

# Little Swans Pre - School Dawlish

School Bungalow  
First Avenue  
Dawlish  
EX7 9RA  
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## Prospectus

OFSTED Registration No. EY550386  
Early Years Alliance No. 2132

Little Swans Pre-school Dawlish is situated at The Bungalow, in the grounds of Westcliff Primary School, First Avenue, Dawlish. This prospectus is designed to give you information about the Pre-school and should answer many of your questions. This can be read alongside our Childcare Terms and Conditions for a full description of our services.

The staff and the committee welcome you and your child/children to our pre-school. Little Swans Pre-school Dawlish is a registered charity and a member of the Early Years Alliance. The pre-school has been providing care and education for young children in the community since 1997. We provide care and education for young children between the ages of 2 and 5. Our last Ofsted inspection rated us as overall good, and the report can be viewed here: <https://reports.ofsted.gov.uk/provider/16/EY550386>.

## Our Aim

- To provide a caring, supportive, and stimulating environment where children can play and learn in a relaxed atmosphere, where children's individual needs come first
- Provide high quality care and education for children primarily 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 diversity

## 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.
- consulted
- involved
- included at all levels.

As a community based, voluntary managed setting, we also depend on the good will 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

### *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 with other children and adults to, 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 key worker 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.
- is in a setting in which parents help to shape the service it offers.

### ***The Early Years Foundation Stage***

The provision for children's development and learning is guided by Early Years Foundation Stage. Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage (DfE September 2021)

### ***A Unique Child***

Every child is a unique child who is constantly learning and can be resilient, capable, confident, and self-assured.

### ***Positive Relationships***

Children learn to be strong and independent through positive relationships.

### ***Enabling Environments***

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

### ***Learning and Development***

Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

More information can be found in our curriculum policy or please see the EYFS booklet in the hallway on the bookcase.

### ***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.

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 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 2021) 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.

## **Learning through play**

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses 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
- 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.

## **Working together for your children**

Pre-school has a high ratio of adults to children in the setting. This helps us to:

- Give time and attention to each child.
- Talk to 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.

The staff that work at our Pre-school are:

Pre-school Managers - **Jeannette** - Diploma in pre-school Childcare and **Mags** - NVQ level 3

Pre-school Assistants NVQ Level 3: **Dawn, Sarah S, Kirsten, Tara, Sarah D and Hayley**

Pre-school Assistants NVQ Level 2: **Evie**

Apprentice Pre-school Assistants: **Morgan**

Administrator - **Mimi** - Diploma Level 3 in Business and Administration

4 members of staff are fully trained in Pediatric First Aid

## **Key persons and your child**

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

## **The setting's timetable and routines**

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 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.

## **The session**

The sessions are planned so that the children can choose from a range of activities. This builds up their ability

to select an activity and to work towards its completion. The children are also encouraged to take part in small and large groups of adult led activities. These activities introduce them to new experiences, help them gain new skills and provide them with opportunities to work with others. Outdoor activities contribute to children's health, their physical development, and their knowledge of the world around them. The sessions are organised around free flow play so the children can access the outside area for most of the session.

### **How parents take part in the setting**

Our setting recognises 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.
- 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
- building friendships with other parents in the setting.

### **The parents' rota**

Our setting has a dated rota which parents can sign if they would like to help at a particular session or sessions of the setting. Helping at the session enables parents to see what the day-to-day life of our setting is like and to 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 show the children their collection of shells.

We welcome parents to drop into the setting to see it at work or to speak with the staff.

### **Learning opportunities for adults**

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. We also keep up to date with best practice, as a member of the Early Years Alliance, through *Under 5* magazine and other publications produced by the Alliance. The current copy of *Under 5* is available for you to read. From time to time, we hold learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

### **Observation, assessment, and records of achievements**

We assess how young children are learning and developing through observation. Photographs are used to record and evidence their learning. As we believe that parents know their children best and we ask them to contribute by sharing information about what their children like to do at home. Please feel free to view their folders at any time and/or speak to their key worker. Each child has their own record of achievement folder that is compiled by their key worker. The children's folders will go home once your child leaves pre-school. For some activities, such as turn taking or group games, other children may be in the photograph. This may mean your child's photograph could also be in another child's folder. If there are any concerns concerning this, please speak to our pre-school leader.

### **The progress check at aged 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 ongoing 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.

### **Photographs**

We use photographs to evidence your children's learning, for the internal display boards and for promotional literature. Please read the consent form concerning photographs and sign the relevant section.

### **Intimate and personal care**

There may be times when your child will need changing either from toileting accidents or from messy play activities. Pre-school staff follow a set procedure that can be found in our intimate care policy.

### **Outings**

As part of our curriculum planning, we sometimes take children out to the park, for a short walk or to the school assembly. These are usually spontaneous and without notifying the parent. All are done with a risk assessment and appropriate staff ratios. Consent for these outings is to be found on the admission form. Specific consent will always be sought for all other types of excursions.

### **Snacks and healthy eating**

The pre-school adopts a healthy eating policy and can provide suggestions of what can be used for packed lunch boxes. The pre-school runs a café during the morning session, so the children are able to decide for themselves when they want something to eat and drink. Please tell us about your child's dietary needs and we will try to meet them. The menu for the week can be found on the noticeboard outside the main entrance. We would welcome your suggestions for the children's snacks.

### **Clothing**

The pre-school provides protective clothing for the children when they play with messy activities. Sometimes wearing protective clothing does not guarantee the children remain clean. Please label clothes with the child's name to avoid misplacing them. The pre-school encourages children to gain the skills, which help them to be independent. This includes taking themselves to the toilet and putting on outdoor clothes. Clothing which is easy for them to manage will help them do this. We have on sale T-shirts and sweatshirts with the pre-school logo on; please ask if you would like to purchase any of these items for your child.

### **Illness and sickness**

Please inform the pre-school if your child cannot attend due to illness. Children who have been sick with vomiting or diarrhea should be clear for 48 hours before returning. Parents/carers are asked to observe exclusion times for infectious illnesses and cover all open wounds. Please keep your child/children from pre-school if they have an outbreak of head lice. They may return once they are clear from infestation. If your

child becomes sick while at pre-school we will contact you or one of the other contact numbers we have, so you child can be collected.

## **Policies**

Copies of the setting's policies and procedures are available for you to see at the setting.

Our policies help us to make sure that the service provided by the pre-school is a high quality one and complies with our legal requirements. The staff and parents work together to adopt the policies and to take part in the annual review. The pre-schools policies can be seen on request.

## **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.

When you register your child with us, we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

## **The first days**

We want your child to feel happy and safe during their time with us. To make sure that this is the case, the staff will work with you to decide on how to help your child settle into the pre-school. Our policy on the Role of the Key Person and Settling-in is enclosed in our Welcome Pack, or is available from Mimi, Administrator,

## **No smoking policy**

In line with current legislation, the pre-school has a no smoking policy. This applies to the inside and outside of the building. It also applies to the site of Westcliff School.

## **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**

Our policy is to make sure that the needs of each individual child are met. The pre-school works to the requirements of the 1993 Education Act and the SEND Code of Practice (2014). The pre-schools Special

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Educational Needs Coordinators are **Jeannette and Mags**.

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## **Fees**

The fees are £4.50 per hour for 3-year-olds and £5.50 per hour for 2-year-olds and are payable termly in advance. Fees must still be paid if children are absent without notice for a short period of time. If your child has been absent over a long period of time, talk to the committee chairperson or one of the setting Managers.

If your child is eligible, 15 hours a week will be government funded, this may include lunch. Your child will be eligible for free sessions from the term **after** their third birthday. Any extra hours will be billed termly in advance, or if you prefer you may pay monthly or weekly.

If you are working parents your child may be entitled to the 30 Hours Extended Entitlement which starts from the term after their third birthday. Please check your eligibility at [30 hours free childcare - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Please note that if your child is absent, the pre-school must be informed. Continued un-reported absence will lead to your child losing their entitlement to funding, and their place at pre-school. If this happens you will be billed for the missed sessions.

## **Sessions**

Morning - 9.00 - 12.00

Afternoon - 12.00 - 3.00

You can access this in the following way:

Morning - 9.00 - 12.00

Afternoon - 12.00 - 3.00 including lunch.

All day 9.00 - 3.00 including lunch.

We can also offer 8.30am - 9.00am and 3.00pm - 3.30pm

**If your child is still in nappies, please make sure they have spare nappies, wet wipes, nappy bags and a change of clothes with them.**

## **The management of the pre-school**

The parent management committee runs the pre-school. The parents of the children who attend the pre-school, elect the officers and committee. The officers of the committee are responsible for:

- Managing the pre-schools finances.
- Employing and managing the staff.
- Making sure that the pre-school has policies which help it to provide a high quality service; and
- Making sure that the pre-school works in partnership with the children's parents.

The Annual General Meeting is open to the parents of all of the children who attend the pre-school. It is their forum for looking back over the previous year's activities and shaping the coming years activities.

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 with you about your ideas, views, or questions.