



INSKIP Pre-SCHOOL

PROSPECTUS 2018



Unit 2, Nightjar Way, Higham Side Road
Inskip, Preston, Lancashire, PR4 0TF

Ofsted Outstanding

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**The following documents require signing
and are available separately to download and print.**

Registration Pack. Includes:

Registration Form & Parent/Carer Approval
Expectations of Behaviour

E Safety Agreement form for parents

Sun Safety

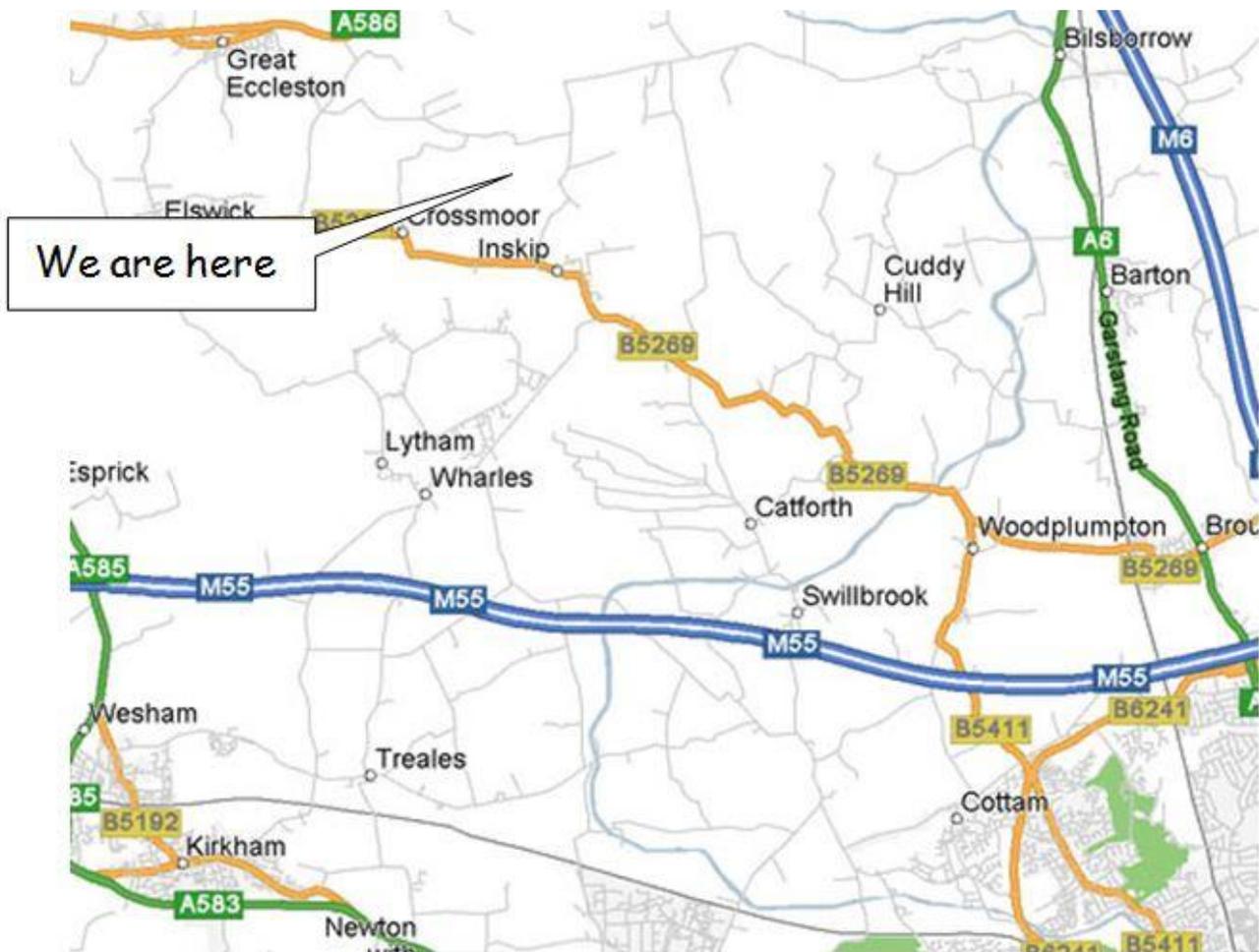
Invoices & Payment Terms

Welcome to Inskip Pre-School

We would like to welcome you to Inskip Pre-School, a privately run, quality, rural setting in the village of Inskip. The business is managed by a partnership of three ladies. We are registered with Ofsted as a provider for two - five year old children and also registered with Lancashire County Council to provide funding for two and three year olds. We are mature, experienced staff who would like to offer you commitment and consistency for both you and your child.

We will endeavour to ensure your child develops and reaches their full potential on their Learning Journey, in a caring, happy and fun environment. This prospectus will give you all the information you'll need for the time your child is with us. If you have concerns or questions at any time please talk to us, we're always happy to help.

Our Location



About Inskip Pre-School

Our setting aims to:

- provide high quality care and education for children below statutory school age;
- provide adequate supervision to ensure children's needs are met i.e. for children age 2 years a staff member for every four children and children age three and over, one staff member for every eight children;
- 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

Parents 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.

We acknowledge that parents play a crucial role as their child's chief educator and we look forward to working together as a partnership, to support your child and ensure they reach their full potential. We feel it's important for all parents to be involved in their child's experiences at Inskip Pre-School and we will provide regular information about activities undertaken by them. Examples of children's work will be displayed together with photographs displayed on the digital photograph frame. A half termly letter will also be sent home giving details of the activities on offer.

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;
- has the chance to join 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.

Booking a place

Once a registration form has been returned, we will register the child's name on our records and acknowledge receipt of the registration form. Unfortunately due to staffing ratios we cannot guarantee the place until the month before the child is due to start.

Children's development and learning

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. These activities will be tailored to the individual child's needs and will be planned and implemented by your child's key worker.

The Areas of Development and Learning comprise:

Prime Areas

Communication and language
Physical development
Personal, social and emotional development

Specific Areas

Literacy
Mathematics
Understanding the world
Expressive art and design

For each area, the practice guidance sets out 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 practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

Our approach to learning and development and assessment

Learning through play - Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the Statutory Framework for Early Years Foundation Stage to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

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, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development. We make formative and summative assessment of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessments 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.

Health and Safety

We believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

Please see the separate paragraphs on dummies and bottles, clothing and shoes, jewellery, coins and small objects.

Records of achievement

The setting keeps a record of achievement for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. 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 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 such as certificates from home e.g. dancing, swimming etc. It will contain photographs of your child having fun at pre-school, and observations/ assessments done on a regular basis. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.

Working together for your children

In our setting we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements.

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
Pauline Phillips (Partner)	Manager/ Child Care Practitioner	N.N.E.B. 27 years experience in childcare
Jane Sanders (Partner)	1 st Deputy/Child Care Practitioner	NVQ 3 in Early Years Childcare and Education 20 years experience in childcare S.E.N
Kate Bolton (Partner)	Business Administrator	NVQ 3 in Early Years Childcare and Education 18 years experience in childcare
Kath Mc Bride	2 nd Deputy/Child Care Practitioner	B Tec National Certificate in Childhood Studies Cache Certificate in S.E.N
Beverley Rodgers	Child Care Practitioner	Cache level 2 Children's and young people's workforce.
Bernie Holden	Child Care Practitioner	B Tec in Childhood Studies
Kerry Beesley	Child Care Practitioner	NVQ in Early years and Education

We are open for **38 weeks**

We are open for **5 days**

The times we are open are **8.30am - 4pm**

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

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. Links between home and pre-school are important and to further strengthen these links we actively support parents and carers to encourage their child to bring in relevant items or anything important to them, from home to share with their friends. This will again help us to build a comprehensive record of their achievements.

There are many ways in which parents can help in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- sharing their own special interests with the children;
- 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.

Key persons/Co-key person and your child

Our setting uses a key person/co 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 what we provide is right for your child's particular needs and interests. They will maintain a record of your child's learning journey, which they will enjoy sharing with you. These records will be kept in a personal folder. It will contain photographs of your child having fun at pre-school, various activities and will record any achievements. You're welcome to discuss your child's progress with us at any time and we'll be available for an informal chat with you at the end of each term to share these achievements with you. If at any time your child's key person is absent then the co-key person will resume responsibility.

Learning opportunities for staff

As well as gaining qualifications in early years care and education, the setting's staff take part in further training to help them to keep up-to-date with thinking about early years care and education.

The setting also keeps itself up-to-date with best practice in early years care and education, through access to the internet, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance.

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 the 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.

Attendance Times

Your child may arrive at Pre School any time from 8.30am and must be collected at the latest by 4.00pm in accordance with your booking arrangements. It is important that these times are respected as staff need to prepare and tidy up before and after each session.

Children collected after 4.00pm may be charged at a rate of £5.00 per quarter hour unless it is an emergency and prior arrangements have been made.

Safety of your child is of paramount importance to us and we will only allow your child to be collected by a parent or other authorised person with the child's personal password. It is essential that you inform us if anyone other than a parent/carer will be collecting your child on a regular basis.

The day

The setting organises the day so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the day. The setting caters for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

Snacks and meals

The setting makes snacks and meals a social time at which children and adults eat together in small groups to enable them to interact with each other. This builds on personal, social and emotional development; it encourages language development and its fun chatting, sharing thoughts and getting to know each other. If your child is staying for lunch you will need to provide a packed lunch, we ask that you only provide them with the amount you expect them to eat.

Experience has shown us that too much choice can be confusing for them. If you require food to be refrigerated please speak to a staff member. Unfortunately due to health and safety issues we are unable to reheat food at Pre-School.

We have a Healthy Eating Policy at Inskip Pre-School and would ask you to kindly consider a healthy option when packing their lunch box, additives in certain foods may have an adverse effect on children's behaviour. **Please note that due to the risk of allergies, nuts are not allowed at Pre-School.**

Could you please ensure that all lunch boxes are clearly named including any small boxes inside. Children sit with a small group at snack times, again interaction will be encouraged. A drink of milk or water and a healthy snack will be offered. Children will be encouraged to help with the preparation, serving and clearing of snacks.

We are well aware of the benefits of having water that is easily accessible for all children. Drinks are available at all times. Do tell us about your child's dietary needs and we will make sure that these are met at snack times.

Policies

Copies of some of the setting's policies and procedures are available separately. Others are readily available for you to view at any time at the setting displayed on our parent's information stand. The setting's policies help us to make sure that the service provided by the 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.

The staff and parents of the setting 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 the setting to provide a quality service for its members and the local community.

Safeguarding and welfare requirements

Our setting has a statutory duty to inform CSC (Children's Social Care) to help safeguard children against suspected or actual 'significant harm' at home or elsewhere. Our setting has a policy and procedure to safeguard children, these are in line with the guidance of the Local Safeguarding Children's Board (LSCB).

Our employment practices ensure children against the likelihood of abuse in our settings and we have a procedure for managing complaints or allegations against a member of staff. Our designated safeguarding person, Pauline Phillips and deputy safeguarding person, Jane Sanders take responsibility for the safeguarding of the children in our setting.

Our way of working with children and their parents ensures 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.

We have an ICT policy which clearly states the restrictions on the use of mobile phones and the Internet on the premises. These policies are available for parents/carers to view in our Policies and Procedures file.

Special needs

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001).

Our Special Educational Needs Co-ordinator is	Jane Sanders
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Our deputy Special Education Needs Co-ordinator is	Kath McBride
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Inskip Pre- School is committed to integrating children with special needs. The individual needs of all the children and families are important to us and we will promote positive attitudes to diversity. We believe all children should have the opportunity to develop their full potential and we will work together to overcome any difficulties. We will ensure that all families feel included, safe and valued and we believe that all children should be listened to and respected. Talented and gifted children will be appropriately challenged. We have regard to the Disability Discrimination Act and welcome any child with diverse needs.

Sickness

We are unable to care for children who are sick, in particular any child showing symptoms of an infectious disease. Please see Parent's Notice Board for incubation times of various infectious diseases.

- Children who have had sickness and diarrhoea must be kept at home for 48 hours as stated in our Policies and Procedures file.
- Children with conjunctivitis will be excluded until the infection is clear.

Prescription/Non prescription medication will be given at the discretion of the staff. The parent or carer must give written consent and guidelines for any administration of medicines. **It would be helpful if, when your child is being prescribed medicine that you ask for it to be prescribed in dose frequencies which enable it to be taken outside pre-school hours.**

When an ongoing condition which is not infectious, such as asthma, can be relieved with medication, then inhalers can be administered following our medical procedure. The parent or carer must give written consent and guidance for administration of such medicine.

Staff hold current First Aid Certificates.

Outings

Before we take the children off the premises we always get written consent from parents/carers to inform them when and where the visit will take place. A risk assessment will be carried out.

The management of our setting

The partnership is responsible for:

- managing the setting's finances;
- employing and managing the staff;
- making sure that the setting has, and works to, policies that help it to provide a high quality service; and
- making sure that the setting works in partnership with the children's parents.

The setting is owned by a partnership that consists of **Pauline Phillips**
Jane Sanders
Kate Bolton

Fees

Fees are payable termly in advance and must be paid if children are absent due to illness or holiday. If your child has to be absent over a long period of time, please talk to Kate Bolton who is the administrator.

For your child to keep her/his place at the setting, fees must be paid within 14 working days of the invoice date unless prior arrangements have been made. Full details are in the invoice/payment and fees policy and procedure. The Early Years Single Funding or EYSF is available for all three year olds the term after their 3rd birthday. Some 3 year olds may also qualify for the extended 30 hours of free childcare, to check if you are eligible please visit www.lancashire.gov.uk

Also some 2 year olds may qualify for funding you would need to contact the Family Information Service at lancsfis@lancashire.gov.uk (0800 195 0137) to see if your child qualifies.

Starting at our setting

Stay and Play session - Prior to starting the children will be invited to attend a 'Stay and Play' session. This is an opportunity to meet their key person and assist with a smooth transition.

The first days - We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. The setting has a policy about helping children to settle into the setting.

Dummies and bottles - We do not allow dummies or bottles at Pre-School for obvious health reasons. In fact research is now showing that dummies and bottles can contribute to delayed communication development. Children who suck dummies through the day make fewer sounds, gain less experience of using their voices, and hear less language from adults around them. If toddlers are allowed to continue to suck a dummy and talk with it in their mouths, there is a risk that the child will learn distorted patterns of speech because the teat prevents normal movement at the front of their mouth. These patterns may be difficult to change later on. Speech and language therapists recommend that children over 12 months old do not use a dummy.

Clothing and shoes - 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 such as; elastic waistbands on trousers are easier than zips and buttons, jeans with belts are difficult for children to fasten and unfasten, long dresses or coats can be dangerous as they may get caught in equipment when taking part in activities.

Please ensure children wear sensible footwear at Pre-School that enables them to climb and run safely and they are able to fasten and unfasten themselves. Shoes with Velcro fastenings would be advisable.

Jewellery - Whilst we understand that some children have pierced ears, they may wear stud earrings but **not** hoop earrings. This is for health and safety reasons. Watches are acceptable for children to wear but other forms of jewellery i.e. necklaces and bracelets made from small beads are **not** to be worn. Children will be asked to leave them at home or put in the children's drawers.

Coins/small objects - Please do not allow children to bring coins or very small objects to Pre-School. This is for obvious health and safety reasons.

Inskip Pre-School cannot be responsible for any items brought from home.

We do have some spare clothes in case of accidents, however, we would ask that if your child is still wearing pull-ups that you provide us with spares and a supply of baby wipes, left in the named box allocated at Pre-School. Inskip Pre-School has a uniform available; this consists of a polo shirt and sweatshirt. Uniform isn't compulsory but we do find children like to wear something that identifies the fact they are attending nursery.

Please ensure that all indoor and outdoor clothing is clearly marked for easy identification.

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. The staff are always ready and willing to talk with you about your ideas, views or questions.

Inskip Pre-School is a no-smoking establishment both indoors and outdoors. This complies with the health and safety regulations and the Safeguarding and Welfare requirements of the Early Years Foundation Stage.