



# Prospectus

Stowey Bears Preschool, Mill Close, Nether Stowey, Bridgwater

Tel 01278 734636

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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 2 years and 4 years

## Our Opening Hours

We are open term time only from 8.50am to 3.20pm, Monday, Tuesday, Wednesday and Thursday and Friday mornings 8.50am-11.50pm. 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 particular sessions, you may be offered alternatives. We cannot book children's sessions in advance of starting date; you can be added to a list to start in a few months' time but the sessions will not be allocated 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, and 2-year-old funding and pupil premium

## 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 can attend either a full day 8.50am to 3.20pm, with a payable lunch half hour 11.50-12.20 or a half-day session, either 8.50am-11.50am where they leave prior to lunchtime, or 12.20-3.20pm where their session

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would start after lunch, or 8.50 – 12.20pm they have lunch with us then go home, or likewise lunch can be tagged onto an afternoon session 11.50am – 3.20pm.

Current fees 3-hour session £5.40 for a 2-year-old and £5.00 for 3–4-year-old. Lunch rate £2 for every child,

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 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. We have also recently been awarded a grant to train our staff in 'Forest School' to be able to offer children the benefits of this additional outdoor education.

## **Snacks and meals**

We make snacks and meals a social time at which children and adults eat together. We provide daily snacks which include fresh fruit and a carbohydrate to ensure that they provide the children with healthy and nutritious food. Our snack provision is chargeable at a rate of 50p per day. We offer milk and water at snack times and fresh drinking water is available at all times during the day. If your child has any specific dietary needs, please let us know and we will plan accordingly.

Children can either bring in their own healthy packed lunch or it is also possible to arrange for cooked meals through the school. Details of costs and how to book cooked meal provision can be obtained directly from the school.

## **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.

## **Your Child's 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

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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 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.

The staff who work at our setting are:

Name	Job Title	Qualifications and Experience
Rachel Penny	Preschool Manager, Polar Bear keyperson / Enco / Health and Safety	Level 3 qualification in Early Years
Sarah Grubb	Deputy Manager, Panda Bear Keyperson/Health and Safety Officer/Fire Marshall/Safeguarding lead/ SENCO	Level 3 qualification in Early Years
Hayley Gardner	Koala Bear Keyperson,	Level 3 qualification in Early Years
Emily Ganfield	Sun Bears Keyperson.	Level 2 qualification in Early Years
Tina Miller	Finance Manager	Level 3 qualification in Early Years
Tracey Villis	Playworker	Level 2 qualification in Early Years

## Parents

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

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.

We recognise 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

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- 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

Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to teach us Spanish, hold a hairdressing session and show us their pet chickens! We welcome parents to drop into the setting to see it at work or to speak with the 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 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 we provide 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. 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.

- listening and attention;
- understanding; and
- speaking.

**Physical development**

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

**Literacy**

- reading; and
- writing.

**Communication and language**

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**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

### ***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.

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.

## **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**

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 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 have to 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 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.

## **Policies**

Our staff can explain our policies and procedures to you. Copies of our policies can be emailed to you and are available on request to read. 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.

## **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. If your child attends Stowey Bears please do not be alarmed if we ask you to complete a pre-existing injuries form if we have noticed your

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child might have bruising, cuts and scrapes, we understand children sustain these as they play and grow but we have a duty of care to record this.

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.

Our Safeguarding Lead is Sarah Grubb.

## Fees

The fees are £5.40 per hour for 2–3-Year-Olds and £5.00 per hour for children over the age of 3. There is also a daily fee of £1.50 to help towards the provision of healthy snacks and consumables for the children during the day.

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.

We ask for a £20.00 non-refundable deposit when your child starts at Stowey Bears. 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 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 of 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](mailto:stoweybearscommittee@hotmail.com) or there is a post box for the committee adjacent to the office door.

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# 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 is 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 in to Stowey Bears. We routinely offer some or all of 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
- short stay and play sessions where you can accompany your child
- 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. Your key worker 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.

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'.

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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**

If your child normally wears nappies, we ask that you please provide these daily in their bags. We ask politely that you provide nappies and not pull-ups.

## **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. We teach the children about healthy choices in Stowey Bears and we try and promote this wherever possible.

**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.**