

**10.1 Early years Prospectus**

Little Seeds Early Years Prospectus for Parents

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Welcome to Little Seeds and thank you for registering your child with me.

I 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 Little Seeds, our routines, our approach to supporting your child’s learning and development and how I aim to work together with you to best meet your child’s individual needs. This should be read alongside my Childcare Terms and Conditions for a full description of our services.

**My setting aims to:**

* provide high quality care and Montessori 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 my 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**

I aim to ensure that each child:

* is in a safe and stimulating environment;
* is given generous care and attention, because of my 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 Montessori Environment*

The Montessori environment provides for the holistic development of the whole child through a combination of a completely child focused and led ethos, the guidance of the teacher and an environment that is meticulously prepared to meet the ever changing needs of the children within it. The environment is about the child and for the child, prepared so that it guides your child through his/her first steps into education by providing opportunities for interactions with his or her environment that attract, engage and excite. The environment is prepared to allow as much independence as possible, helping your child to acquire new skills which boost independence and create a self belief in his or her own choices that encourage him/her to keep trying to achieve new things.

The Environment is divided into 5 curriculum areas: Practical life skills, Sensorial, Literacy, Maths and Understanding the world (encompassing Science, Botany, Zoology, History and Geography). Art, music and movement activities and the book corner are always available too. Your child’s development is tracked using competence with the Montessori materials as well as the EYFS outcomes explained below. Each of the curriculum areas is laid out so that the child works from left to right across the shelf with each activity preparing the child for the next one. The layout of the materials and competence building design of the curriculum makes development tracking and planning next steps simple.

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*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. My provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2014):

* *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 my 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 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. My setting has regard to these when we assess children and plan for their learning. My approach supports children to develop the knowledge, skills and understanding they need for:

*Personal, social and emotional development*

* making relationships;
* self-confidence and self-awareness; and
* managing feelings and behaviour.

*Physical development*

* moving and handling; and
* health and self-care.

*Communication and language*

* listening and attention;
* understanding; and
* speaking.

*Literacy*

* reading; and
* writing.

*Mathematics*

* numbers; and
* shape, space and measure.

*Understanding the world*

* people and communities;
* the world; and
* technology.

*Expressive arts and design*

* exploring and using media and materials; and
* being imaginative.

**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/I 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*

I 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.

I aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what I can do and provide in order to support each child to remain an effective and motivated learner.

*Assessment*

I assess how young children are learning and developing by observing them frequently. I use information that I gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. I believe that parents know their children best and I 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.

I make periodic assessment summaries of children’s achievement based on my on-going development records. These form part of children’s records of achievement. I 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 I 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**

I keep a developmental journal for each child. Your child's journal helps us to keep track of your child’s development 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.

**Working together for your children**

I maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. I also have volunteer parent helpers, where possible, to complement these ratios. This helps me 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.

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| I am open for | | | 38 | | weeks each year. |
| I am closed | | | 12 | |  |
| [We are/I am] open for | | | 5 | | days each week |
| The times I am open are | | | 8.30 am - 9 am until 3p.m | |  |
| I provide care and education for young children between the ages of: | | | | | |
| 2 years | and | 5 years | | years. | |

**How parents take part in the setting**

My setting recognises parents as the first and most important educators of their children. All of my 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 my 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/me;
* 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;
* 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.

**Joining in**

Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents can for example visit the setting to play or demonstrate a musical instrument for the children, explain/demonstrate a career, visit with a pet etc.

I welcome parents to make arrangement to attend a session at my setting to see it at work or to speak with me.

**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 I provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he/I will help your child to settle and throughout your child's time at the setting, she/he/I will help your child to benefit from my activities.

**Learning opportunities for adults**

As well as gaining childcare and educational qualifications, my staff/I take part in further training to help them/me to keep up-to date with thinking about early years care and education. I 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. The current copy of *Under 5* is available for you to read. From time to time I 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**

I believe that care and education are equally important in the experience which I offer children. The routines and activities that make up the day in my 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 and enjoy learning.

**The session\***

A Montessori environment is organised so that the children can choose from, and work with, a range of activities from the 5 curriculum areas mentioned above and, in doing so, build up their ability to select and work through a task to its completion and until they are satisfied that they have achieved what they desired. The children are also encouraged to take part in 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 activities, as well as those provided in the indoor environment.

**The day\***

A Montessori environment works around a three hour work period when children are free to choose work under the supervision and guidance of the teacher. As well as working from the activities provided in each curriculum area this work period will also include things like a self directed snack where the children choose when to eat and as much as possible are encouraged to be independent with everything from serving their own snack to washing their plate and packing away. The work period is followed by a period of outside time. The outside area is considered to be an extension of the classroom where as many opportunities as possible for fun and learning are provided. This is followed by lunch. During the afternoon sessions there is the opportunity for the children to take part in music and movement sessions, baking, Spanish and French lessons or the children can choose to continue to work with the Montessori materials. Our cosy reading corner and a range of art activities are also always available. These options take account of children's changing energy levels throughout the day. We cater for children's individual needs for rest and quiet activities during the day.

**Snacks and meals**

We make snacks and meals a social time at which children and adults eat together. I ensure those provided contain only healthy and nutritious food. Please tell us about your child's dietary needs and we will plan accordingly. The children are encouraged and assisted at mealtimes to be as independent as possible. All that a child can do they are asked to do. Children are fully involved in preparation and serving of snacks.

**Clothing**

I provide protective clothing for the children when they play with messy activities but children are not forced to wear this if they would rather not. Please do not send your child in their best clothes! They will get wet and dirty. I 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**

I will explain our policies and procedures to you. Copies of which are available in hard copy upon request and on the Little Seeds website.

My policies help me to make sure that the service provided by my 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.

My 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 me to make sure that the policies are enabling my setting to provide a quality service for its members and the local community.

**Information we hold about you and your child**

I 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 I 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 me I 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**

My setting has a duty under the law to help safeguard children against suspected or actual ‘significant harm’. My employment practices ensure children against the likelihood of abuse in my setting, and we have a procedure for managing complaints or allegations against a member of staff.

My way of working with children and their parents ensures that I am 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**

To make sure that my provision meets the needs of each individual child, I take account of any special needs a child may have. I work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

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| Our Special Educational Needs Co-ordinator is | Angie de Mink |

**The management of my setting**

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| The setting is owned and governed by | Angie de Mink |

**Fees**

The fees are as detailed on my website and in the fee schedule laid out in the policies pack and are payable monthly 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 Angie de Mink who is the owner.

For your child to keep her/his place at my 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.

**Starting at my setting**

*The first days*

I want your child to feel happy and safe with us. To make sure that this is the case, my staff/I will work with you to decide on how to help your child to settle into the setting. My policy on the Role of the Key Person and Settling-in is included in the policies pack.

I hope that you and your child enjoy being members of my setting and that you both find taking part in my activities interesting and stimulating. My staff and I are always ready and willing to talk with you about your ideas, views or questions.