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Welcome to Heathcot Pre-School and thank you for registering your child with us

We know how important your child is therefore we 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 Heathcot Pre-School, 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.

Mission Statement

All staff at Heathcot pre-school will strive to provide a secure caring environment where our children can access activities and experiences to ensure they develop to their full potential, and where parents/carers feel happy and confident to leave their children.

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
- offer children and their parents a service that promotes equality and values diversity

Parents

Parents are regarded as members of our setting who have full participatory rights which include being respected, valued, involved and kept informed and included at all levels.

Our setting recognises parents as the first and most important educators of their children. All 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
- helping at sessions of the setting
- sharing their own special interests with the children
- helping to provide, make and 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 community activities that the setting takes part in
- building friendships with other parents in the setting

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 parent helpers
- has the chance to join with other children and adults to live, play, work and learn together
- takes 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 see 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 the Early Years Foundation Stage. Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage.

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 the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning

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 from each child to know, and be able to do, by the end of the reception year of their education.

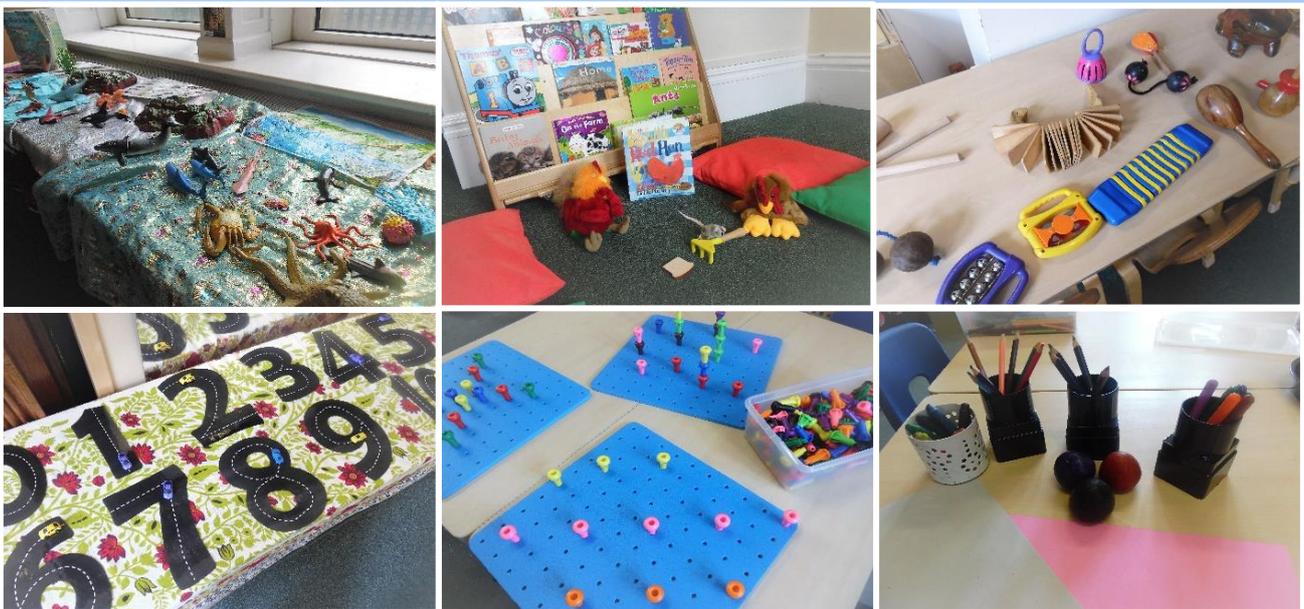
The Development Matters guidance sets out the likely stages of progress a child makes along their learning journey towards the Early Learning Goals. Our setting has regard to these matters when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

3 Prime Areas	Personal, social and emotional development <ul style="list-style-type: none">making relationshipsself-confidence and self-awarenessmanaging feelings and behaviour	Physical development <ul style="list-style-type: none">moving and handlinghealth and self-care	Communication and language <ul style="list-style-type: none">listening and attentionunderstandingspeaking	
	Literacy <ul style="list-style-type: none">readingwriting	Mathematics <ul style="list-style-type: none">numbersshape, space and measure	Understanding the world <ul style="list-style-type: none">people and communitiesthe worldtechnology	Expressive arts and design <ul style="list-style-type: none">exploring and using media and materialsbeing imaginative

Our approach to learning, 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 Development Matters in the Early Years Foundation Stage guidance 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 activities information from 'Development Matters' the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.



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 Development Matters the Early Years Foundation Stage guidance as:

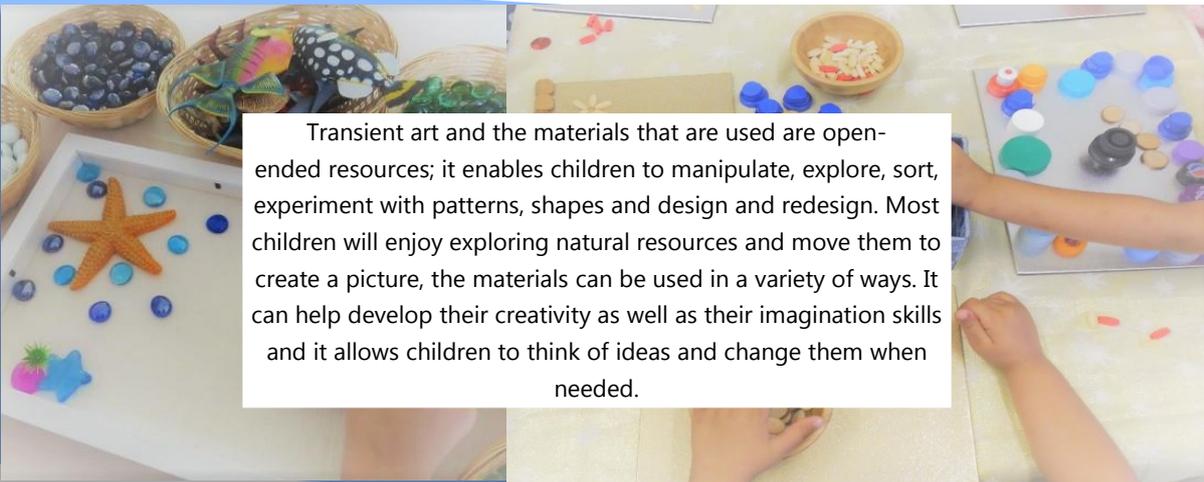
- playing and exploring - engagement
- active learning - motivation
- creating and thinking critically – thinking

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.

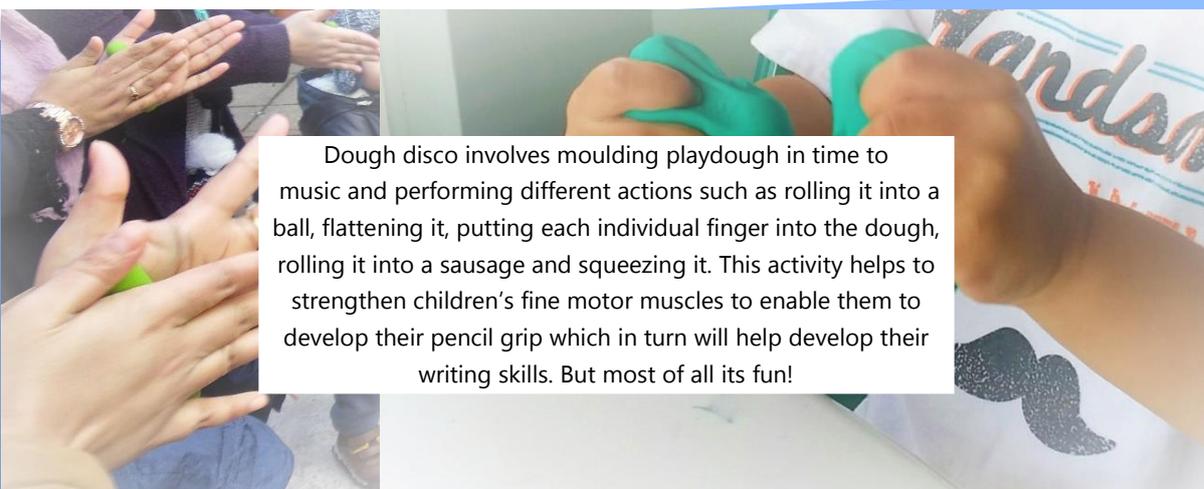
Extra Activities



The Doodle Stick Literacy Programme is an award-winning literacy and handwriting development programme. Research is increasingly proving that linking movement to all areas of learning enhances children's education. This fun, easy to use, kinaesthetic literacy programme has been designed to stimulate children's brains as well as bodies and result in increasing legible writing and literacy skills.



Transient art and the materials that are used are open-ended resources; it enables children to manipulate, explore, sort, experiment with patterns, shapes and design and redesign. Most children will enjoy exploring natural resources and move them to create a picture, the materials can be used in a variety of ways. It can help develop their creativity as well as their imagination skills and it allows children to think of ideas and change them when needed.



Dough disco involves moulding playdough in time to music and performing different actions such as rolling it into a ball, flattening it, putting each individual finger into the dough, rolling it into a sausage and squeezing it. This activity helps to strengthen children's fine motor muscles to enable them to develop their pencil grip which in turn will help develop their writing skills. But most of all its fun!



BLAST works on the underpinning skills for language, communication and literacy – turn taking, discrimination, listening, attention and social communication as well as developing basic language skills both receptively and expressively.



'Talking Table' resulted from work carried out by Fleur Griffiths to improve speaking and listening skills in young children. The table top can be covered in a variety of ways; paper, textured fabric, corrugated card or shiny paper. Pens, crayons or felt tips are placed on the table and props can be put on the table that will interest and stimulate young children. The adult can start off interaction by handling one of the props and drawing whilst talking.

Letter and sounds – phase one falls largely within the communication, language and literacy area of learning in the early years foundation stage. It will support linking sounds and letters in the order in which they occur in words, and naming and sounding the letters of the alphabet.



Assessment and record of achievement



All children have a personal online Learning Journey – Tapestry which records photos, observations and comments, in line with the Early Years Foundation Stage. This builds a record of achievement and experiences during the time your child has been with us. 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. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress on tapestry. We believe that parents know their children best and we ask them to contribute to assessment by sharing information on tapestry 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.

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.

Photographs are used for on-going recording of our curriculum and for children's individual development records or displaying within the setting. If we wished to use any image of your child for training, publicity or marketing purposes, we would always seek your written consent for each image we intend to use, as indicated on our Parental Consent Form.

The progress check

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. The 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. We complete an ASQ-3 progress check on your child from 24 months onwards. We will ask you to be involved in completing the check and will discuss it with you.

The image shows a sample of the ASQ-3 36 Month ASQ-3 Information Summary form. It includes fields for the child's name, ID number, date of birth, date the ASQ was completed, and the administering program/provider. Below these fields is a section titled "1. SCORE AND TRANSFER TOTALS TO CHART BELOW" with instructions on how to score items. A table follows with columns for Area, Cutoff, Total Score, and a grid of circles representing scores from 0 to 60. The table is partially filled with black circles, indicating scores for various areas.

Area	Cutoff	Total Score	0	5	10	15	20	25	30	35	40	45	50	55	60
Communication	30.99		●	●	●	●	●	●	●	●	●	○	○	○	○
Gross Motor	36.99		●	●	●	●	●	●	●	●	●	●	○	○	○
Fine Motor	18.07		●	●	●	●	●	●	●	●	●	○	○	○	○
Problem Solving	30.29		●	●	●	●	●	●	●	●	●	○	○	○	○
Personal Social	35.33		●	●	●	●	●	●	●	●	●	○	○	○	○

The ASQ-3 questionnaire provides a quick look at how children are doing in important areas, such as communication, physical ability, social skills and problem-solving skills. ASQ-3 can help identify your child's strengths as well as any areas where your child might need support.

| *Ages and stages questionnaire® Third Edition (ASQ-3™)*

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 they are particularly responsible for. When your child first starts at the setting, the key person will help your child to settle. Your child's key person will work in partnership with you to keep a record of their progress. To do this you will both 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. You and the key person will then decide on how to help your child to move on to the next stage.

Settling into Pre-school

Before your child starts pre-school, we will invite you and your child to visit the setting. Once the place has been accepted the child's key person will carry out a home visit as part of the settling in procedure. 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. Parents/Carers are expected to stay with their child on the first day. Children are encouraged to attend the shorter sessions at first until they are fully settled into the pre-school routine.

Our staff team:

NAME	JOB TITLE
NUSRAT JAVID	Manager
NIGHAT REHMAT	Supervisor
MAHREEN ASHFAQ	Deputy Supervisor
AISHAH BEGUM	Administrator
SAMAIRA AYUB	Pre-School Practitioner
NITA PATEL	Pre- School Practitioner
NIPA BEGUM	Pre- School Practitioner
AISHA MUNIR	Pre-School Practitioner
SALEMA KHATUN	Pre- School Practitioner
CARLA MARRIOTT	Pre- School Practitioner
SHIRIN AKTAR	Pre- School Practitioner
FATIMA KHATUN	Pre- School Assistant
ARIFA AKHTAR	Trainee Pre- School Assistant
ADEELA AZIZ	Trainee Pre- School Assistant
FAHMIDA KOUSER	Pre-School Support Assistant

We have students in placements here and volunteers are always welcome to help. If any parent would like to volunteer to help in the Pre-school please speak to: Nusrat Javid or Nighat Rehmat.

The management of our setting

The Pre-School is run by a voluntary Management Committee which is composed of parents of children at pre-school, both present and past. This ensures that decision-making is in the hands of the people using the group and living in the local area. The pre-school is a registered charity. We would like more parents on our committee, if you are interested in becoming a member please speak to a member of staff. The committee is responsible for:

- managing the setting's 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
- making sure that the setting works in partnership with the children's parents

The Management committee

NAME	ROLE
YASMIN TOOR	Chair Person and Director of Company
SHER BAZ	Treasurer and Director of Company
FARHAT NAZIR	Secretary
JAVID IQBAL	Committee member and Director of Company
SHAHIDA AKHTER	Committee member
MOHBEEN SHAHID	Committee member
SHAHNAZ AHMED	Committee member

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the staff take part in further training to help them to keep up-to-date with thinking about early years care and education.

The setting also keeps itself up-to-date with best practice in early years care and education, as a member of the Pre-school Learning Alliance, through the Under 5 magazine, Nursery world magazine and publications produced by the Alliance.

The setting holds learning events/workshops for parents. These usually look at how adults can help children to learn and develop in their early years. Pre-school provides resources and activities for parents to carry out at home with their child.

Management Committee contact details:

Telephone: 0161 770 5284

Email: heathcot.centre@googlemail.com



The setting's timetable and routines

At Heathcot we believe that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in 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
- provide children with opportunities to learn and help them to value learning



Play Room 1



Play Room 2



Play Room 3

The session/day

We organise our sessions/days 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. Children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom(s). The setting caters for children's individual needs for rest and quiet activities during the day.

Snacks and dinner time

The normal curriculum includes morning and afternoon snacks for all children. The setting makes snacks and dinner time a social occasion at which children and adults sit together. We plan the menus for snacks so that they provide the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met. For dinnertime we have facilities for storing packed lunches and heating them up when necessary. Packed lunches must be provided by parents as we don't have the facilities to make dinner on the premises, but we are able to store lunches. Parents need to provide a nutritious packed lunch for full day children or children that stay for lunch club.



Opening hours Heathcot Pre-School is open at the following times:

Morning sessions Monday - Friday (08.55 - 11.55am)	Afternoon session Monday - Friday (12.30 - 3.30pm)
Lunch Club Monday - Friday (11.55 - 12.30pm)	Full day Monday - Friday (8.55 - 3.30pm)

We provide care and education for young children from 2-5 years old. Pre-school is open 38 weeks term time only. Pre-school closes for half term holiday, bank holiday and staff training. Parents will be notified of the dates in advance. No charges will be made for the closures.

Free Early Education Entitlement for 2, 3 & 4-year olds

We are registered to provide Free Early Years Entitlement for 3 & 4-year olds. All 3 & 4-year-old children are entitled to 15 hours of Free Early Years Entitlement per week after their third birthday (1st September 1st January or 1st April).

Working parents of three and four-year olds could be eligible for 30 hours of free childcare per week. We are also registered to provide tax free childcare for working parents. Parents will be able to submit an application on Gov.uk or apply by phone to HMRC.

Some 2-year olds are also eligible for 15 hours Free Early Years Education Entitlement. Please contact your nearest children centre or you can go online to check if your child is eligible at www.oldham.gov.uk/2yearolds.

If your child is not entitled, please see our *Fees and Charges information Leaflet*.

Policy and procedures

Our policies help us to make sure we provide high quality service and being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents. A copy of our policies and procedures can be found displayed at the entrance and our staff will be able to explain them to you if required. We will provide you with details of our policies and procedures online or via email. This will outline how we satisfy the requirements of the EYFS in our everyday practice; and we will notify you as and when any changes are made to our policies and procedures.

Termination of contract

The Pre-School reserves the right to terminate the contract for any breach of terms and conditions. If you are ending this Agreement, notice must be given by completing our *Notification of Leaving Date* form. We require two week's written notice to terminate a place or decrease the number of hours or session your child attends. If notice is not given, a charge of one month will be incurred, and your deposit will not be refunded.

Attendance

Regular and punctual attendance is of paramount importance in ensuring that all children have full access to the curriculum. Valuable learning time is lost when children are absent or late and research has shown the negative effect of absence. Children should be at nursery, on time, every day unless the reason for the absence is genuine illness or other unavoidable cause. If a child's attendance is below 80% in any term, parents will be contacted and if no reasonable explanation is given, the preschool reserve the right to terminate the place. If a child is receiving the free nursery place, all attendance may be checked by the local authority and parents may be charged for absences if they are unauthorized or deemed to be an unacceptable reason for absence.

Sickness/General absences

Parents will need to inform pre-school as far in advance as possible of any dates which your child will not be attending. Parents must report any absence before their child's session time by leaving a voice message on **0161 770 5284**. All absences and sickness must be notified to the Pre-School. It should be acknowledged that due to adult/child ratios, fees are charged for childcare places booked on to sessions and therefore the fees must be paid for regardless of whether your child attends the sessions or not.

Dropping and collecting children

Parents must keep us informed who will be collecting their child. If the person who is due to collect a child is not usually responsible for collecting them, we will require a password as staff will not allow your child to leave with anyone who has not been nominated by you beforehand. If we are not reasonably satisfied that the person collecting your child is who we were expecting, we will not release your child into their care until we have checked with you. Children's absence and lateness will affect the pre-school's ability to provide the best learning experiences and disrupt other children in the setting. The pre-school doors will be open for 10 minutes after the official opening and closing time. We will not allow late arrivals after the doors have closed. We expect you to pre-arrange with the pre-school if you will be dropping your child late with a reasonable and valid excuse. Late collection of your child will incur extra costs and will be charged £1 per every 5 minute you are late.

Holidays

Families are allowed to take up to 4 weeks maximum each year for holidays which will be charged at normal weekly fees. Holidays must be booked two weeks in advance with the Pre-School and a *Holiday request Form* will need to be filled in before taking holidays. Please note: You are required to make payment in advance. For children who receive 2, 3 and 4-year-old free entitlement can take holidays up to two weeks. The first two weeks of the holidays will be funded as normal. Additional two weeks may be granted for children with special circumstances for example, children visiting family overseas. For funding to continue for children on holiday for four weeks, parents will have to provide pre-school with a set return date.

Your child will not be able to attend pre-school if they have a temperature, sickness, diarrhoea or a contagious infection/disease on arrival at our setting. We will have to ask you to collect your child if they become unwell whilst in our care, according to our Managing Children who are Sick, Infectious or with Allergies Policy. Parents must immediately inform us if their child is suffering from any contagious disease or has been diagnosed by a medical practitioner with a notifiable disease. For the benefit of other children attending you must not allow your child to attend whilst they are contagious and pose a risk to other children during normal daily activities. In line with government health guidelines children should not come into preschool for a minimum of 48 hours after the last episode of vomiting or diarrhoea has occurred.

We will only administer prescribed medicines if parents complete a '*medicine consent form*'; however, the first dose must be given at home and medicines must not be left on the Pre-School premises overnight. Medication must be clearly labelled with child's name, dosage and any instructions.

Accidents and Emergency treatment

Pre-school reserves the right to administer basic first aid and treatment when necessary. Parents will be informed of all accidents, however minor, and will be required to sign the accident sheets as acknowledgement of being notified. In the event of minor injuries or accidents, we normally inform parents when they collect their child, unless the child is overly upset, or we have concerns about the injury, we will contact the child's parents to collect them.

An ambulance is called for children requiring emergency treatment. In the event of a major accident or injury we will make every effort to contact the child's parents immediately. Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary. Accidents and injuries will be recorded in our accident record book and, where applicable, notified to the Health and Safety Executive, Ofsted and/or local child protection agencies in line with our Recording and Reporting of Accident and Incidents Policy.



Nappies and toilet training

For children not yet using the toilet, it is the parent's responsibility to ensure they have adequate supplies for baby wipes and nappies. If we need to use any of these items from our stocks, you will be charged 50 pence per nappy and 50 pence per day for baby wipes. If requested by the parent/carer, nappy cream will be administered by the staff. Nappy cream must be provided by parents/carers and be clearly labelled with the child's name. For children who are toilet training and can communicate their needs we will assist them with their toileting and hygiene. For more detail, you can speak to your child's key person.



Clothing

We provide protective clothing for the children when they play with messy activities. Every child is encouraged to wear an apron for painting but even with an apron on 'accidents' may still happen. Practical 'inexpensive' clothing is strongly recommended for children attending pre-school.

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. We encourage outdoor play as much as possible. Children should be encouraged to play outdoors in all kinds of weather, as this creates very valuable learning experiences for them. Children are encouraged to explore their environment and learn through experiences. We would appreciate if you dressed your child appropriately so then we can make the most of all weather types.

We cannot be held responsible for any loss or damage to children's property. Every reasonable effort will be made by staff to ensure the children's belongings are not lost or damaged. It is the parent's responsibility to name and clearly label all items of clothing.



Working with Other Professionals

The Pre-School has lots of links with other professionals and local community services. We work closely with local schools, children centres, health visitors, specialist workers, speech therapists, services for children with disabilities, Early Years Additional Needs Service and Social Services. We will always seek your consent where we need to share information about your child with any other professional or agency. However, there may be circumstances where information is shared with other professionals or agencies without parent's consent according to our Information sharing policy.

Equality of opportunity

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

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. Our safeguarding officer is Nusrat Javid.

Additional Educational Needs

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any additional need a child may have. The setting works to the requirements of the 1993 Education Act and Special Educational Needs and Disability Code of Practice 2015. Our Special Educational Needs Co-ordinator is Mahreen Ashfaq.

Complaints, concerns or suggestions

If you have any concerns regarding the services we provide, please discuss them with your child's key person. If these concerns are not resolved to your satisfaction, you can contact Nusrat Javid, the Manager at the premises or by telephone on 0161 770 5284. If you are still not satisfied, then you can contact OFSTED Early Years on 0300 123 1231. Customer satisfaction is paramount, and any concerns/complaints will be dealt with in line with our making a Complaint Policy.

As parents, your opinion is very important to us. If you have any suggestions, concerns or compliments about us, please let us know by dropping a note in the suggestion / feedback box which we have put up in our hallway. We appreciate your feedback and will use it to evaluate changes and make improvements in our setting.



Information we hold about you and your child

We have procedures in place for the recording and sharing of information about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to you and your child.
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 kept up to date.
5. Kept in a form that permits identification of you and your child 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 regarding your data.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. Our staffs are always ready and willing to talk with you about your ideas, views or questions.

