



Chirton Pips Pre-school

The Street, Chirton
Devizes, Wiltshire, SN10 3QS

Tel: 07910195330

E-mail
chirtonpips@hotmail.co.uk

Website
<https://www.chirtonpips.co.uk/>

Ofsted Number EY2674025



CHIRTON PIPS PRE-SCHOOL PROSPECTUS



EQUA Multi Academy Trust

Early Years Prospectus

Welcome to Chirton Pips Preschool and thank you for showing an interest in how we support children to learn and develop to their full potential at Pips.

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 Chirton Pips Preschool, 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.

Our setting aims to:

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

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.

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 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 (2021)

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 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

- *Learning and Development*

Children develop and learn in different ways and 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.

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.

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.

The *Early Years Outcomes* (DfE 2021) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

Communication and language

- Listening, attention and understanding
- speaking

Personal, social and emotional development

- Self-regulation
- Managing Self
- Building relationships

Physical development

- Gross motor skills
- Fine motor skills

Literacy

- Comprehension
- Word reading
- Writing

Mathematics

- number
- 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

Forest School

Our Forest School leaders are Sarah Jones and Penny Daykin.

In our Forest School sessions, our children learn to develop socially, emotionally, spiritually, physically and intellectually in a safe nurturing environment. By helping the children connect to nature we are giving them the opportunity to learn about the seasons, environmental sounds, the weather, and different types of flora and faunas. Learning to respect and take care of the environment around them.

Forest School is all about learning through play. The children have the opportunity to take risks, which means they are expanding on their abilities by problem solving, helping to develop their self-belief and resilience. We aim to teach the children life long skills for example tying a simple knot, learning about fire and water safety, co-operating with others and developing a respect for nature.

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 guidance on 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 practitioners.

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 – children investigate and experience things, and have a go.
- active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

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 or videos 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 about what your child likes to do at home and how you, as parents, are supporting development.

We make periodic 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

We keep a record of achievement for each child. 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 in partnership with you to keep this record. To do this you and she 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.

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 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:

Name	Job Title	Qualifications and Experience
<i>Sarah Jones</i>	<i>Manager DSL & Keyworker</i>	<i>Foundation Degree in Early Childhood Studies Forest School Level 3 Emotional Coaching Level 3 TQUK Level 2 in Understanding Children & Young People's Mental Health</i>
<i>Tina Brown</i>	<i>Deputy Manager SENCO and Keyworker</i>	<i>NVQ 3 Children's care, Learning and Development</i>
<i>Penny Daykin</i>	<i>Keyworker Health & Safety Officer</i>	<i>Diploma Level 3 in Leadership in Children & Young People's Workforce Forest School level 3</i>
<i>Emma Gye</i>	<i>Keyworker</i>	<i>NVQ Level 3 in Early Years Care and Education</i>
<i>Saffron Long</i>	<i>Keyworker</i>	<i>NCFE Cache Level 4 for the Early Years Advanced Practitioner</i>
<i>Ruth L Cooper</i>	<i>Associate Governor</i>	<i>BA Hons Early Years Childhood & Education</i>

We joined EQUA Academy Trust in April 2021 which has resulted in Pips having 2 Associate Governors who report to the Governors at Chirton School, but hasn't resulted in the running of Pips changing. As a setting we are committed to ensuring that your children have the best possible care and education and make sure that our knowledge in the Early Years is up-to-date by completing training regularly.

We are open during school term in line with Chirton Primary School and Wiltshire County Council guidelines and closed during the school holidays.

Our session times run from 8.45am – 3.00pm Monday to Friday.

Mornings 8.45 am – 12.00pm

Lunch 12.00pm – 1.00pm

Afternoons 1.00pm – 3.00pm

We provide care and education for young children between the ages of 2 and 5 years.

The children from Pips are welcome to join Chirton School's Breakfast and Afterschool Club. Details of these can be found on their website or by phoning 01380 840684, Mrs Bridewell will be very happy to answer any questions you have.

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;
- attending and contributing to focus meetings – held 3 times a year
- 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;
- informing the setting of skills, you may have that may be of interest to the children for example: hair dresser, chef, gardener, police officer, fire officer, nurse.
- 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 for example Working Party Days and building friendships with other parents in the setting.

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 she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare that we provide is right for your child's particular needs and interests. When your child first starts at the setting, she will help your child to settle and throughout your child's time at the setting, she will help your child to benefit from our activities.

The key person will observe your child and provide activities that they are interested in and encourage them to develop holistically. The key person will 'Scaffold' the child's learning and help children to think, discuss and plan ahead (Characteristics of Effective Learning).

You will be invited to come and chat to your child's key worker 3 times a year; this is your opportunity to see their Learning Journey and have a chat about their development.

Learning opportunities for adults

As well as gaining childcare 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 Pre-school Learning Alliance, through *Under 5* magazine and other publications produced by the Alliance. From time to time we hold learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

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 playroom.

Snacks and lunches

We make snacks and lunches a social time at which children and adults eat together. We provide snacks that are healthy and nutritious. It is important to tell us about your child's dietary needs so that we ensure that your child is provided the right food. For lunch you can either provide a lunch box for your child or arrange for them to have a cooked school lunch. Please speak to Mrs Bridewell in the school office to arrange lunches - tel. 01380 840684

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.

If your child attends our Forest School sessions it is essential that they have the right clothing. In warmer weather it is cooler under the canopy, so it is really important that the children wear a long sleeved t-shirt with a fleece and long trousers with trainers or boots. This also helps prevent Ticks getting to their skin. In the winter we suggest that the children wear lots of layers: Base layers, long sleeved t-shirt, fleece, warm coat and waterproofs. A hat and gloves and two pairs of socks is also advisable. Children are unable to learn and enjoy themselves if they are cold.

We ask all parents to bring in a named bag with spare clothes and waterproof clothing every day. If your child is in nappies please bring these in, with wet wipes and cream if they need it. We recommend that children keep a pair of slippers in their draw in Pips, this helps them feel more comfortable and keeps their feet warm in the winter.

Policies

Our staff can explain our policies and procedures to you. Our main ones are on our website, there is a hard copy of all of them is in the lobby.

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. They are reviewed every year by our manager and associate governors.

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 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 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.

All our staff undertake safeguarding training, and we produce a Safeguarding Newsletter twice a year.

Our Safeguarding Designated Officer is *Sarah Jones (Manager) and Designated Deputy Tina Brown (Deputy Manager)*

For any complaints about the staff regarding Safeguarding or other matters please speak to *Amy Becker-Wrench (Headteacher) Ruth L Cooper (Associate Governor)*

Special needs

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 Special Educational Needs Co-ordinator is Tina Brown

Fees

You will be invoiced at the beginning of the month for the previous month. Fees must 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 Manager or member of staff who will liaise with the Associate Governors for the best procedure.

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

To find out if you qualify for:

- 30 hour funding please have a look at the following website
<https://www.wiltshire.gov.uk/child-care-30-hour-parents>
- 2y year old funding
<https://www.wiltshire.gov.uk/child-care-free-early-education-funding-for-2-year-olds>
<https://www.wiltshire.gov.uk/child-care-free-early-education-funding-for-2-year-olds>
- You may be able to get Tax Free Childcare if you (and your partner, if you have one) are:
 - In work
 - On sick leave or annual leave
 - On shared parental, maternity paternity or adoption leave.<https://www.childcarechoices.gov.uk/>

Our website has all this information on the funding page.

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.

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.

Please do have a look at our website <https://www.chirtonpips.co.uk/> it has lots of information and ideas for activities for you to enjoy with you child/ren.

(Updated March 2023)