



WELCOME TO TIPTREE PRESCHOOL PLAYGROUP

Supervisor – Bev Dyer

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Tiptree Preschool Playgroup Prospectus

Welcome to our playgroup 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 Tiptree Preschool Playgroup, 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 settings aim 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

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 voluntary managed setting, we also depend on the good will of parents and their involvements to keep going. Membership of the setting carries expectations on you for your 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, as well as volunteer helpers.
- has the chance to join in with other children and adults, to play, work and learn together
- is helped to take forward his/her learning and development by being helped to build on what he/she 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 Outcome (DfE 2013) guidance sets out the likely stages of progress a child makes 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

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Physical development

- Moving and handling
- Health and self-care

Communication and language

- Listening and attention
- Understanding
- Speaking

Literacy

- Reading
- Writing

Mathematics

- Numbers
- Shape, space and measure

Understanding the World

- People and communities
- The World
- Technology

Expressive Art and Design

- Exploring and using media and materials
- Being imaginative

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
- 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 or videos 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 they go on 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 his/her achievements and to work together to provide what your child needs for his/her 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 he/she will collect information about your child's needs, activities, interests and achievements. This information will enable they key person to identify your child's stage of progress. Together, we will then decide on how to help your child 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. We also have volunteers, where possible, to complement these ratios. 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 Staff

The staff who work at our setting are:



Bev Dyer

I am the manager of Tiptree Preschool and Supervisor at Milldene, where I've worked for 16 years. I have completed a Diploma in Preschool Practice, and am the nominated safeguarding officer as well as being trained in first aid. Working with preschool children can be very eventful but is very rewarding.

Susie Threadgold

I'm the deputy supervisor and have worked at preschool for 7 years. I am currently a level 3 but am studying for my degree. Outside work I have 2 boys of my own and help run the Beaver Scouts.





Angela Fitzgerald

I am a level 3 qualified preschool practitioner and I have been working within a preschool since 2010. I have 4 children of my own that all attended Milldene preschool between 1999 and 2010, so I was really pleased to be able to join the Milldene team in 2016. I feel really proud to work in such a fantastic setting with a really wonderful team.

Libby Willis

I am married to Paul with 3 grown up wonderful girls. We have a bouncy/soppy dog called Poppy, rescued from Blue Cross. Being here I have gained my levels 2 and 3 in Preschool practice, which was an honour as I suffer from Dyslexia. Hopefully my love, care and guidance will help your child blossom. I believe that children learn through play and to respect the world they live in.



Karen Lewis

I have been working at the preschool for four years and really enjoy working here. I have an Early Years Foundation Degree and a BTEC Diploma. I have two lovely children of my own who attend St Luke's school. I feel very lucky to be working where I live with such a wonderful group of people.

Catherine Powis

I joined the team at Milldene in 2016 and have only just returned after a year off for maternity for my second son. I am level 3 qualified in childcare and enjoy working with the children, parents, and of course the team.





Julie Read

I've been involved with Milldene since 2004, my two children came here. I've been on the committee twice and project managed the new build in 2014. My involvement with the preschool means I have seen how hard everyone works – all helped by their love for the setting and the children who come through our doors; watching them thrive and grow in confidence and get ready for school is a real privilege.

Claire Ross

I first started at Milldene preschool in 2016 as a school student on work experience. I loved working here so much and had lots of fun. With the support from the staff and children I decided to stay and I became a level 2 Early Years Apprentice. I am now in the final stages of my level 2 and I am hoping to come back and start my level 3 next term.



Ellie Douglas

I have my level 2 in childcare – I gained this at Colchester Institute whilst on placement at Milldene in 2017. I have worked a year at Baynards Preschool as well as a volunteer role at a nursery school. I find working with children fun and rewarding and I am delighted to be back working at Milldene.

Caroline Moore

I have been the coordinator across all 3 settings since 2014 and provide holiday and sickness cover where needed. I completed my Early Years Teacher training last summer. All 3 of my children attended Milldene preschool between 2011 and 2016 so I have first-hand knowledge of what a fantastic preschool it is.



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 committee of the setting where appropriate
- Taking part in events and informal discussions about the activities and curriculum provided by the setting
- Joining in the community activities, in which the setting take part
- Building friendships with other parents in the setting

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 he/she 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, he/she will help your child to settle and throughout your child's first time at the setting, he/she will help your child to benefit from our activities.

The settings 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 our setting are provided in a way that:

- Help each child to feel the he/she 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.

The session

We organise 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 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.

Snack and lunch

We make eating a social time at which children and adults eat together. We plan the menus for snacks 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.

Clothing

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off and putting on outdoor clothes. Clothing that is easy for them to manage will help them to do this. Uniform is also available to purchase and is provided free for any funded two-year olds.

Policies

Our staff can explain our policies and procedures to you. Copies of these are available on www.tiptreepreschool.co.uk. Paper copies of these policies are also available in all settings for you to read at any time.

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 his/her parents.

Our staff and parents work together to adopt the policies and they all have the opportunity to take part in the annual review. This review helps us to make sure that the policies are enabling our settings to provide a quality service for its members.

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 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 the registration form details how we fulfil our obligations with regard to your data.

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 the 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 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 Co-ordinator is Angela Fitzgerald.

The management of our setting

Our setting is a charity and as such is managed by a volunteer management committee – whose members are elected by the parents of the children who attend our settings. The elections take place at our Annual General Meeting. The committee make up the registered person with Ofsted and are responsible for:

- Managing finances
- Employing and managing our staff
- Making sure that we have, and work to, policies that help us to provide a high-quality service and
- Making sure that we work in partnership with parents

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.

Fees

We are a non-profit making organisation (registered charity number 1026184). We rely on prompt payment of fees to cover costs such as staff wages, heating, rents and insurance, with fundraising events throughout the year to pay for additional materials, replacements equipment and toys. Therefore, fees must be paid for each session the child is registered for, regardless of whether or not the child attends.

Our preferred method of payment is BACS.

- Sort Code 20-97-40
- Account number 23783782.

Please include the name of your child as reference and M for Milldene setting.

If your child qualifies for 15 hours funding (either 2 or 3-year-old) this comes into being the term following their relevant birthday. Prior to the start of this term fees must be paid and any accumulated debts before this point are still due.

Fees are currently £4.75 for 2-year olds and £4.50 for 3 and 4-year olds. If you have difficulty paying fees, please speak to the supervisor of the setting as soon as possible as it is likely that there is help available.

Should a debt remain the following steps will be taken:

1. A meeting with the supervisor when a payment plan should be worked out.

If still unpaid, i.e. payment plan ignored then:

2. A letter sent to the child's home address warning of action to be taken, re-detailing payment plan agreed. Any sessions beyond the 15-hour entitlement your child attends will be withdrawn and their places may be offered to other children on the waiting list.

If still unpaid, i.e. letter ignored them:

3. A debt collection agency may be engaged to chase the debt. This step will add 20% to the bill.

If still unpaid, i.e. attempts to contact by agency ignored then:

4. Tiptree Preschool Playgroup will sue for the full amount owed, plus interest at 8% (as defined by court guidelines), costs (including staff time chasing debt) and court fees. (County Court Judgement).

Please do not ignore bills or attempts to communicate with you about unpaid fees.

Starting at our setting

The first days

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. Our policy on the Role of the Key Person and Settling-in is available from the setting supervisor.

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 staff are always ready and willing to talk with you about your ideas, views or questions.

