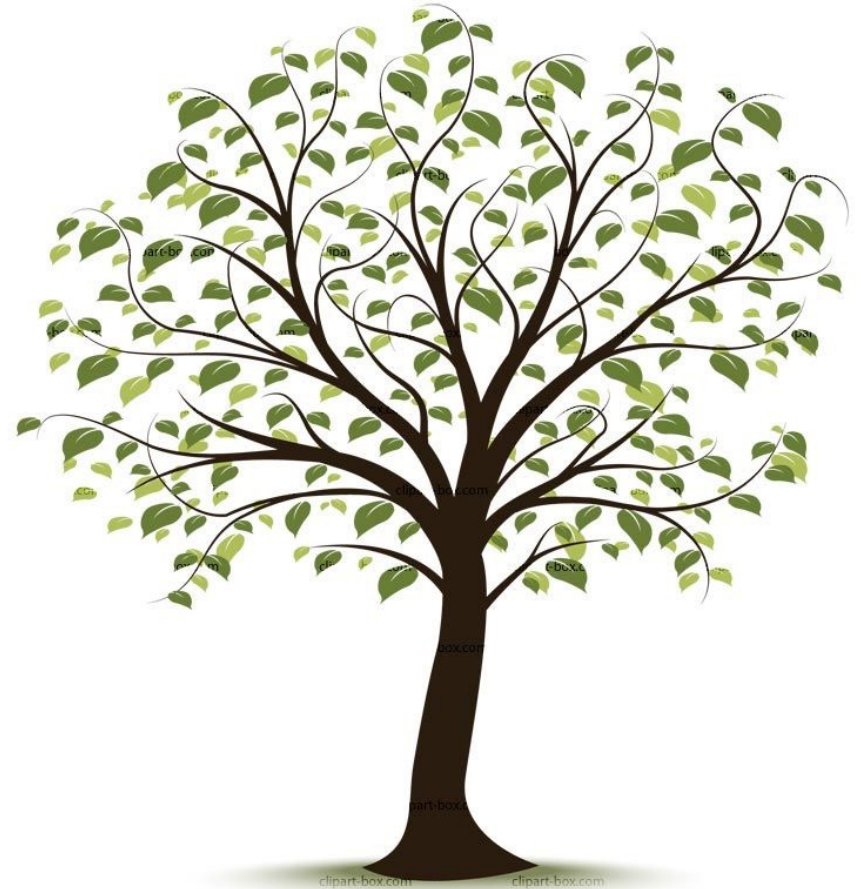
Welcome!

Welcome to Treetops Pre-school 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 prospectus aims to provide you with an introduction to Treetops 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.

Helping your child to grow!



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Our Vision

We offer high quality education, childcare, family involvement and adult learning in a supportive, caring and secure environment in which everyone is valued.

- Value and respect all individuals.
- Celebrate differences and similarities between people and cultures.
- Have fun working and planning our play together.
- Develop listening and communication skills to become confident communicators.
- Create a life long love of learning through a broad and balanced curriculum.
- Provide services for children families and the local community.
- Learn to be healthy active and safe.
- Develop good manners and appropriate behaviour.
- Build on strengths.
- Motivate children to do their best and fulfil their potential.
- Develop imagination, exploration, investigation, and independent thinking.

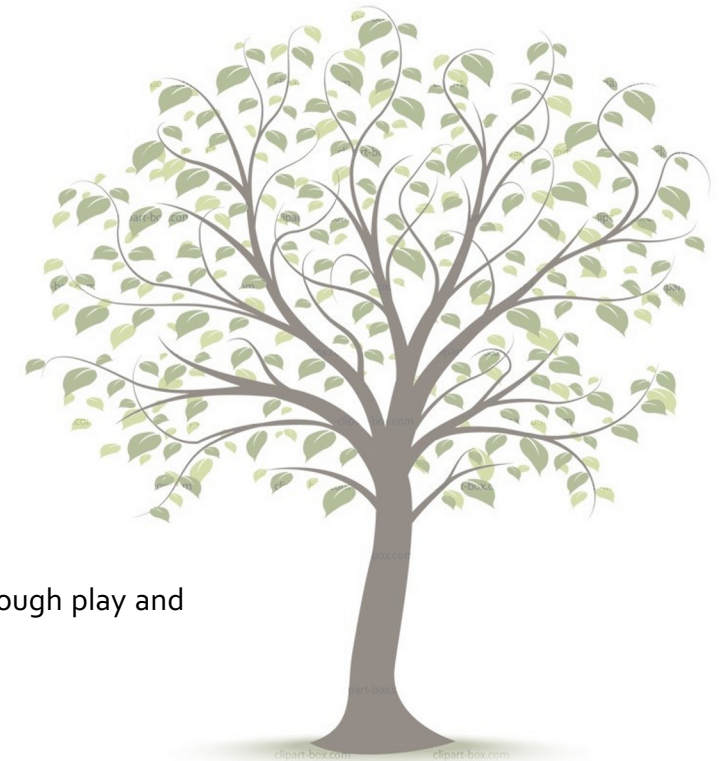
Our Aims

At Treetops Pre-school we aim to provide the best for each individual and their family. We believe children learn best through play and aim to provide an environment that supports high quality play opportunities.

Philosophy of Care

We aim to provide a caring, supportive and interesting environment for each child and provide individualised development and learning plans. These are of the utmost importance to create stability, maintain continuity and provide a good balance between flexible and structured routines, in which every child can grow and flourish.

Helping your child to grow!



Parent Partnership!



Parents and families

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.

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.

The parents' rota

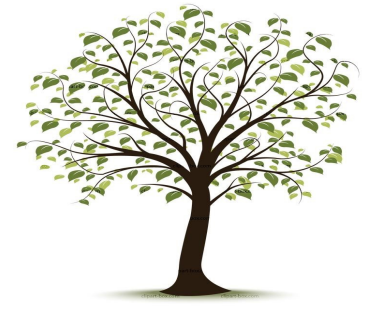
Our setting has a dated rota which parents can sign if they would like to help with the weekly fruit for snack and the washing. All you need to do is sign up! Sometimes we ask for parents to join us for 'Stay and Play' sessions, we feel this enables parents to see what the day-to-day life of our setting is like and to join in helping the children to get the best out of their activities. Signing up for 'Stay and Play' 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. Just see a staff member if you would like to come and share with us. We welcome parents to drop into the setting to see it at work or to speak with the staff.

Find us on Facebook

Search for **Treetops Pre-school**, click **LIKE** and you will be able to follow our activities. We also posts notices for events on here so no-one misses out. If you don't have Facebook you can look at the posts on our website: treetops-preschool.org.uk and click on the 'What's going on' tab at the top.



The Management of our Setting!



Management Committee and Charity

Our setting is a charity and as such is managed by a voluntary 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; 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.

As a voluntary Committee managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on you for your support and commitment. The continued success of Treetops depends upon parents and friends joining our Management Committee. We are a registered Charity and this means:

NO Committee NO Treetops!

If you love what Treetops does please support the Pre-school by joining the Committee.



Your child's development and learning!



Our approach - *Learning through play*

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. 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. Our programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners. Children develop and learn in different ways and at different rates. Our framework covers the education and care of all children in early years provision including children with special educational needs and disabilities. Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

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.

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.

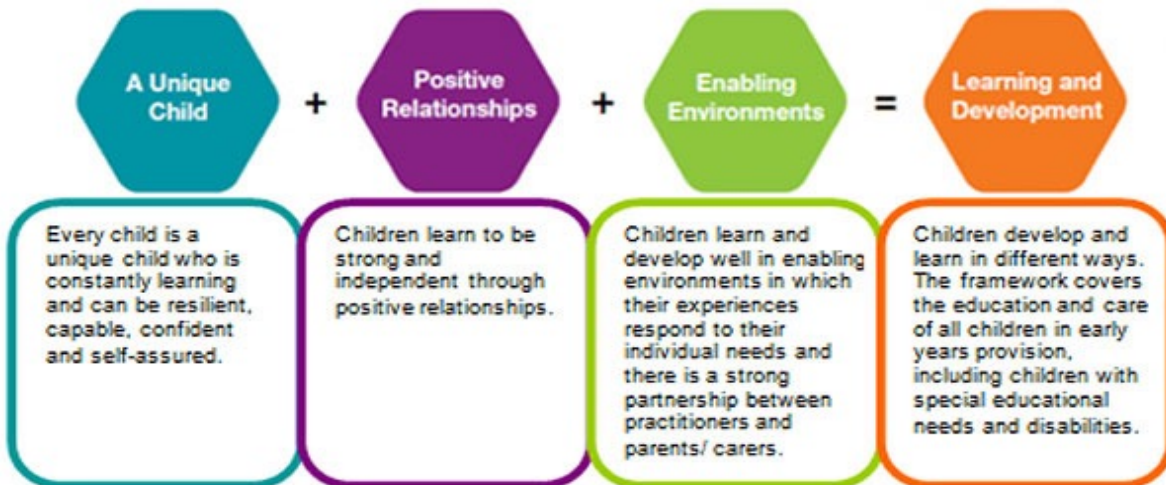
The Early Years Foundation Stage!



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*
- *Positive Relationships*
- *Enabling Environments*
- *Learning and Development*



The Areas of Development and Learning 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.

Your child's Learning Journey



We keep a Learning Journey for each child. Your child's learning journey 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 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. Together, we will then decide on how to help your child to move on to the next stage.

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 will ask you to contribute to assessment by sharing information, via 'Good News from Home' slips, about what your child likes to do at home and how you, as parents, are supporting development.

We make periodic assessment summaries ('Unique Stories') of children's achievement based on our on-going development records. These form part of children's records of achievement in their 'Learning Journey'. We undertake these assessment summaries three times in a school year, as well as times of transition, such as when a child moves into a different group or when they go on to school. In addition to this we use the Kent Progress Tracker to track your child's development across all areas of the EYFS.

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.

Treetops Routines



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 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 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 classroom. See attached our 'Daily Timetable' – our staff use this as a guide and are always ready to be flexible throughout a session / day.

Snacks and lunch club

We make snacks and lunch club a social time at which children and adults eat together. Parents can order a hot lunch (£2.20) or send in a packed lunch on lunch club days. 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. Please provide a change of clothes and a pair of wellington boots for your child. It really helps us if all items of clothing are named.

And next ...



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 can be found in the Policy Pack – please ask to look at a copy.

All parents/carers are required to complete an 'All About Me' questionnaire before their child starts. This will be completed with you during a home visit or meeting with the key person.

Lastly ...

If you wish your child to attend Treetops, please return the following forms:

- Registration form
- Read and sign the consent form for using photographic images and video
- A photo-copy of your child's birth certificate

The Prospectus should be retained by you for future reference.

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.

Your child will need:

- A pair of wellies to stay at Treetops.
- Two spare sets of clothes in a bag on your child's peg.
- A warm coat (cold days) and/or rain jacket.
- A jumper or cardigan everyday.

PLEASE NAME ALL ITEMS OF CLOTHING!

- Please apply sun cream before your child comes to Treetops on sunny days.

Remember to:

- Your child's keyworker is available to chat too – just ask.
- Phone or text Treetops on **07872536936** before 9:30am, if your child is going to be off sick or has an appointment.
- Share WOW moments from home.
- Arrive on time to collect your child.
- Follow us on Facebook.
- Check Newsletters for information and dates. Watch the Noticeboard too!
- Join us for our open sessions and workshops.
- Join the Committee – watch out for the AGM!

Policy and Procedure



Policies

Our staff can explain our policies and procedures to you. Copies of which are available in the setting and also on our website – treetops-preschool.org.uk

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.

Special Educational Needs and Disability (SEND)

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).

Our Pre-school Special Educational
Needs Co-ordinator is:
Jo Gunne

The Acorn Class
has 8 places available for children
with Severe and Complex Needs.

Safe-guarding

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

Designated Safe-guarding Lead is Jo



Safe-guarding is everyone's responsibility!