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**Childcare   
Provision**

**Policy**

Setting Manager: Jane Johnson

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Policy Approved by: Aston-on-Trent Pre-School Committee Date: March 2024

Policy reviewed by: Date:

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Policy reviewed by: Date:

**Childcare Provision Policy:**

Welcome to Aston-on-Trent Pre-school and thank you for registering your child with us.

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

This document aims to provide you with an introduction to Aston-on-Trent 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 Terms and Conditions* for a full description of our services.

**Our setting aims to:**

* provide high quality care and education for children.
* 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.
* Babies and young children need to form a secure attachment to their key person when they join the setting to feel safe, happy and eager to participate and learn. It is their *entitlement* to be settled comfortably into a new environment.
* The needs of part-time children are considered.
* There is a procedure for when children do not settle and for prolonged absences.
* Introductions and induction of the parent is carried out before children start.
* Prime times of the day make the very best of routine opportunities to promote ‘tuning-in’ to the child emotionally and create opportunities for learning. We actively promote British values, inclusion, equality of opportunity and the valuing of 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

**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.

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.

**Older Children (2-5 years)**

To feel securely settled and ready to learn, children from two to five years old need to form attachments with adults who care for them, primarily to a key person, but with other adults and children too. In this way children feel part of a community of learners; they can contribute to that community and receive from it. The three-stage model is applicable, but with some differences in the procedures for children moving up into the next group and for older children.

**Arrivals and Departures**

* As Pre-school is run from a shared building, we have a 2-stage process for admitting children and parents into the setting.
* The main outside doors are unlocked and opened by Pre-school Manager or the Deputy Manager only.
* The Business Manager, or another member of staff will manage the flow of children through the secondary gate inside the building and into the Pre-school Hall.
* Children are signed in by staff members via registers, parents do not physically sign their children into the setting.
* Doors onto the garden are open throughout the day, weather dependant.
* Children in the garden are always supervised by a member of staff.
* Pick-up is managed by Pre-school Manager or the Deputy Manager only. Children are only permitted to leave with a parent or an agreed carer. Pre-school manages a list of pre-agreed carers who can collect each child. There is a password given for any new additions to this list, until the carer becomes known to Pre-school staff.
* Staff access and leave the building by the front entrance ONLY.
* The inside hall door is locked only at the top so that all staff can lock and unlock this as required. It must always be locked behind you when you enter or leave the room.

**Children's development and learning**

We aim to ensure that each child:

* is in a safe and stimulating environment.
* is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers.
* has the chance to join in with other children and adults to live, play, work and learn together.
* is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do.
* has a personal key person who makes sure each child makes satisfying progress.
* is in a setting that sees parents as partners in helping each child to learn and develop.
* 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 *Early Years Foundation Stage* *Statutory Framework* (DfE updated 2024):

* *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 practitioners, 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**

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. Our practice aims for all our children are safe, happy, and eager to participate and to learn.

*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 judgement 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
* understanding emotions
* sense of self
* making relationships

*Physical development*

* gross motor skills
* moving and handling
* health and self care
* fine motor skills

*Communication and language*

* listening, attention and understanding
* speaking

*Literacy*

* reading
* writing
* comprehension
* word reading
* writing

*Mathematics*

*Understanding the world*

* past and present
* people, culture and communities
* the natural world
* the world
* people and communities
* technology

*Expressive arts and design*

* creating with materials
* being imaginative and expressive

**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 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 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 may 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 records of achievement/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.

Please see *Progress Check at Age 2 Policy* for further information.

**Records of achievement/learning journeys**

We keep a record of achievement/learning journey for each child on Tapestry. Your child's record of achievement/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.

All details about our staff and opening times can be found on our website:

<https://www.astonpreschoolderby.com>

**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

**Key person and your child**

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare that we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from our activities.

**Learning opportunities for adults**

As well as gaining childcare 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. 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).

**Snacks and meals**

We make snacks and meals a social time at which children and adults eat together. We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. Any known allergies or food intolerances are planned for.

**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 are available on our website: [www.astonpreschoolderby.com/policies](http://www.astonpreschoolderby.com/policies)

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.

**Positive Behaviour Management Approach**

Please refer to our *Behaviour* Policy.

**Information we hold about you and your child**

Please refer to our *GDPR* Policies.

**Safeguarding Children**

Please refer to our *Child Protection/Safeguarding* Policies.

**Special educational needs**

For any children with additional needs or requirements, please refer to our *SEND* Policy.

Our Special Educational Needs Coordinator is Kym Reeves.

**Waiting List and Admissions**

Please read our Admissions Policy and Equality and Diversity Policy for more information.

**Fees**

Please refer to our *Charging* Policy.

**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 setting. The elections take place at our Annual General Meeting. The committee make up the registered person with Ofsted and are responsible for:

* managing our finances
* employing and managing our staff
* making sure that we have, and work to, policies that help us to provide a high-quality service
* 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.

**Childcare Practice Objectives:**

* Babies and young children need to form a secure attachment to their key person when they join the setting to feel safe, happy and eager to participate and learn. It is their *entitlement* to be settled comfortably into a new environment.
* The needs of part-time children are considered.
* There is a procedure for when children do not settle and for prolonged absences.
* Introductions and induction of the parent is carried out before children start.
* *Prime times* of the day make the very best of routine opportunities to promote ‘tuning-in’ to the child emotionally and create opportunities for learning. We actively promote British values, inclusion, equality of opportunity and the valuing of diversity.
* We operate a positive behaviour management approach. Behaviour management procedures cover how staff should respond to all aspects of behaviour, including children who exhibit challenging behaviour towards other children. These procedures build on the Early Years Alliance’s approach to learning based on three key statements.
  + 1. Learning is a lifelong process, which enables children and adults to contribute to and shape their world.
    2. We want the curriculum we provide to help children to learn to:
* be confident and independent
* be aware of and responsive to their feelings
* make caring and thoughtful relationships with other people
* become increasingly excited by, interested in, and knowledgeable and questioning about the world around them.
  + 1. We provide a wide range of interesting child-chosen and adult-initiated activities which:
* give children opportunities to use all their senses
* help children of different ages and stages to play together
* help children be the directors of their own learning
* help children develop an inquiring and questioning attitude to the world around them

**Funded places – free entitlement**

All 3- and 4-year-olds in England are entitled to 15 hours free childcare each week for 38 weeks of the year, the term after they turn 3 years old.

You can now enquire via [www.childcarechoices.com](http://www.childcarechoices.com) to see if you are eligible for 30 hours funding for 3 & 4 years old and 15 hours funding for 2yr olds, this is only available for eligible working families.

Some eligible 2 year olds are also entitled to 15 hours funding that are in receipt of some additional forms of government support.

Funded places are offered in accordance with national and local codes of practice and adherence to the relevant Provider Agreement/Contract with the local authority.

# Legal References

Special Educational Needs and Disability Act 2001

Special Educational Needs and Disability Code of Practice (DfE and DHSC 2014)

Equality Act 2010

Childcare Act 2006