

**Prospectus**  
**Sandbach Heath (St John's) Playgroup**

Sandbach Heath

Cheshire

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**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 its local community.
- offer children and their parents a service that promotes equality and values diversity.

**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.
- we welcome parent volunteers.
- has the chance to join 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.
- is in a setting in which parents help to shape the service it offers.

**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, the staff will work with you to decide on how to help your child to settle into the setting

**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. Clothing that is easy for them to manage will help them to do this for example jogging bottoms, leggings. Young children find belts difficult to manage. We prefer the children not to wear jewellery in case it gets broken or lost. Please dress your child appropriately for indoor / outdoor play including sensible footwear. As per the EYFS section 3.58 we will ensure that all children have access to the outdoors on a daily basis unless circumstances make this inappropriate such as adverse weather conditions. The decision not to go out will be decided by the team present on the day.

## Parents

In community-based settings that are members of the Pre-school Learning Alliance, whether sessional settings or full day care nurseries, all parents are regarded as members who have full participatory rights. These include a right to be:

- valued and respected
- kept informed
- consulted
- involved
- included at all levels

In community based, voluntary managed settings; we also depend on the good will of parents and their involvement to keep going. Membership of the setting also carries expectations on parents for their support and commitment. This is the basis of the 'mutuality' that characterises a Pre-school Learning Alliance member setting. 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 team at St. John's are always ready and willing to talk with you about your ideas, views or questions.

## Children's development and learning

We have introduced the new Early Years Foundation Stage (EYFS) statutory framework that came into force in September 2021. The revised EYFS 2021 continues to embrace the holistic development of children aged from 0 – 5 years. Your child's development and learning journey with us is guided by the EYFS 2021, and Development Matters 2021 (DfE 2021) The provision we provide reflects the four guiding themes and principles of the Early Years Foundation Stage. These themes are listed below.

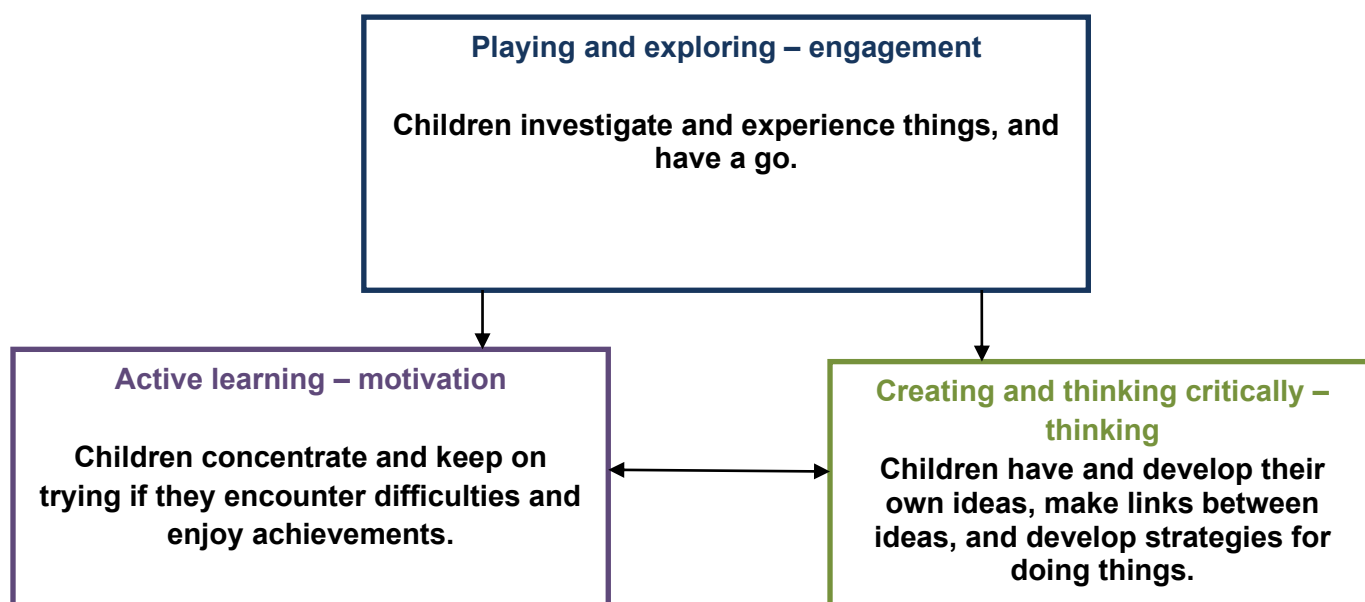
**A Unique Child:** Recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development, inclusion, safety, health and well-being.

**Positive Relationships:** Describe how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. The commitments are focused on respect, partnership with parents, supporting learning: and the role of the key person.

**Enabling Environments:** The environment plays a key role in supporting and extending children's development and learning. The commitments are focused on observation, assessment and planning, support for every child, the learning environment, and the wider context- transitions, continuity, and multi-agency working.

**Learning and Development:** Recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

## Characteristics of Effective Learning



## Development Matters in the Early Years Foundation Stage (2021)

The guidance divides children's learning and development into seven areas of learning and development. These are known as prime and specific areas. For each area, the level of progress children should be expected to have attained by the end of the Early Years Foundation Stage and 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 'Development Matters' guidance sets out the likely stages of progress a child makes along their learning journey towards the early learning goals. The areas of learning and development are divided into two areas, prime and specific.

### PRIME AREAS:

- Personal, social and emotional development.
- Communication and language development.
- Physical development.

### **Communication and language.**

#### *English as an additional language*

*2-3: For young children, the focus will be on active listening, playing with language, vocabulary acquisition and giving children time to process information. We will take note of how individual children sustain attention and whether they need support, through positive relationships and enabling environments, to help them concentrate for longer and take part in positive interactions.*

*3-4: We will be building on previous learning and activities and developing continuing to develop this as the children grow. For example, we will be reading longer books and encouraging the child to tell their own stories, using puppets and small world toys as props.*

### **Personal, social and emotional development.**

*2-3: For this age range, we will focus on learning about emotions, developing an understanding of themselves as an individual, becoming more independent and starting to play with other children.*

*3-4: We will encourage children to develop their independence as they prepare for coping in a busy classroom at school, we will encourage the children to put on their shoes and coat, learn how to do things for themselves. We will be offering activities that will help the children raise awareness of how their emotional responses affect their ability to learn and how they impact on others, our aim with support is to help children to take a breath when they feel overwhelmed and give themselves thinking time.*

### **Physical development**

*2-3: We intend to offer activities that aid, core strength and coordination; gross motor skills; fine motor skills. For our young children, the focus is on developing core strength so the children can balance, move in lots of different ways and strengthen from inside out so they can, for example, sit on a chair without wobbling. This will happen when we give the children opportunities to move in lots of different ways, paint and draw on different surfaces and join in with fun music and movement sessions.*

*3-4: We intend to provide activities that develop core strength and coordination; gross motor skills; fine motor skills. We will provide activities that will promote the following: movement around the setting, dancing to music and exploring the world around the children. As the children develop and encouraging children to move around for at least 3 hours a day.*

### **Literacy**

2-3: We intend to check children's understanding of what is being said to them by: providing activities, stories, songs and rhymes that they are interested so that they are remain engaged, this will afford them with better opportunities to understand what is being said and asked of them. We will offer different resources on a range of surfaces to build core and upper body strength and develop hand-eye coordination to aid mark making.

3-4: We will focus on early phonics skills – not teaching the children to read and write. Some of their small group activities might link to Letters and Sounds phase 1 games – or similar – so they learn listening skills and sound discrimination, reading for reading when they start school.

### **Mathematics**

2-3: As the children begin to notice numbers and use counting words in play, we will introduce more number-based songs and rhymes. The children will be offered other maths activities during exploration of the resources available, and we will give invitations to the children to play, alongside us. We will provide some direct instruction, so they learn new maths vocabulary and experiment with ideas.

3-4: In addition to the children exploring maths through their play, some maths will be directly taught. For example, as practitioners we will show children how to measure sunflowers, notice shapes, compare height or use money in a role play shop.

### **Expressive Arts and Design**

2-3: As the children explore the world using their senses, we will give them opportunities to engage with different types of arts and crafts, this will in turn will build core strength and coordination. The resources and interactions we offer will give the children the ability to express themselves creatively and learn new skills which will help them to explore art, crafts, music, musical instruments, dance, drama, role play, small world play etc.

3-4: The children will be learning about arts, crafts, transient art, being creative, music and movement, musical instruments etc., as an ongoing process throughout their time with us. We will offer exciting activities to the children as are they usually keen to explore new ways of doing things, we will encourage children to make pictures, do some colouring and make models as end products if they have had lots of early experiences in the processes needed to be creative.

### **Understanding the World**

2-3: As our children start to take notice of the environment during outings, they will be encouraged to engage with nature and the natural world, using all their senses. Through conversations we will help the children develop a deeper understanding of the world as they role play in the setting. We will read books and talk to children to help build their vocabulary.

3-4: The children will be learning about the world around them through first-hand exploration and small group activities which will introduce them to new ideas. We understand and will bear in mind that children only know what they know and as part of our provider's job we will teach them new things.

### **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 values children's play and we ensure that there is a mix of both adult led and child led activities for the children to make progress in each of the seven areas of learning and development.

### **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 ask them to contribute to assessment, sharing information about what their children like to do at home and how parents are supporting development.

### **Working together for your children**

In our setting we maintain the ratio of adults to children in the setting that is set though the National Standards for Under 8s Day Care and Childminding. We welcome volunteer parent helpers 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.
- allow the children to explore and be adventurous in safety.

The staff who work at our setting are:

Name	Job Title	Qualifications
Hazel J. Hilton	<p>Manager</p> <p><i>Safeguarding of Children Co-ordinator (SOCCO)</i></p> <p><i>Looked after Children Care Officer</i></p> <p><i>Behaviour Management Officer</i></p> <p><i>Deputy Special Educational Needs Co-ordinator (SENCO)</i></p>	<p>BA First Class (Hons) Degree in Early Childhood Studies</p> <p>Early Years Professional Status (EYPS)</p>
Alana Tudor	<p>Deputy Manager</p> <p><i>Deputy Safeguarding of Children Co-ordinator</i></p> <p><i>Deputy Special Educational Needs Co-ordinator (SENCO)</i></p>	<p>Cache Level 3 Diploma in Childcare and Education</p> <p>BA (Hons) Degree in Education Studies.</p>
Jackie Tudor	<p>Senior</p> <p><i>Two-Year-Old Lead</i></p> <p><i>Special Educational Needs Co-ordinator (SENCO)</i></p>	<p>BA Second Class (Hons) Degree in Early Childhood Studies</p> <p>Early Years Professional Status (EYPS)</p>

## Opening Hours

We are open for	38	Weeks each year.
We are closed	14	Weeks each year
We are open for	5	days each week
The times we are open are	9.00 to 3.00 every day	

We provide care and education for young children between the ages of 2.7 and 4.11 years old.

## Session Format

	9am-12 midday		12 midday – 3pm
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

## How parents take part in the setting

As a member of the Pre-school Learning Alliance, our setting recognises parents as the first and most important educators of their children. All of the staff work in partnership 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 committee management of the setting.
- 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.
- building friendships with other parents in the setting.

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

## **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 the care and education 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.

### **Key person:**

Your child's key person will work with you to ensure we provide the best holistic care for your child.

## **Learning opportunities for adults**

As well as gaining qualifications in early years care and education, the setting staff take part in continual professional development to help them to keep up to date with current thinking about early years child care and education.

## **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 session 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.

## **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 environment.

## **Snacks and meals**

The setting makes snacks and meals a social time at which children and adults eat together. We only serve healthy, sugar free food, with a choice of milk or water. Do tell us about your child's dietary needs and we will make sure that these are met.

## **Policies**

A list of the setting's policies and procedures are available on request and can be accessed online via our web page.

The setting's policies help us to make sure that the service provided by the 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.

The staff and parents committee and committee members work together to adapt the policies and we review them annually. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

### **Special 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 special needs a child may have.

The setting works to the requirements of the Education Act (1993) and The Special Educational Needs Code of Practice (2000).

Our Safeguarding and Special Educational Needs Co-ordinator is: Hazel Hilton

### **The management of our setting**

The setting is managed by a manager and a parent management committee - whose members are elected by the parents of the children who attend the setting. The elections take place at our Annual General Meeting. 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.

### **Our committee.**

<b>Chairperson</b>	<b>Martin Douglas</b>
<b>Treasurer</b>	<b>Justine Clack</b>
<b>Safeguarding Lead/Person responsible to OFSTED</b>	<b>Helen Brumby</b>
<b>Secretary and Fundraising</b>	<b>Charlotte Edwards</b>
<b>Committee Member</b>	<b>Ben Worsley</b>
<b>Committee Member</b>	<b>Liz Cockram</b>
<b>Committee Member</b>	<b>Sophie Douglas</b>

### **AGM**

The Annual General Meeting is open to the parents of children who attend the 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 registered to receive the Free Early Education Entitlement (FEEE) which is available to all children over the age of 3 and covers the cost of 15 hours of education per week during term time (the term after a child's third birthday) (30 hours where applicable). We also offer 30 hours where applicable to children from the age 2 years and 6 months. All funded hours are subject to



availability We will be happy to provide more information on FEEE funding when you visit or call the playgroup setting. We are registered with Cheshire East Council to provide two-year-old disadvantaged funded places, if you require information concerning this funding please ask the manager for details on how to apply.

**The fees** are: **£7.00** an hour payable termly in advance for children **aged 2-3 years old**.

**The fees** are: **£5.50** an hour payable termly in advance for children **aged 3+ years old**

***(Fees are subject to change; contact the playgroup manager for details).***

**Fees** must still be paid if children are absent without notice for a short period of time. If your child will be absent over a long period of time, talk to Martin Douglas who is the committee chairperson, or Hazel Hilton who is the manager. For your child to keep her/his place at the setting, you must pay the fees in advance. The fees will be due on your child's first day at playgroup at the beginning of each term. Failure to pay on the due date may lead to your child's place being withdrawn. Fees may be paid in instalments with the express permission from the manager and chairperson. We are in receipt of nursery education funding for the term after the child's 3<sup>rd</sup> birthday; where funding is not received, then fees apply. Any additional sessions you may take will be charged one month in arrears and must be paid promptly upon receiving an invoice. Any late payments will have a 2% interest charge applied above our banks base rate for every day this is overdue, and a £25.00 administration fee applied.

### **Late collection**

Additional fees are payable if you are late collecting your child. A fee of £6 per every 15 minutes applies.

### **Late payments**

Any late payments will have a 2% interest charge applied above our banks base rate for every day this is overdue, and a £25.00 administration fee applied.

### **Intake Age:**

The term before a child's third birthday. Please note that school year children and special circumstances take priority over children under 3 years of age.

### **Holidays and Bank Holidays**

- There is no charge for bank holidays or when the playgroup is closed.