

## Halling Community Pre-school Prospectus

Halling Community Pre-School  
 Owned by Koala Moon Pre-Schools Ltd (Consisting of Five Wents Pre-School & Halling Community Pre-School)  
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 Ofsted URN:2800018  
 Insured by: Michael Morton

Welcome to Halling Community Pre-School and thank you for interest in registering your child with us.

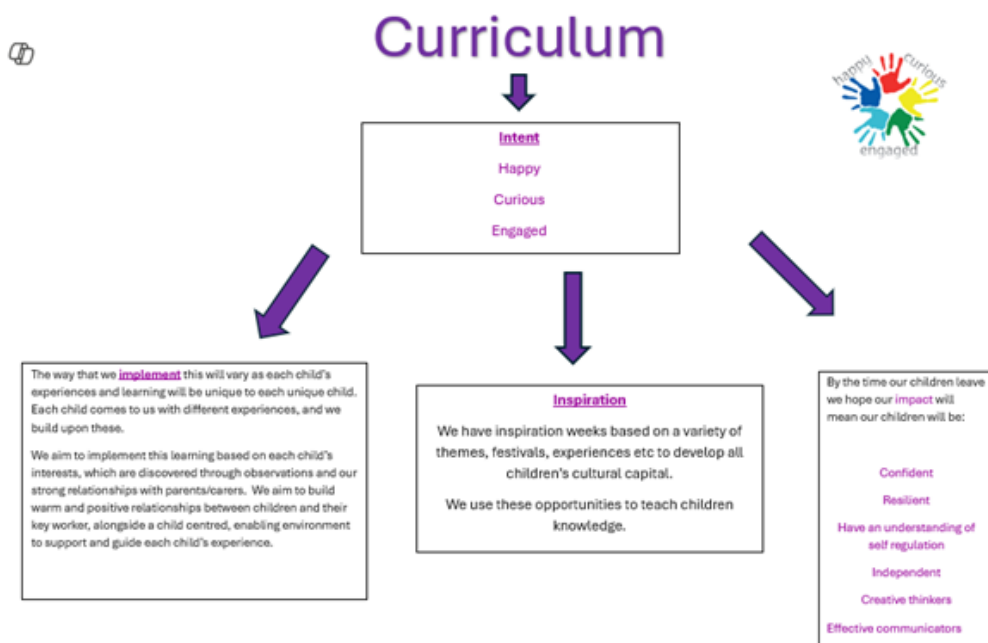
We know how important your child is and aim to deliver the highest quality of education and care to help them to achieve their best.

This document aims to provide you with an introduction to Halling Community 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. This should be read alongside our Childcare and Early Education Terms and Conditions for a full description of our services.

Our current opening hours are:

Monday – Friday 9:15 – 12:15pm or 9-2:30pm

**Our curriculum statement is:**



## Our setting aims to:

- create an environment where children feel safe, secure and happy;
- provide a curriculum that meets the needs of all of our children;
- offer experiences of awe and wonder of the world in which we live to our children;
- give essential knowledge that children need to prepare them for their future success;
- ensure all children make progress in their learning and development in readiness for their next step;
- 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.

- Our *intent* is for our children to be:

*Happy  
Engaged  
Curious*

- *The way that we **implement** this will vary as each child's experiences and learning will be unique to each unique child. Each child comes to us with different experiences and we build upon these. We aim to implement this learning based on each child's interests, which are discovered through observations and our strong relationships with parents/carers. We aim to build warm and positive relationships between children and their key worker, alongside a child centred, enabling environment to support and guide each child's experience.*
- *By the time our children leave we hope our **impact** will mean our children will be:*

*Confident  
Resilient  
Have an understanding of self regulation  
Independent  
Creative thinkers  
Effective communicators*

## 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

## **Children's development and learning**

We aim to ensure that each child:

- is in a safe and stimulating environment
- has a named key person who makes sure each child makes satisfying progress and is your link to our setting
- 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
- is in a setting that sees parents as partners in helping each child to learn and develop
- is in a setting in which parents help to shape the service it offers

### *The Early Years Foundation Stage*

Provision for the development and learning of children from birth to five 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 2023):

- *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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between educators, parents and/or carers.

- *Learning and Development*

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

## **How we provide for learning and development**

*Policies & Procedures for the EYFS 2023* (Early Years Alliance 2023)

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 Learning and Development 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.

We refer to non-statutory curriculum guidance to support our professional judgment as we assess each child's progress and level of development as they progress towards the Early Learning Goals. We have regard to these when we assess children and plan for their learning by creating a curriculum that is ambitious and meets every child's needs. Our educational programmes support children to develop the knowledge, skills and understanding they need for:

*Personal, social and emotional development*

- self-regulation
- managing self
- building relationships

*Physical development*

- gross motor skills
- fine motor skills

*Communication and language*

- listening, attention and understanding
- speaking

*Policies & Procedures for the EYFS 2023 (Early Years Alliance 2023)*

### *Literacy*

- comprehension
- word reading
- writing

### *Mathematics*

- number
- numerical patterns

### *Understanding the world*

- past and present
- people, culture and communities
- the natural world

### *Expressive arts and design*

- creating with materials
- being imaginative and expressive

## **Our approach to learning and development and assessment**

We encourage learners to be curious and creative. Through exploring the children's own curiosities and interests can lead to a greater understanding and desire to learn. Our philosophy ensures children are highly focussed, engaged, resilient problem solvers.

We use the Development Matters to build on to decide what we intend our children to learn and develop. We choose how to implement the curriculum so that all children make progress in the seven areas of learning. We evaluate the impact of the curriculum by checking what they children know and can do. Our aim is to develop, consolidate and deepen their knowledge and understanding to prepare them for their next stage. We use the curriculum to enhance the experience and opportunities that are available to our children, as well as being guided by their own interests.

We want all of our children to leave us being able to speak with confidence and fluency, which will ensure that have strong foundations for future learning, in particular to become a fluent reader. We follow the 'Letters and Sounds' document and mainly focus on embedding Phase 1 phonics and moving onto Phase 2 phonics, if appropriate.

We promote, through play and role – modelling, high levels of respect and confidence. At Halling Community Pre-School we aim for our children to be able to confidently demonstrate their understanding of

behaviour rules. We encourage children to reflect upon their feelings and develop their ability to self regulate.

We believe that a rich set of experiences will promote understanding of people, families and communities. We encourage children to reflect on differences to understand that makes them unique.

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. Our 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 engages with learning and being clear about what we can do and provide to support each child to remain an effective and motivated learner.

### *Assessment*

We assess how young children are learning and developing by observing them. We use information that we gain from observations of the children, to understand 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 observations. These help us to build a picture of a child's progress during their time with us and form part of children's learning journeys. We undertake these assessment summaries at regular intervals, as well as at times of transition, such as when a child moves into a different group or 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 observations carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

## **Learning journeys**

We keep a learning journey for each child. Your child's learning journey 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 progress. Together, we will then decide on how to further support your child's learning and development.

## **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 volunteer parent helpers, 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
- allow the children to explore and be adventurous in safety

The staff who work at our setting are:

Name	Job Title	Qualifications
Sasha Tadman	Director of Koala Moon Pre-Schools Ltd (comprising of Halling Community Pre-School & Five Wents Pre-School)  Leadership Team  Senco  Designated Safeguarding Lead  Paediatric First Aider Emergency First Aider at work (EFAW)	BA (HONS) in Primary Education with QTS  Currently undertaking National Professional Qualification in Early Years Leadership
Lorna Johnson	Leadership Team  Early Years Educator  Paediatric First Aider	NVQ Early Years Care and Education Level 3
Julie Vince	Early Years Educator  Deputy Designated Safeguarding Lead  Paediatric First Aider	CACHE Level 3 NVQ in Children's Care, Learning and Development
Claire Stoddart	Early Years Educator Paediatric First Aider Emergency First Aider at work (EFAW)	Currently undertaking Level 3 Diploma for the Children and Young People's Workforce (Early Years Educator)
Kate Alicia Aslett	Early Years Educator	Level 3 NVQ in Children's care, learning and development
Katie Murphy	Bank staff Early Years Educator	Level 3 Diploma for the children and young people's workforce
Kyra Rossini	Bank staff Early Years Educator	Early Years Professional Status

### How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All our staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff
- contributing to the progress check at age two
- helping at sessions of the setting
- sharing their own special interests with the children
- helping to provide and look after the equipment and materials used in the children's play activities

- being part of the management of the setting, where appropriate
- taking part in events and informal discussions about the activities and curriculum provided by the setting
- joining in community activities, in which the setting takes part
- building friendships with other parents in the setting

### **Joining in**

Parents can also 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/me.

### **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 and early education 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.

### **Learning opportunities for adults**

As well as gaining relevant qualifications, our staff take part in further training to help them to keep up-to-date with thinking about early years care and education. We also keep up-to-date with best practice, as a member of the Early Years Alliance, through *Under 5* magazine and other publications produced by the Alliance. The current copy of *Under 5* is available for you to read. Occasionally, we hold learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

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

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in our 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 all areas of learning and development, including their health 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(s).  
*Policies & Procedures for the EYFS 2023 (Early Years Alliance 2023)*

## **Snacks**

We make snacks 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, particularly any known allergies or food intolerance 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.

## **Policies**

Our staff can explain our policies and procedures to you. Copies of which will be available on our website (under construction).

Our policies help us to make sure that the service we provide is of high quality and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

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

## **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 [I/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



For your child to keep her/his place at our setting, you must pay the fees. We are in receipt of nursery education funding for two, three and four year olds; where funding is not received, then fees apply.

## **Funding**

All children are entitled to 15 hours of funding (Universal), from Medway Council, the term after their third birthday. Some of you may also be eligible to access 30 hours of funding (Extended), which you can split this between providers. To keep their 15 or 30 hours childcare place parents will need to check their details are up to date every three months.

Please see the information below:

<https://www.gov.uk/30-hours-free-childcare>

Funding can be claimed at 3 times during the year: September, January and April. If your child has turned 3 before the 1<sup>st</sup> April and is now eligible for funded hours, please complete and return the 3/4 year old funding form attached. If your child has previously claimed this funding, I will be asking you to sign your funding form again at the beginning of term.

<b>A child born between:</b>	
1 April - 31 August (inclusive)	The start of term 1 following their third birthday (after summer holidays) until statutory school age.
1 September - 31 December (inclusive)	The start of term 3 following their third birthday (after Christmas/New Year holiday) until statutory school age.
1 January - 31 March (inclusive)	The start of term 5 following their third birthday (after April holiday) until statutory school age.

## **Working Parents entitlement**

Starting from April 2024, existing childcare support will be expanded in phases. By September 2025, most working families with children under the age of 5 will be entitled to 30 hours of childcare support.

From **April 2024**, eligible working parents of 2-year-olds will be able to apply for 15 hours childcare support.

From **September 2024**, 15 hours childcare support will be extended to eligible working parents of children from the age of 9 months to 3-year-olds.

From **September 2025**, eligible working parents of children aged 9 months to the age of 5 will be entitled to 30 hours of childcare a week.

Families can sign up for more details about the upcoming expansion from April 2024, as well as how and when to register for support with childcare costs on the [Childcare Choices website](#)

A child can start their childcare place the term after they are eligible and have received a valid eligibility code, **whichever is later**. Term start dates are 1 September, 1 January and 1 April.

To keep their 15 or 30 hours childcare place parents will need to check their details are up to date every three months.

Some families of 2 year olds may also be entitled to free early education; again this is based on your family circumstances. If you are eligible, please speak to me and give me your code (Please note, I have been

advised by Medway Council that you will need to show me your confirmation email). Attached to this is the '2 Year Old Parent Declaration', this will need to be completed and returned to me in order to claim your funded hours. Please visit here:

<https://www.gov.uk/help-with-childcare-costs/free-childcare-2-year-olds>

You can also pay in Childcare Vouchers from your employer, please email me asap so I can set up an account with the supplier your employer uses. For new users, this system is changing on 4<sup>th</sup> October 2018 to Tax-free childcare; I have also signed up to this scheme, please visit here for more information:

<https://www.gov.uk/help-with-childcare-costs/childcare-vouchers>

[Tax-Free Childcare - GOV.UK \(www.gov.uk\)](https://www.gov.uk/help-with-childcare-costs/childcare-vouchers)

We also ask for a termly voluntary contribution to contribute towards snacks, craft activities and sand etc.

## **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 can be found on our website (currently under construction).

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 to respond to any questions.