



MAWDESLEY PRE-SCHOOL PROSPECTUS

Setting Address:

Mawdesley Pre-School
Mawdesley Village Hall
Hurst Green
Mawdesley
Ormskirk
L40 2QT

Tel: 07770522085

Email: mawdesleypreschool@outlook.com

Website: www.mawdesleypreschool.org.uk/

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

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.

As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment.

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 parent 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.

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 Development Matters in the Early Years Foundation Stage guidance 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 'Development Matters' the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

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. The key person is responsible for completing the check using information from ongoing observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

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 encourage 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
Miranda Turner	Group Leader / Manager Designated Safeguarding Lead and Childcare Co-Ordinator	<ul style="list-style-type: none"> • Early Childhood Education Paediatric First Aid, First Aid at Work, Food Safety, Planning For Vulnerable Learners, Designated Lead for Safeguarding and Child Protection, Shake and Write, Supporting Vocabulary Development, British Safety Council Level 1, New EYFS, Cultural Capital and Makaton. DBS Enhanced Experience in childcare – since 1997 <i>*Records of further training available as the above is not an exhaustive list.</i>
Joanna Tobin	Deputy Preschool Manager Designated SENCO, Designated Behaviour Management Lead, and Deputy Safeguarding Lead	<ul style="list-style-type: none"> • Level 4 NVQ Children’s Care, Learning and Development Paediatric First Aid, SENCO diploma, Designated Safeguarding Lead, New EYFS, COVID Awareness, Planning for ACES, FGM, and Autism Awareness DBS Enhanced Experience in childcare - since 2004 <i>*Records of further training available as this list is not an exhaustive list.</i>
Naomi Gillett	Preschool Practitioner Health and Safety Co-Ordinator	<ul style="list-style-type: none"> • NVQ Level 3 in childcare Paediatric First Aid, Food Hygiene, Safeguarding, COVID awareness, FGM, New EYFS, and Fun with Letters and Sounds. DBS Enhanced Experience in childcare since 2018 <i>*Records of further training available as the above is not an exhaustive list.</i>

We provide care and education for young children between the ages of 2 and 5 years. We are **open for 38 weeks each year**. We are closed for 14 weeks each year. We are **open 5 mornings and 2 afternoons each week**. The times we are open are from **9am till 12 noon on Tuesday, Thursday and Friday and 9am till 3:30 on Monday and Wednesdays**. For parents wishing to access longer than 3 hours, details of our unique partnership to deliver up to 30 hours childcare are on the final page of this prospectus.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All the 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 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;
- 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.

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/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from the setting's activities.

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. The setting also keeps itself 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. The current copy of Under 5 is available for you to read. From time to time the setting holds learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

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 Lunch time

The setting makes snack time a social time at which children and adults eat together. We do ask that the parents provide healthy snacks and lunches for their children to have. Please tell us about your child's dietary needs so we are aware of them.

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

Copies of the setting's policies and procedures are enclosed with this prospectus or are available for you to see at the setting. 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 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 settings 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 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 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 Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

Our Special Educational Needs Co-ordinator is Joanna Tobin

Local Offer:

For details of our Local Offer see our welcome pack or visit our website www.mawdesleypreschool.org.uk/

The management of our setting

A parent management committee - whose members are elected by the parents of the children who attend the setting - manages the setting. The elections take place at our Annual General Meeting. The committee 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 Annual General Meeting is open to the parents of all of the children who attend the 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

Fees are charged per session and payable half-termly in advance. 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 the committee chair, or Miranda Turner who is the group leader / manager.

For your child to keep her/his place at the setting, you must pay the fees promptly. We are able to claim up to 15 universal or extended hours per week free nursery education funding for three and four year olds and in some cases two year olds; where funding is not available, then fees apply. Funding details can be obtained from Miranda Turner or by visiting www.lancashire.gov.uk/childcare

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, the 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 enclosed with this prospectus, or is available to read at 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. The staff are always ready and willing to talk with you about your ideas, views or questions.

Extended sessions – 9am until 3.30pm (Term time only)

We work closely with another eligible childcare provider, who offers a half-hour wraparound lunchtime session, followed by a 3 hour afternoon childcare session for children from the age of three. Children are collected from us at 12 noon and escorted to their premises next door. See the table below for sessions available.

Afternoon sessions available for children from the age of three

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Mawdesley Pre-School 9am –12 (Funding or fees apply)				
Little Acorns Wraparound 12 – 12.30 (Funding or Fees apply)	Little Acorns Wraparound 12 – 12.30 (Funding or Fees apply)	Little Acorns Wraparound 12 – 12.30 (Funding or Fees apply)	Little Acorns Wraparound 12 – 12.30 (Funding or Fees apply)	Little Acorns Wraparound 12 – 12.30 (Funding or Fees apply)
Little Acorns 12.30 – 3.30 (Funding or fees apply)				

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* If again longer care is required, in addition there is an option of linking up with the breakfast and after school club at Mawdesley St Peters C.E. School (also close by) Term time only ***Fees apply**