

10.0 Information and Records

10.1 Little Herons Pre-School Prospectus

PROSPECTUS



Nursery Class,
North Curry Primary School
Greenway,
North Curry, TA3 6NQ,
01823 490423

Email: littleheronspreschool@nc.huish.education

Ofsted No: 145675

www.northcurryschool.co.uk/little-herons-pre-school



Facebook [@littleherons](https://www.facebook.com/littleherons)



Instagram [@littleherons](https://www.instagram.com/littleherons)

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Information about Little Herons Pre-School

Address: Little Herons Pre-School
Nursery Class, North Curry Primary school
Greenway,
North Curry
Taunton TA3 6NQ

Tel No: (01823) 490423

Email: littleheronspreschool@nc.huish.education

Website: www.northcurryschool.co.uk/little-herons-pre-school

Staff:

Head Teacher (NC School)	Helen Morley
Manager/Early Years Lead	Hayley Wade
Reception Teacher	Alex Colling
Teaching Assistants	Carla Fitch Rosie Smith
Administrator	Carla Fitch

Opening Times:

Monday	08.45am - 1.00pm	08.45 - 3.15pm
Tuesday	08.45am - 1.00pm	08.45 - 3.15pm
Wednesday	08.45am - 1.00pm	08.45 - 3.15pm
Thursday	08.45am - 1.00pm	08.45 - 3.15pm
Friday	08.45am - 1.00pm	08.45 - 3.15pm

Little Herons is the Nursery Class of North Curry Primary School. We accept children aged 2 to 4 years old. Little Herons Pre-School is inspected regularly by Ofsted and offers a very high standard of care in an environment which offers all children the ability to achieve the desirable learning goals by the time they are 5 years old.

The Pre-School was last inspected by Ofsted in March 2018 and was given a 'Good' grading with elements of 'Outstanding'.

Aims of the Pre-School

Welcome to Little Herons Pre-School and thank you for registering your child with us.

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 to Little Herons, 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.

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 well-being of the local community; and
- offer children and their parents a service that promotes equality and values 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; and
- included at all levels.

Facilities

Little Herons Pre-School is based in a classroom in North curry School. Being based at the school means we are able to have access to all the school's facilities including playing in the sensory garden and joining in the fun with the reception children.

The classroom offers a large activity room, large clean toilet facilities and access to our own outdoor space, playing fields, allotments, and a dedicated Forest School area in the local playing field. All these areas enable the children to play in the fresh air under supervision all year round.

Fees/Early Years Entitlement (EYE)

3-4 Year Olds

Our hourly rate is £4.50 therefore we charge - £19 for a morning session (08.45am-1.00pm)
£30 for the whole day (08.45am-3.15pm)

2 year olds

Our hourly rate is £5.00 therefore we charge - £21 for a morning session (08.45am-1.00pm)
£32 for the whole day (08.45am-3.15pm)

Children of 3 years and over are eligible for the Early Years Entitlement (EYE) from Somerset County Council with effect from the term following their third birthday. The funding entitles children to 15* free hours per week up to a maximum number of hours each term (normally 165 hours in the Spring Term, 195 in the Summer Term and 210 hours in the Autumn for Term). The funding covers 38 weeks of the school term. Once your child is eligible a form will be given to you for completion each term so that we can claim the funding. To apply for funding, we require a copy the child's Birth Certificate or Passport.

*Hours in excess of the 15 hours per week entitlement must be paid for by the Parent/Carer at the hourly rate above.

Little Herons are also registered to accept 3 years old 30 hours free funding and the 2 year old funding from Somerset County Council for children that are eligible. Further details regarding the eligibility criteria can be provided by Little Herons.

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.
- ***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 year's 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 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 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 2022) 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

- building relationships;
- self-regulation
- managing self.

Physical development

- gross motor control
- fine motor control.

Communication and language

- listening and attention
- understanding
- speaking.

Literacy

- comprehension
- word reading
- writing.

Mathematics

- numbers
- numerical patterns

Understanding the world

- People Culture and Communities
- Past and Present
- The Natural World.

Expressive arts and design

- Being Imaginative and Expressive
- Creating with Materials.

Key person 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 the childcare that 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 our activities.

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 of the children, to

document their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our on-going development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child goes to school.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short, written summary of their child's development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Records of achievement

We keep a record of achievement for each child. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and she/he 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.

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. 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.

Our typical day at Little Herons.

08.40 Continuous provision/fine motor skills activities

09.00 Circle Time/Registration

09.10 Continuous provision/maths

09.30 continuous provision/phonics

10.00 Snack time

11.00 Continuous provision/literacy

11.30 Story time - toilet, wash hands

12.00 LUNCH

12.30 Quiet reading/circle time

13.00 Registration

1.20 Collective worship

1.40 Continuous provision/Understanding the world, expressive arts, PSED, RE

2.50 Story Time, Home time routines

Staffing & Employment

Head Teacher - Helen Morley

Helen is currently Head Teacher of North Curry C of E Primary School and has been since September 2017. She has an Early Years degree and taught in Early Years settings for over 10 years. Helen is the Designated Safeguarding Lead for both the school and the pre-school and also a Paediatric First Aid Certificate. She has a passion for Early Years.

Manager/Early Years Lead - Hayley Wade

Hayley is new to Little Herons this year and is very excited about her new role. She is looking forward to getting to know the children and parents and working together to ensure the children are happy, in a safe and nurturing learning environment. Hayley has been a primary school teacher for 22 years and has 19 years EYFS experience. She is the Designated Deputy Safeguarding Lead for the pre-school and also has a Paediatric First Aid Certificate. Hayley teaches at another school on Fridays, so will be at Little Herons Monday to Thursday, Fridays will be overseen by Hayley and staffed by Carla Fitch/Helen Morley

Reception Teacher - Alex Colling

Alex has taught at North Curry in the EYFS for over 10 years and in September 2021 took over the role as Little Herons Early Years Lead. She also teaches the Reception Class and is the Literacy Subject Co-ordinator. Alex thinks that the Early Years are a magic time and she is looking forward to helping Little Herons to grow!

Teaching Assistant - Rosie Smith

Rosie has completed the Intermediate Level Apprenticeship in Children and Young Peoples Workforce with us in 2014 and has stayed with us ever since. She is a Paediatric First Aider and is trained in Child Protection and Food Hygiene.

Administrator/Teaching Assistant - Carla Fitch

Carla completed her NNEB Level 3 in Child Care, Learning & Development. She then went on to adapt her training completing the Diploma in Health Care Practice, specialising in Neonatal Pathophysiology, Neonatal Special and Transitional Care. She spent 12 years working in a busy

neonatal unit in London. When relocating, she chose Little Herons for her daughter to continue enjoying her early education before she joined her brother at North Curry Primary School.

Little Herons is committed to keeping staff up to date with new issues and continuing their professional development. Attendance at training courses is encouraged.

Parental Involvement

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;
- 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.

Fundraising

All parents/carers are encouraged to join Friends of North Curry School (FONCS) who do a truly magnificent job raising funds for the school and pre-school. All parents/carers are encouraged to be involved as their ideas and help are very much valued in whatever way it can be given.

Fundraising is essential on a regular basis to maintain funds for the benefit of the children.

The Pre-School notice boards can be found in the corridor between the changing rooms and the main room and in the changing room. A variety of things are advertised on these boards, forthcoming events, visits, and other items of interest.

Morning routine/First Day

When arriving at North Curry School in the morning the entrance to Little Herons is the main gate on Portmans. In the morning the gate will be open, you are welcome to wait with your child/children until a member of staff welcomes them into Preschool. Your son/daughter will then walk into Little Herons classroom once all the children are present. Your son/daughter will then put their bags and

coats on their pegs, with help, if needed (all pegs are clearly labeled with a photo and their name). They will put their drinks bottle on the drinks station in the classroom and use our self-registration system.

Your son/daughter will need a packed lunch (unless Hot school dinner is ordered) and a drinks bottle (named). If applicable, they will also need to bring spare nappies/pull ups to cover their session time with us and spare clothing. A healthy snack is supplied by North Curry school free fruit and Vegetable programme.

Settling into the Pre-School

The Staff want the children to feel safe & happy in the absence of their parents, to recognise other adults as a source of authority, to help & develop friendship and to be able to share experiences with their parents afterwards. In order to achieve this, we:

- Encourage parents to visit Little Herons with their children during the weeks before admission.
- 2 hour settling in session (no charge).
- Introduce flexible admission procedures, if appropriate, to meet the needs of individual families and children.
- Make clear to the families from the outset that they will be supported in Little Herons for as long as it takes their child to settle.
- Reassure parents whose children seem to be taking a long time to settle into Little Herons.
- Introduce new families into the group on a staggered basis, e.g. 2 new children a day for a week rather than 10 at once.
- Encourage parents, where appropriate, to separate from their children for brief periods at first.

Children cannot play or learn successfully if they are anxious & unhappy. Little Herons procedures aim to assist parents/carers in helping their children to feel comfortable and to benefit from what it has to offer so that their parents/carers will return to happy children at the end of the session.

Uniform

At Little Herons we want all children to feel part of our family. All Little Herons children will be given a free light blue 'Uniform' polo shirt when starting, embroidered with our heron logo. There is an option to buy further uniform, including hoodies, jumpers and further polo shirts from North Curry School suppliers Mapac (www.mapac.com/education/parents) When you log on, go to search school (North Curry School TA3 6NQ) and scroll down to nursery uniform. We recommend suitable trousers/shorts to be worn E.g. not to wear best clothes when some of our activities can be rather messy - yet fun!

Hot School Meals

Hot school lunches are available to order via parentmail. The cost is £2.60 for a meal. All information is available on the website northcurryschool.co.uk/little-herons-pre-school/ under 'Hot school Meals'.

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.

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.

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 (2020).

On admission of a child to Little Herons, the manager and key person will assess any special educational needs. After the assessment, they will plan a curriculum to suit the child's needs in consultation with their parents/carers.

Little Herons operates a system of observation & record keeping, which in conjunction with parents, enables monitoring of the children's needs and progress on an individual basis.

Little Herons liaise with organisations outside of the pre-school, including Social Services & Health Visitors, to meet a child's specific needs.

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.

Little Herons Policies & Procedures

Policies

Our staff can explain our policies and procedures to you. Copies of which are available on our website.

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.

1.0 Child Protection

- 1.1 Children's Rights and Entitlements
- 1.2 Safeguarding Children, Young People and Vulnerable Adults
- 1.3 Children Looked After
- 1.4 Uncollected Child
- 1.5 Missing Child
- 1.6 Online Safety
- 1.7 Whistleblowing Policy
-

2.0 Suitable people

- 2.1 Employment
- 2.2 Student Placements

3.0 Staff Qualifications, Training, Support and Skills

- 3.1 Induction of Staff, Volunteers and Managers
- 3.2 First Aid

4.0 Key Person

- 4.1 The Role of the Key Person and Settling In
-

5.0 Staff : Child Ratios

- 5.1 Staffing

6.0 Health

- 6.1 Administering Medicines
- 6.2 Managing Children who are Sick, Infectious or with Allergies
- 6.3 Recording and Reporting of Accidents and Incidents
- 6.4 Nappy Changing
- 6.5 Food and Drink
- 6.6 Food Hygiene
- 6.7 Basic Kitchen Opening and Closing Checks
- 6.8 Individual Health Plan

7.0 Managing Behaviour

- 7.1 Achieving Positive Behaviour

8.0 Safety and suitability of premises, environment and equipment

- 8.1 Health and Safety General Standards
- 8.2 Maintaining Children's Safety and Security on Premises
- 8.3 Supervision of Children on Outings and Visits
- 8.4 Risk Assessment
- 8.5 Fire Safety and Emergency Evacuation
- 8.6 Animals in the Setting
- 8.7 No Smoking
- 8.8 Health and Safety Risk Assessment Template
- 8.9 Fire Safety Risk Assessment Template
- 8.10 Emergency Closure
- 8.11 Staff Personal Safety
- 8.12 Equipment and Resources

9.0 Equal Opportunities

- 9.1 Valuing Diversity and Promoting Equality
- 9.2 Supporting Children with Special Educational Needs
- 9.3 Social Wellbeing Audit
- 9.4 Access Audit
- 9.5 British Values

10.0 Records

- 10.1 Early Years Prospectus
- 10.1b Privacy Notice
- 10.2 Consent Forms
- 10.3 Contract, Registration and Booking Forms
- 10.4 Admissions
- 10.5 Fee's Policy
- 10.6 Parental Involvement
- 10.7 Children's Records
- 10.8 Providers Records
- 10.9 Transfer of Records to School
- 10.10 Confidentiality and Client Access to Records
- 10.11 Information Sharing
- 10.12 Working in Partnership with Other Agencies
- 10.13 Making a Complaint
- 10.14 Secure Storage, Handling, Use, Retention & Disposal of Disclosures & Disclosure Information#

Little Herons Pre-School follow all of these Policies & Procedures. For an in-depth look, the file containing them can be found at the Pre-School and upon request a member of staff will be happy to show you. Additionally, all our Policies and Procedures are available to view on our website.

