



**PROSPECTUS 2021/2022**

**Setting Name:** Small Steps Preschool Boreham  
**Address:** Village Hall, Main Road, Boreham, Chelmsford Essex,  
CM3 3JD  
**Telephone:** 07952 471616  
**Email:** smallsteps1@hotmail.co.uk

### **Our Mission Statement**

To provide the highest standards of care and education to every child through a fun, nurturing and stimulating environment. To understand and satisfy the needs of the individual child and to respect and value your child as an individual.

### **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 wellbeing of the local community; and
- offer children and their parents a service that promotes equality and values diversity.

### **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 with other children and adults to live play work and learn together;
- is helped to take forward their learning and development by being helped to build on what they already know 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 are helped to shape the service it offers.

**Our setting meets at the following times:**

	AM	PM
Monday	9am - 12pm	Closed
Tuesday	9am - 12pm	12pm - 3pm
Wednesday	9am - 12pm	12pm - 3pm
Thursday	9am - 12pm	12pm - 3pm
Friday	9am - 12pm	12pm - 3pm

**The staff who work at our setting are:**

NAME	JOB TITLE	QUALIFICATIONS
Gemma Thomas	Manager	SENCO, Key worker NVQ level 3.
Jackie Pennyfather	Deputy Manager	SENCO, Key worker NNEB Diploma in Childcare and Education - Level 3.
Kirsty Teader	Deputy Manager	Key worker Foundation Degree in Early Years
Dawn Goodacre	Pre School Assistant	ENCO, Key worker NNEB Diploma in Childcare - Level 3
Lucie Byrne	Pre School Assistant	NCFE Cache Level 2 for Early Years Practitioner
Linda Harris	Pre School Assistant	Health and Safety Officer
Vacancy	Pre School Assistant	

We are open for 38 weeks each year and are closed during school holidays. We provide care and education for young children between the ages of 2 and 5 years.

Small Steps is inspected by OFSTED. We are a Registered Charity No 1146534. We are members of the Early Years Learning Alliance No. 106396

### **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 committee managed setting, we also depend on the goodwill 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**

The provision for children's development and learning is guarded by the Early Years Foundation Stage (DCFS 2007). From September 2008 the Early Years Foundation Stage became law. This brings together Birth to Three Matters and the Curriculum Guidance for the Foundation Stage. Our provision reflects the four key themes and 16 commitments of the Early Years Foundation Stage.

#### **A Unique Child**

- Child development: Skilful communicator, competent learner.
- Inclusive Practice: Equality and diversity, children's entitlements, early support.
- Keeping safe: Being safe and protected, discovering boundaries, making choices.
- Health and well-being: Growth and development, physical and emotional wellbeing.

#### **Positive Relationships**

- Respecting each other: Understanding feelings, friendships, professional relationships.
- Parents as partners: Respecting diversity, communication, learning together.
- Supporting learning: Positive interactions, listening to children, effective teaching.
- Key person: Secure attachment, shared care, independence.

#### **Enabling Environments.**

- Observation, assessment, and planning: Starting with the child, planning, assessment.

- Supporting every child: Children's needs, the learning journey, working together.
- The learning environment: The indoor, outdoor, and emotional environment.
- The wider context: Transitions and continuity, multi-agency working, the community.

### **Learning and Development**

- Play and exploration: Learning through experience, range of contexts, adult involvement.
- Active learning: Mental and physical involvement, decision making, personalised learning.
- Creativity and physical thinking: Making connections, transforming, and understanding, sustained shared thinking.
- Areas of 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 the children with interesting activities that are appropriate for their age and stage of development.

### **The Areas of Learning and Development comprise:**

Three Prime Areas:

- Personal, social, and emotional development;
- Physical development: and
- Communication and language.

The four Specific Areas are:

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

For each area the practise 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 practise guide also sets out in 'Development Matters' the lightly 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 programme supports children to develop:

### **Personal and social and emotional development**

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

### **Physical development**

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

### **Communication and language**

- listening and attention;
- understanding;
- speaking.

### **Literacy**

- Reading;
- Writing.

### **Mathematics**

- numbers;
- shape space and measure.

### **Understanding the world**

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

### **Expressive arts and design**

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

## **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 how young children learn to think. Our setting uses the practice guidance 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 activity's information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment provide and how to provide it.

### **Characteristics of effective learning**

We understand all children engage with other people and their environment through the characteristics of effective learning that is described in the Development Matters guidance to the Early Years Foundation Stage as:

- playing an exploring-engagement
- active learning-motivation
- creating and thinking critically-thinking

We aim to provide for the characteristics of effective learning wiser 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 of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we asked them to contribute to assessment by showing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing 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 cheque 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 learning development areas of the EYFS: personal, social, and emotional development; physical development; and communication and language when a child is aged between 24 and 36 months. The key person is responsible for completing the cheque using information from ongoing observation assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

### **Records of achievement**

The setting keeps a record of achievement for each child called a Learning Journey. 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 or his achievements and to work together to provide what your child needs for their wellbeing and to make progress.

Your Child's key person will work with you to keep this record to do this you and they will collect information about your Child's needs activities interests and achievements this information will enable the key person to identify your child 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. 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 their 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.

### **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. 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;
- helps in a session of the setting;
- sharing their own special interests with the children;
- helping to provide may can look after the equipment and materials used in the children's play activities;
- being part of the management of the setting;
- 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 the other parents in the setting.

### **The parents' rota**

The parents can join in with the session on a regular or ad hoc basis. Helping at the session enables parents to see what the day-to-day life of the setting is like and join in helping the children to get the best out of their activities.

### **Joining in**

Joining the rota is not the only means of taking part in the life of the setting. 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 play the clarinet for

the children show pictures of the local carnival held in their neighbourhood and showed the children their collection of shells. We welcome parents to drop into the settings to see it at work or to speak with staff.

### **Key persons and your child**

Our setting uses a key person approach. This means that each member of the staff has a group of children for whom they are particularly responsible. Your child's key person will be the person who worked with you to make sure that we could provide his right for your child's particular needs and interests. When your child first starts at the setting, they will help your child settle throughout your child's time at the setting, they will help your child to benefit the settings activities.

### **Learning opportunities for adults**

As well as gaining qualifications in early years care and education, the setting staff take part in further training to help them keep up to date with thinking about early years care and education. The setting also keeps itself up to date with best practise in early years care and education as a member of the early years learning alliance.

### **The settings timetable and routine**

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 provided are provided in ways that:

- help each child to feel that they are 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 to help them value learning.

## **The session**

We organise our shared sessions so that children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work for 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 adult led activities, as well as those provided in the indoor playroom.

## **Snacks and meals**

The setting makes snacks and meals a social time at which children and adults eat together. We plan the menus for snacks and meals so that we provide your children with healthy and nutritious food. These include milk and water to drink and various fruit vegetables and carbohydrates. Please do let the Manager know if there are any dietary requirements for your child.

## **Policies**

Copies of the settings policies and procedures are available for you to view on the website or alternatively can be emailed if requested.

The settings 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 their 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 settings 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 Practise (2001).

Our special educational needs coordinators are Gemma Thomas and Jackie Pennyfather.

## **Management of our setting**

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

- managing the settings 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 parents of all the children who attend the setting. It is our shared forum for looking back over the previous year's activities in shape in the coming years plan.

The setting is committee run and the chair is Kate Reilly

## **Fees**

The preschool charges of £15 non-refundable registration fee when you put your Childs name down on the waiting list.

The fees are £15 per session 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 must be absent over a long period of time, please talk to the chair of the committee or the manager.

For your child to keep their place at the setting you must pay the fees. We are in receipt of nursery education funding for three and four year olds and where funding is not received, fees do apply. We also claim funding for two year olds when certain criteria are met, please speak to the Manager for more information.

Childcare vouchers may be used to pay for your Childs fees. Please feel free to talk to the Manager to understand what vouchers we accept.

If you no longer require a place at the setting, we require you to give us half a term notice otherwise we will charge you for those sessions.

## **Late collection**

If you're more than 15 minutes late without notice, then we will charge you a fee of £3 per 15 minutes you are late. We will allow other people to collect your child so long as we have notice either by previous arrangement or by phone call using a password system.

## **Fundraising**

Every effort is made by the committee to keep fees as low as possible. However, the fees alone do not cover the total expenditure of Small Steps. This means it is necessary to have many fundraising activities throughout the year. If you have any ideas or would like to help, please come along to the next parents meeting or speak to a member of staff or the committee.

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

We 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 we 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.

## **Starting 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. The setting has a policy about helping children to settle into the setting and a copy can be found on the website.

### **Clothing**

We provide protective clothing for your 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 do this. Please ensure that your child has named suitable clothing for all weathers e.g., Wellington boots, coats, hats, and gloves.

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 to you about your ideas, views, or questions.