



Hadleigh Parkside Pre-school
Pykenham Way,
Hadleigh,
Suffolk
IP7 5ER

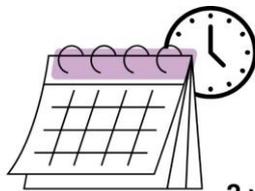
Tel: 01473 82702

Email: office@hadleighparksidepre-school.co.uk

OUR PROSPECTUS



Welcome to Hadleigh Parkside Pre-school and thank you for registering your child with us.



We are open 8am - 6pm,
Monday - Friday
(excluding bank holidays)

50 weeks of the year
2 week closure at Christmas

We provide care and education for young children
between the ages of 18 months – 4 years

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 and fullest potential.

This prospectus aims to provide you with an introduction to Hadleigh Parkside pre-school, our routines, our approach to supporting your child's learning and development and how we propose that we work together with you to best meet your child's individual needs. This should be read alongside our **Terms and Conditions** for a full description of our services.

Our mission 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

Offer children and their parents a service that promotes equality and values diversity

Add to the life and well-being of the local community

Create a 'home from home' setting, where children feel valued and safe

Equip children with life skills to enable them to thrive through their education journey and into adulthood

Parents

You are regarded as members of our setting who have full participatory rights. These include a right to be:

- Valued and respected,
- Kept informed and consulted,
- Involved; and
- Included as a part of your child's journey at Parkside.

Our setting recognises parents as the first and most important educators of their children. All 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.
- Contributing to the progress check at age two.
- Helping at sessions of the setting.
- Sharing their own special interests with the children.
- Being part of the committee structure 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.
- Getting involved in home learning challenges set by the pre-school.
- Attending parents evenings.
- Building positive relationships.



As a registered charity, we do require parental involvement and rely on the good will of parents, carers and families to support the setting. We hold regular fundraising events and hope that all families do their best to support these, by attending, advertising or offering help if required.

MEET OUR TEAM!

An exhaustive list of staff roles, responsibilities, training and qualifications to follow



Committee

At Hadleigh Parkside Pre-School we are an 'Early Years Alliance' constituted Charity.

Our current Trustees are:

Chairperson - Erika Fletcher

Trustee - Ricky Dade

Trustee- Amy Davis-Smith

Trustee- Becky Denwood

Trustee - Staff Member - Chloe Bambridge

Trustee- Staff member- Mica Robinson

The purpose of the committee is to work with the Manager of the setting to ensure that the Pre-School has adequate funds to meet its financial obligations and to meet statutory requirements for Safeguarding and Ofsted Welfare requirements.

It is also the role of the committee to support the setting with fundraising ideas and activities. We would ask all parents/carers and families to continue to support any fundraising activities – this enables us to purchase new toys, resources and enhance the setting.

We are currently changing our legal structure to a Charitable Incorporated Organisation (CIO) this means that we will be a charity and a Limited company – this will limit the financial liabilities of Trustees personally to make the company liable.

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. If you are interested in being a part of the pre-school's committee, please speak to Chloe.



Left- Erika Fletcher (Chairperson)
Right - Chloe Bambridge (manager)

Fees

Fees are payable monthly in advance. Invoices are sent via Eylog.

Fees must still be paid if children are absent.

Consumable fees cover the costs of snacks, resources, and extracurricular activities.

For your child to keep their place at the setting, you **must** pay the fees. If fees are not paid, the setting has the right to reduce your child's hours to funded only (if funding is in place). If you are experiencing financial difficulty please talk to a member of the management team.

Under 2 years old	2 – 3 years old	3 – 5 years old	Holiday club
£7.00	£6.50	£6.00	Normal age rates apply

Monthly consumables fee	All children	15 hours Golden ticket
	£25 per month	No fee applied

** These prices are subject to review on a termly basis*

Funding

We accept all government funded hours and you can use these flexibly.

We can stretch funding, if required.

We also accept Tax Free Childcare payments.



Sessions

We suggest that for consistency and settling in that children attend a minimum of 2 sessions per week, the minimum session is 3 hours. We pride ourselves on being extremely flexible in working with families to accommodate your needs for your children's sessions. We do this by charging hourly for our sessions.

Our sessions are as follows:

Breakfast club: 8am-9pm

Morning session: 9am-12pm

Lunch session: 12pm – 1pm (packed lunch or pre-school lunch)

Afternoon session: 12pm-3pm

Afterschool session: 3pm-6pm

Holiday club: 8am-6pm (flexible hours available)

Daily routine

8am: Children arrive for breakfast club. Children will get a choice of breakfast and we encourage self serve (with support).

8:30am - Children will have free play.

9am- Morning children arrive and self-register.

9:05am- Children have free play inside. Staff members will be running activities based on their children's interests. Staff will be interacting with all children and following their lead in play and gaining observations. Activities will be taking place for children to enjoy at their leisure.

9:15am - Once all the children are in for the morning session, the children will sit down and do their morning carpet time. This will include the today board (day of the week, month, weather, sign of the month) Followed by singing our phonics song and doing a wake up shake up dance to get us ready for the day.

9:25am- Children have free play inside and outside. Free flow play is offered throughout the whole morning and the children can choose what activities they would like to take part in.

10am- Nappies will be started for children who are in nappies, this will be completed by a different member of staff every nappy time.

10:05am - Rolling snack will be started for children to enjoy when they are ready.

10:30am- Children will continue to have free flow play and structured activities set out by staff. Staff will continue to interact with key children and furthering their development using the child's interests and next steps.

11:20am- Children will be given a 5-minute countdown till the end of play.

11:25am- Children will be encouraged to do a group tidy up.

11:30am- Children will take part in focus time. We sit together and complete an activity of the children's choice or interest. This is differentiated for the different age ranges we have within the setting. Where appropriate the children will be split into age groups to do different levels of activities. During focus time the children are prepared for school, and complete school ready activities, as well as activities to develop concentration, turn taking and sharing.

11:45am- Children are gathered on the "ABC" mat for a story of the children's choice and sit to sing some songs with our song spoons.

12pm- Some children go home at the end of the session. Some children arrive to begin the afternoon session. The other children will be asked to go and wash their hands and get ready for lunch. Lunch is also a self serve meal, which staff support, monitor and encourage independence.

12:30/12:45pm- When all the children are finished, the garden doors will be opened and children will be encouraged to go outside to play whilst the staff clean tables, floor and set out activities after the lunch session. Staff are mindful of what children are in setting and converse with each other to set out appropriate activities to develop key children.

1:00pm- All children take part in free flow play activities. Staff set out adult led activities for children to take part in as they wish. Staff play with their key children and all children, following their interests to obtain observations and expand their development.

2:00pm - Group snack is started, and nappies commence.

2:20pm - Children will be given a 5-minute countdown before the end of play.

2:25pm- Children are encouraged to do a group tidy up.

2:30pm- Children will take part in focus time. We sit together and complete an activity of the children's choice or interest. This is differentiated for the different age ranges we have within the setting. Where appropriate the children will be split into age groups to do different levels of activities. During focus time the children are prepared for school, and complete school ready activities, as well as activities to develop concentration, turn taking and sharing.

2:45pm- Children are gathered on the "ABC" mat for circle time, repeating the 'day board' and our phonics song.

3pm- Most children will go home at the end of the session. The other children will have free flow play.

3:30pm- Children continue to take part in free flow activities and activities that have been set up for them to take part in.

4:00pm- Children prepare snack ready for them to eat.

4:45pm- Quiet activity. Children will be able to read/ complete a jigsaw/ watch a short programme/ for example. Children will start to wind down ready for evening and be provided with quieter activities.

5:00pm- Children are sat to eat their dinner. Afterwards the children sit with a quiet activity together for wind down time.

6:00pm- All children go home for the evening.



Key person approach

Our setting uses a key person approach. This means that each member of staff has a group of children for whom they are particularly responsible for in terms of progress. Your child's key person will be the person who works with you to make sure that the child care that we provide is right for your child's particular needs and interests. When your child first starts at the setting, they key person will help your child to settle during their first sessions and throughout your child's time at the setting, they will help your child to benefit from our activities to enhance their learning, development, and skills. Your child will change key persons when they change year groups within the setting.

We have three groups at Hadleigh Parkside Pre-school, these consist of:



Little Acorns

Little Acorns are our children attending who are aged 18 months- 2 years old.

We find the younger and older children thrive when working together. Staff are supportive in ensuring all activities are age appropriate and differentiated between the ages and stages of all children.



Seedlings

Seedlings are our next age group and this group is for children aged 2-3 years.

Children will remain in the Seedlings group until they reach the final academic year before venturing to school. This is our largest age group and is an extremely significant developmental stage in a child's life.



Oak Class

Children aged 3 - 4 years old move up to Oak class in their last academic year before reception.

Rhiannon leads this class and ensures the children are prepared for their transition to school. We plan school readiness activities and liaise with the schools to plan visits to make the transition as easy as possible for all children.



Policies

Our staff can explain our policies and procedures to you, should you have any questions regarding these. They are also available for viewing on the website.

Our policies help us to make sure that the service provided by our setting is of a high standard and that being a member of the setting is an enjoyable and beneficial experience for each child, parents/carers, staff and any visitors.

eylog

Our online learning journey.

We keep a record of each individual child's learning and development. Your child's online journal helps us to celebrate together their achievements and work together to provide what your child needs for their well-being and to make progress in their learning and development.

Your child's key person will work in partnership with you to update the learning journey regularly. We aim for each child to have one observation uploaded to their learning journey per week. Each staff member is assigned a pre-school tablet to use and complete children's observations online. We use Eylog to do this and you will get regular updates once your child is enrolled and you have activated the account.



Mobile app store symbol

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. However, we pride ourselves in providing additional staff to go above these and our manager, Chloe, is supernumerary.

The ratios are as follows:

Under 2's	2-3 years old	Over 3's
1:3	1:5	1:8

Safeguarding

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.

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.

**The settings Designated Safeguarding Lead is: Chloe Bambridge
Mica and Rhiannon are both qualified DSL deputies.**

Special Educational 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).

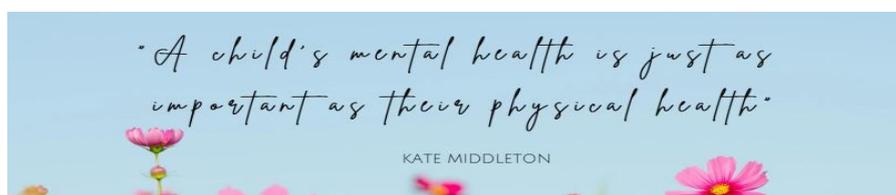
**Our Special Educational Needs Coordinator is: Mica Robinson
We also have Nikki and Basia, who are qualified in the role and support Mica.**

Wellbeing

Here at Parkside we value the wellbeing of our children, parents/carers and staff and pride ourselves on building exceptional relationships with children and their families. We embed mindfulness activities into our daily routine and view wellbeing as a priority. We value our children, their ideas and their play. We believe when children feel valued and respected their self esteem and involvement is higher. The definition of wellbeing is simply to feel well, both in the mind and body. We promote a healthy lifestyle throughout our setting and role model good nutrition and exercise choices throughout.

We pride ourselves in providing wellbeing support to families and urge all parents and carers to reach out if they, themselves, are struggling or concerned about their child's wellbeing.

Our wellbeing officer is: Rhiannon Clark



Name	Job Title	Qualifications and experience
Chloe Bambridge	Manager	Level 6 qualified. 9 Years experience in the childcare sector. 3 Years manager experience. Designated safeguarding Lead. Forest school Level 2 trained. Health and Safety deputy.
Mica Robinson	Deputy Manager/SENDCo	Level 6 qualified. 9 Years experience in the childcare sector. Level 3 Forest school Leader. Special Educational Needs Coordinator. Deputy designated Safeguarding lead. Health and Safety lead.
Rhiannon Clark	Deputy Manager/Room Leader	Level 5 qualified. 14 Years experience in the childcare sector. Level 3 Forest school Leader. Deputy designated safeguarding lead. Wellbeing officer. Mental Health first aid trained.
Sarah Robinson	Administration/ Early Years Practitioner	AAT qualified, 13 years administrative experience, unqualified in childcare but worked in the setting alongside children for 7 years' and has all mandatory courses and many CPD training in the setting. Makaton trained.
Basia Nowak- Peterson	Early Years Practitioner	Level 3 qualified. 15 years childcare experience with experience of working in a nursery in Germany and is trilingual.
Jenna Seager	Early Years Practitioner	Level 4 qualified. Working towards Level 5 qualification. Worked in the setting for 2 years working with the children.
Nikki Willerton	Early Years Practitioner	Level 3 qualified. 11 years' experience working with children. Specialises in working with babies (0-2 years). Has baby development qualification.
Samantha Keeley	Early Years Practitioner	Level 2 qualified in Children and Young People's workforce and level 3 Diploma in Early Years. 9 years experience.
Courtney Osborn	Early Years Practitioner	Level 2 qualified. 4 years' experience working in a previous outstanding nursery setting. Has specific baby training and experience.
Poppy Josselyn	Apprentice	Working towards Level 3 qualification. Has experience working in a school.
Tanisha Scourfield	Apprentice	Working towards Level 3 with Suffolk New College. Has previously done work experience in the setting.
Phoebe Benn	Apprentice	Working towards Level 3 with Best Practice Network. Has previously done work experience in the setting.
Millie Chisnall	Early Years Practitioner	Level 3 and 4 teaching assistant qualifications, with 3 years experience working in a school. Working towards level 5 Early Years Qualification.

Snacks and meals

We strive to make snacks and meals a social time, which children and adults eat together. We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs and we will plan accordingly. Meals are charged at an additional rate and snacks are inclusive, which is covered by the monthly consumables charge.

Breakfast	Lunch	Dinner
£1.50	£2.75	£2

We encourage healthy lunch boxes in our setting - please no sweets, fruit juice cartons or chocolate, we are also a NUT FREE setting - NO pine nuts or Nutella!

Clothing

We provide protective clothing for the children when they play with messy activities and waterproof clothing for Forest school days. 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.

Please ensure all clothing is named.

Please ensure children do NOT wear special clothing to pre-school.

Uniform is available to purchase, but is optional.

T - Shirt	Sweatshirt	Bookbag
		
£7	£13	£6

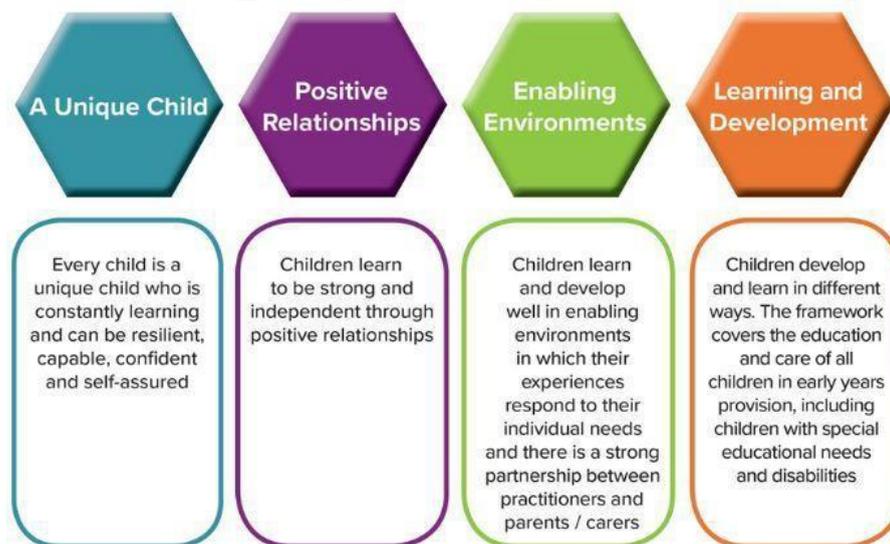
Available in sizes 1-2 years, 3-4 years and 5-6 years

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.
- 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 Four Guiding Principles of the Early Years Foundation Stage



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.

Our Ethos

We focus immensely on the child leading their learning. We serve the individual child. For they are the only curriculum we need!

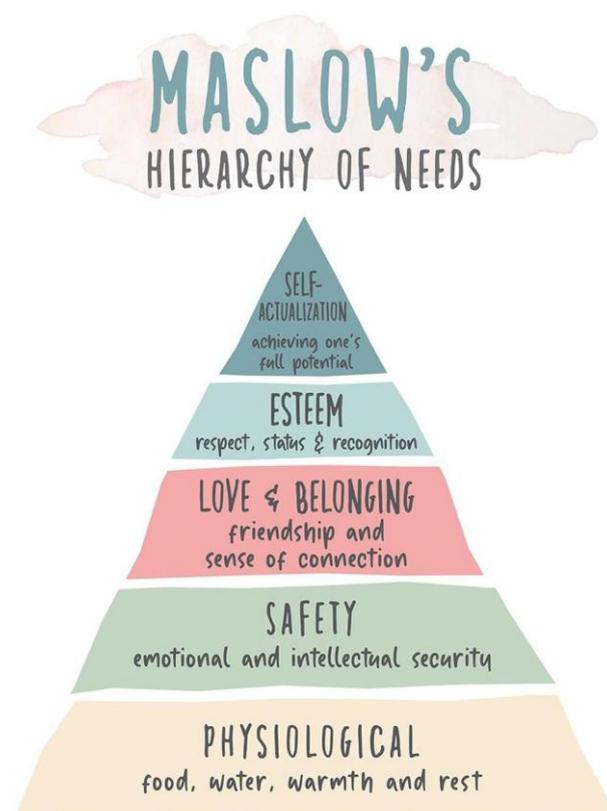
We see, hear and understand the individual child. They are our driver.

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 our 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. Our setting views that 'the child is our curriculum', meaning that each individual child sculpts their own learning and early education journey. We ensure that children's interests are at the heart of everything we do, as we acknowledge that children learn best when they are interested.

We maintain a high focus on children's wellbeing and understand that children will only meet their fullest potential when they feel safe and supported. We understand the theory of Maslow's hierarchy of needs and his theory challenges us as educators to consider not just cognitive development, but also children's emotional, social, and physical well-being. Maslow's ideas translate into strategies for:

- Creating safe, supportive learning environments
- Fostering positive relationships and self-esteem
- Encouraging curiosity and creativity
- Addressing challenging behaviours



With this in mind, we do use the Early Years Foundation Stage, Development Matters as our framework with children's learning and development and this is used at all times when considering your child's development. This enables staff and key persons to identify where they can help your child to progress to and reach their fullest potential. The EYFS consists of **7 areas of development**:

Prime areas
Personal, social and emotional development
Communication and language
Physical development

Specific areas
Mathematics
Literacy
Understanding the world
Expressive arts and design

Your child's key person will:

- Complete weekly observations, to build their knowledge of your child.
- Complete progress checks (age 2) and reports.
- Invite you to an annual parents evening.

Our provision

We truly believe that children choose their own learning through their play. We do this by organising 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 all get the opportunity to participate in outings. We pride ourselves on our extracurricular activities, such as:

- Visits to local care homes
- Visit to the local market to purchase fresh fruit and vegetables, and bread
- Allsorts tots music and movement sessions
- Jo Jingles music and sensory sessions
- Visits to the play park
- Out and about in our local community (Church, library, market)
- Forest school
- Allotment visits
- Annual chicken or duck hatching

COMMUNITY TRIPS AND VISITS



We also hatch eggs every year, we have hatched ducks and chickens. The children love to watch them grow in their eggs and are always so excited to watch them hatch and grow.



Meet our pets at pre-school!

We have a pet tortoise called Stan who lives with us at pre-school all the time. He loves to explore the garden finding different things to eat, especially dandelions.



Forest school

Here at Parkside we aim to enrich the children's lives through high quality learning experiences in nature with highly trained staff teaching children a love for learning outside through embracing the awe and wonder that the world around us provides. We teach care and concern for our environment and life lessons that children can take with them to become environmentally conscious through their childhood and adult life. We provide enriching activities which are age appropriate for each child and offer an inclusive place to play, explore and thrive. We encourage children to embrace their imaginative play when given the freedom to explore the natural environment and build their resilience and enhance their wellbeing. We hold forest school sessions at the Deanary Gardens, Hadleigh . We have also begun to create our own forest school site next to the pre-school. This area is an ongoing project of growing and planting trees.

Our forest school leaders are: **Mica Robinson & Rhiannon Clark**

FOREST SCHOOL



Allotment

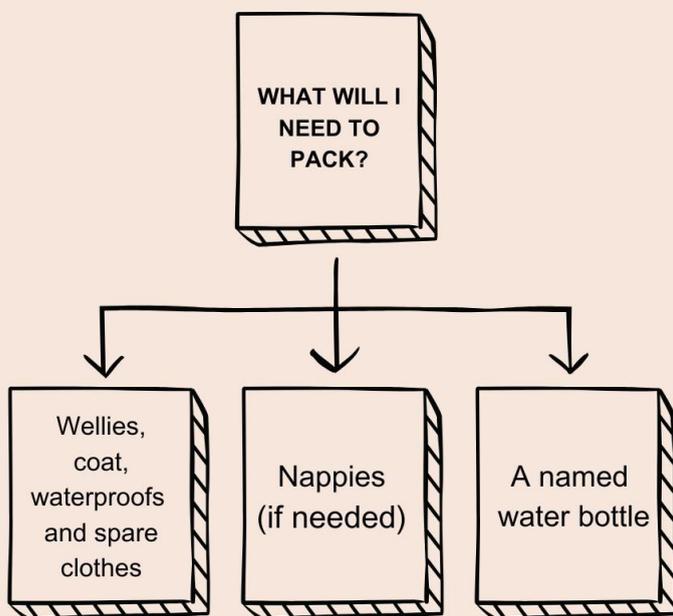
We have an allotment at the Bridge Street site where we take the children for weekly visits. They actively participate in planting, growing, and harvesting crops, and they take great pride in their achievements. **Nikki and Jenna** lead these visits and invest a lot of effort into planning and preparing. Their commitment ensures a rewarding experience for the children as they connect with nature and learn valuable skills when planting and growing the crops.

ALLOTMENT



W E L C O M E

MY FIRST DAYS AT PRE-SCHOOL



PLEASE LABEL ALL WATER BOTTLES, AND CLOTHING

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. Your child's key person will work with you to ensure that they build a relationship with yourself and your child.

We aim to:

- 🌸 Settle children with ease and support from all staff
- 🌸 Provide a setting you and your child to enjoy being members of
- 🌸 Provide a safe space where parents and carers feel able to discuss any concerns with staff
- 🌸 Provide a 'home from home' environment

Thank you for choosing Hadleigh Parkside Pre-school.

We look forward to inducting you into our setting and hope you enjoy everything that we provide. We are extremely proud of the provision we have created and look forward to meeting all of our new families.



We play, We learn, We grow