Prospectus

Stowey Bears Preschool, Mill Close, Nether Stowey, Bridgwater
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Stowey Bears Preschool Early Years Prospectus

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 Stowey Bears and 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.

As a setting we aim to:

1. provide high-quality care and education for children below statutory school age;
2. work in partnership with parents to help children to learn and develop;
3. add to the life and well-being of the local community; and
4. offer children and their parents a service that promotes equality and values diversity.

Age Range for Our Provision

We provide care and education for young children between the ages of 0 years and 4 years. We have two rooms at Stowey Bears:

1. 0-2 years Room.
2. 2-4 years Room.

Our Opening Hours

We are open term time only from 8.50am to 3.20pm, Monday, Tuesday, Wednesday, Thursday and Friday. Up to date details of term dates are available directly from Stowey Bears. We endeavour to offer your selected days, however if we are full on sessions, you may be offered alternatives. We require a Non-refundable Retainer Fee of £50.00 to book children's sessions in advance of starting date; you can then be added to a list to start in a few months' time, and the sessions will be reserved until the child is ready to start. We will also run a waiting list for certain sessions in the case of chosen sessions being full. We accept the universal 15-hour funding as well as the 30-hour extended funding, 2-year-old funding and pupil premium, and 9-month-old funding. We also offer a breakfast club from 8.00am to 8.50am and an after-preschool club from 3.20pm to 5.00pm. These additional sessions may be covered by funding or charged separately.

Our timetable and routines

We believe 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 sessions

Children may attend a full-day session from 8.50am to 3.20pm. This includes a chargeable 30-minute lunch period from 11.50am to 12.20pm. Half-day options are 8.50am to 11.50am, finishing before lunch, or 12.20pm to 3.20pm, starting after lunch. Children may also attend from 8.50am to 12.20pm, including lunch, or from 11.50am to 3.20pm, with lunch added to the afternoon session. We also offer a breakfast club from 8.00am to 8.50am and an after-preschool club from 3.20pm to 5.00pm. These additional sessions may be covered by funding or charged separately.

Current fees per hour:

- £5.50 for a 3-4-year-old,
- £6.50 for 2-year-olds,
- £7.50 for 0-2 years old,
- Consumable and Snack Fee - £1.00 for 0-2 years and £2.00 for 3-4 years.
- Lunch fee is £2.50 per day,

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, whilst also learning through play. 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 support children's health, physical development and understanding of the world. Children are encouraged to take part in both child-chosen and adult-led activities outdoors, alongside those offered in the indoor playroom. We have recently received a grant to train staff in Forest School, enabling us to provide further outdoor learning opportunities. A qualified sports coach also leads a one-hour PE session each week.

Snacks and mealtimes.

Snack and mealtimes are relaxed, social occasions when children and adults can eat together. Each day, we provide a healthy snack that includes fresh fruit and a carbohydrate, with milk and water available at snack time. Fresh drinking water is available throughout the day. Please tell us about any allergies, intolerances or other dietary requirements so that we can plan appropriately.

Children may bring a healthy packed lunch or have a cooked meal supplied through Nether Stowey School. Please contact the school directly for prices and booking details. In line with our food-safety policy, we do not reheat food or accept meals in thermal flasks. We cannot reliably verify that food has been prepared, stored and transported at a safe temperature, and reheating may not warm it evenly throughout. These measures reduce the risk of harmful bacteria growing and help prevent burns from food or containers that are too hot. Each table will have a paediatric first aid staff member sat with them in line with 'Safer Eating'.

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.

All staff undergo an enhanced DBS check and are registered with the DBS Update Service. Students and volunteers may only work at Stowey Bears once the required safeguarding checks and documentation are in place.

Your Childs Key Person

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 assigned when your child starts at Stowey Bears and 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, they will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from our activities. They will also provide you with regular updates via an online portal called Tapestry and are always available should you have any queries or concerns regarding your child, however as we are a small setting all teachers will be involved in your child's personal care and tapestry observations.

The staff who work at our setting are:

Name	Job Title	Qualifications and Experience

Rachel Penny	Preschool Manager, Safeguard Lead / Enco / Health and Safety / Fire Marshall/ Paediatric First Aid Trained	**Level 3** qualification in Early Years
Tina Miller	Finance Manager, Paediatric First Aid Trained	**Level 3** qualification in Early Years
Sarah Grubb	Deputy Manager, Preschool Room Leader, Keyperson/Health and Safety Officer/Fire Marshall/ Safeguarding lead/ SENCO/ Paediatric First Aid Trained	**Level 3** qualification in Early Years
Hayley Gardner	Keyperson – Preschool Room	**Level 3** qualification in Early Years
Emily Ganfield	Keyperson – Preschool Room Paediatric First Aid Trained	**Level 2** qualification in Early Years – knowledge based. Training for Level 3
Ruby Boobyer	Keyperson – Preschool Room Paediatric First Aid Trained	**Level 2** qualified in Early Years.
Julie Gallimore	Keyperson – Preschool Room Placement coordinator/ Paediatric First Aid Trained	**Level 6** Honours in Childcare.
Ava Jarman	Keyperson – Preschool Room / Paediatric First Aid Trained	**Level 3** Qualification in Early Years.
Tia Chedzoy	1:2:1 Support Teacher	UQ
Ailish Jenkins	0-2 Years Room Leader. Keyperson – Cub Room / Paediatric First Aid Trained Safeguarding Lead.	Currently training for Level 3 qualification in Early Years
Lindsey Stone	Keyperson – Cub Room Paediatric First Aid Trained	**Level 3** qualified in Early Years
Ellie Moule	Keyperson – Cub Room Paediatric First Aid Trained	**Level 2** qualified in Early Years
Morgan Bell	Keyperson – Cub Room Paediatric First Aid Trained	UQ – Training Level 3
Gina Gooding	Playworker – Both rooms Paediatric First Aid Trained	UQ
Tracey Villis	Bank Staff – Both rooms	**Level 2** qualification in Early Years
Abi Hooper	Bank Staff - Both rooms Paediatric First Aid Trained	**Level 3** qualified in Early Years

Wendy Heal	Bank Staff – Both rooms	UQ -

Parents

As a voluntary-managed setting, we rely on the goodwill, support and involvement of parents and carers. By joining our setting, families become valued members of our community and are encouraged to take an active role.

As members of our setting, parents and carers have the right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at every level.

We recognise parents and carers as their children's first and most important educators. Our staff work in partnership with families to provide high-quality care and education. Parents and carers can help make our setting welcoming and stimulating by:

- sharing information about their child's needs, interests, activities and progress with staff;
- contributing to the progress check at age two;
- helping during sessions (reference to DBS check);
- sharing their interests, skills and experiences with the children;
- helping to provide and care for play equipment and materials;
- taking part in the management of the setting, where appropriate;
- attending events and informal discussions about our activities and curriculum; and
- joining community activities involving the setting.

Parents and carers are also welcome to share their interests and skills during a session. Previous visits have included Police visits, a hairdressing session and an introduction to animals.

We welcome parents and carers to visit the setting, see us at work or speak with a member of staff.

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 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***
  Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- ***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.
- ***Positive Relationships***
  Children learn to be strong and independent through positive relationships.
- ***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 disabiliti

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 we provide helps children to continue to do this by providing all 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.

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design

- *Specific Areas*

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. 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:

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
- 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 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 - 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.

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.

Special needs

We are committed to inclusive practice and to meeting each child's individual needs. We identify and respond to emerging special educational needs and disabilities (SEND) as early as possible, working in partnership with parents and carers. We use a graduated approach of assess, plan, do and review, make reasonable adjustments to remove barriers to participation and learning, and seek support from relevant professionals where appropriate. Our practice has regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years and the Equality Act 2010.

Our Special Educational Needs Co-ordinator is Sarah Grubb

Continuous improvement and ongoing professional development

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 and ensure we continually improve. This may on occasion mean that we must close the setting for essential training to take place however we will always provide as much notice as possible of these events and avoid this where possible.

We keep up to date with best practice through Early Years Alliance courses and publications, SSCP safeguarding courses, relevant local bulletins, and current early years research. Staff use this learning to review and continually improve our practice.

Policies

Our staff are fully able to explain any of our policies and procedures, ensuring families understand how we keep children safe and provide high-quality care. Copies of all policies can be emailed to you and are available on request at any time.

Our policies underpin the high standards of practice within our setting and help us ensure that every child—and their parents—has an enjoyable, secure and beneficial experience while being part of Stowey Bears.

All policies are reviewed and updated regularly to ensure they remain fully compliant with current legislation, statutory guidance and best practice. They are available to view on our website, and hard copies are kept in the office for parents and visitors who prefer to read them in person.

Safeguarding children

Stowey Bears has a legal duty to safeguard all children in our care and to act on any concerns relating to suspected or actual **significant harm**. We follow safer-recruitment practices to minimise the risk of abuse within our setting, and we have clear procedures for responding to complaints or allegations made against a member of staff.

Recording Pre-Existing Injuries

If your child attends Stowey Bears, you may occasionally be asked to complete a **pre-existing injuries form**. This is a normal part of our safeguarding responsibilities. Children often acquire bumps, bruises, cuts and scrapes through everyday play, and recording these helps us maintain accurate information and ensures transparency and safety for all children.

Working in Partnership with Families

Our close working relationship with children and their families enables us to identify any emerging concerns early. When difficulties arise, we can offer support and, where appropriate, make referrals to external agencies to ensure families receive the right help at the right time.

Safeguarding Leadership

Designated Safeguarding Lead (DSL): Rachel Penny **Deputy DSL:** Sarah Grubb / Ailish Rich

All staff hold up-to-date safeguarding training relevant to their roles.

Committee Safeguarding Lead: Jules Jameson

Fees

The fees are £5.50 per hour for 3–4-Year-olds, £6.50 per hour for 2–3-Year-Olds and £7.50 per hour for children aged 0-2 Years. There is also a daily fee of £1.00 for 0-2 Years old and £2.00 for 3–4-Year-olds to help towards the provision of healthy snacks and consumables for the children during the day. Fees are subject to change in line with Government rises.

The fees are payable half termly in advance, you will receive an invoice detailing the charges and payment options. Fees must still be paid if children are absent without notice for a short period of time. If your child is absent over a long period of time, talk to Tina Miller who is the business finance manager or Rachel Penny who is our preschool manager.

If you would like Stowey Bears to reserve a place for your child before they are ready to start, a non-refundable retainer fee of £50.00 is required. We will provisionally hold the place on our attendance register for 10 days. If payment is not received within this period, your child's name will be removed from the register and the place offered to another child. Once your child starts, £30.00 will be deducted from your first invoice and the remaining £20.00 will cover the registration fee.

If your child is ready to start immediately, we require a £20.00 non-refundable deposit, your child will then receive a logo polo top and a book bag.

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 9 months, two-, three- and four-year-olds; where funding is not received, then fees apply.

The management of our setting

Our setting is a charity and as such is managed by a volunteer 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 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.

Should you wish to contact our management committee please email stoweybearscommittee@hotmail.com or there is a post box for the committee adjacent to the office door.

Starting at Stowey Bears

Settling In

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.
Every child in different and we will work with you through your key person to agree what you think will be the best way to settle your child into Stowey Bears. We routinely offer some or all the following, but if you would like something different, please do not hesitate to let us know and we always do our best to accommodate this:

- A home visits (two staff members).
- Short stay and play sessions where you can accompany your child (Max 2 free)
- Accompanied sessions
- Gradual starts increasing the time of sessions

If your child is starting with afternoon sessions, we would normally advise bringing them after the lunch period for their first session as this can be a bit overwhelming for some children to start with. The manager/room leads will discuss this with you if appropriate.

Labelling

We ask that all clothing items, water bottles, lunchboxes, Tupperware containers, hats, gloves etc are labelled with your child's name. Whilst we do our best to ensure belongings are not mislaid it is not possible if items are not labelled.

Uniform

Branded Stowey Bears t-shirts and sweaters are available to purchase through the office, but it is completely optional and we have a mixture of children who chose to wear the uniform and those who don't. Please ask Rachel or Sarah if you interested in this.

Polo top - £6.00 Jumper - £12.00

Appropriate clothing

We ask that you provide appropriate seasonal clothing for your child including hats, gloves and scarves in Winter and sun hats in Summer.

We provide protective aprons for the children when they play with messy activities. We actively encourage children to wear an apron, however, will never force a child to put on an apron if they do not wish to do so. It is worthwhile dressing your child in older clothes that you do not mind getting 'messy'.

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. They will be assisted whilst they learn this but clothing that is easy for them to manage will help them to do this.

Sun cream

We ask that all children arrive at preschool with sun cream already applied when it is seasonally appropriate, and we will ask you to sign to confirm that sun cream has been applied when you drop off your child to avoid any instances of sunburn. We also ask that you leave sun cream labelled with your child's name at Stowey Bears for any re-application.

Nappies and wipes

0-2 Years – Please provide a pack of nappies, wet wipes and creams to be stored at Stowey Bears Preschool.
Preschool room – If your child is not toilet trained then please provide a pack of nappies to be kept in the setting. We will be focusing on toilet training your child in the Preschool Room – **NO PULL-UPS please.**

Healthy lunches

If your child is bringing a packed lunch, we ask that these contain healthy choices without excessive sugar content, and please no sweets or chocolate bars. We teach the children about healthy choices in Stowey

Bears and we try and promote this wherever possible following our ‘Food and drink policy’ and ‘Food Hygiene’ policy.

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.

- Rachel Penny – Preschool Manager.
- Tina Miller – Finance Manager.
- Jules Jameson – Committee Lead.