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URN – 101673

Charity Number – 900465

## Prospectus

We are pleased to welcome you to Painswick Playgroup and hope that you and your child enjoy your time with us.

This pack has been put together to give you some useful information about our setting which will hopefully make the initial days with us easier for both you and your child. Although it may look a little daunting, we have tried to include all the information we think you'll need, but please do not hesitate to ask if you have any other queries.

Welcome to Painswick Playgroup and thank you for registering your child with us.

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

This prospectus aims to provide you with an introduction to Painswick Playgroup, our routines, our approach to support 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 Terms and Conditions for a full description of our services.

**Our setting aims to:**

- Provide high quality care and education for children below statutory school age
- Work in partnership with parents to help children 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

**Staffing**

We have five members of staff who have worked together for many years, thus ensuring experience, good team work, communication and continuity for your child. They are:

Sarah Taylor - one of our joint Play leaders who has an NVQ 3 in Children's Care, Learning and Development.

Sharron Andrews - our other joint Play leader who has a CACHE Level 3 certificate in Continuous Professional Development to work with Children and Young People.

Caroline Gardiner - our deputy who has a Level 3 Diploma for the Children and Young Peoples Workforce.

Sarah Slinger - one of our Play Assistants who has a Level 3 certificate in the Children and Young Peoples Workforce.

Rachel Hinds – our other Play Assistant has a Level 2 qualification in the Children and Young Peoples Workforce.

All staff have undertaken Child Protection, Paediatric First Aid, Female Genital Mutilation & Prevent Duty training, and Sarah T and Sharron are the settings Special Educational Needs and Disabilities co-ordinators. Staff have weekly team meetings, contribute to planning to ensure each child's needs are fully met, and make sure adult/child ratios are always met.

**Key Workers**

Painswick Playgroup uses a Key Worker approach. This means that each member of staff has a group of children for whom they are particularly responsible. Your child's key worker will be the one who works with you to make sure the childcare we provide is right for your child's particular needs and interests. When your child first starts at our setting, they will help your child settle, and will help your child benefit from the activities we provide during their time with us.

## **Early Years Foundation Stage (EYFS)**

Provision for the development and learning of children from birth to five years is guided by the Early Years Foundation Stage. Painswick Playgroup reflects the four overarching principles of the Statutory Framework for the EYFS (DfE 2014):

- **A unique child**  
Every child is a unique child 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 the early year's provision, including child with special educational needs and disabilities.

Children start to learn about the world around them from the moment they're born. The care and education offered by our setting helps your child to continue to do this by providing all of the children with activities that are interesting and appropriate for their age and stage of development.

The areas of Development Matters and Learning comprise the following:

### **Prime Areas**

- Personal, Social and Emotional Development (PSED)
  - Making relationships
  - Self-confidence and self-awareness
  - Managing feelings and behaviour
- Physical Development (PD)
  - Moving and Handling
  - Health and self-care
- Communication and language (CL)
  - Listening and attention
  - Understanding
  - Speaking

### **Specific Areas**

- Literacy (L)
  - Reading
  - Writing

- Mathematics (M)
  - Numbers
  - Shape, space and measure
- Understanding the world (UW)
  - People and communities
  - The world
  - Technology
- Expressive Arts and Design (EAD)
  - Exploring and using media and materials
  - Being imaginative

### **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 EYFS as:

- Playing and exploring – engagement
- Active learning – motivation
- Creating and thinking critically – thinking

### **Observations and Assessments**

In order to help your child make progress, staff continually try to get to know them better. We do regular observations and assessments on all children and monitor their development in several different ways:

- **Progress check at age 2**  
At some stage between the ages of two and three years of age, a written summary of how your child is progressing will be done against the 3 Prime Areas of learning (see page 3). If your child has attended, or continues to attend another setting before starting with us, that setting will have already done this check.
- **Tracking Observations**  
These are carried out twice a year and involve your child's key worker tracking them at activities they play with over a ten minute period. A written observation is done at the same time which will include any interaction or conversation with others that occurs. A copy of this is then taken and given to you, with the original going in your child's folder as evidence of learning.
- **Summative Development**  
This is a more in-depth assessment that is done half way through the academic year. It covers all seven areas of learning and gives a clearer indication of how each child is developing. Your child's key worker will then give a 'best fit' judgement as to where they think your child is age wise within the Development Matters. A next step is then ascertained so that your child continues to develop as they should be.

- **Cohort tracking**

Cohort tracking is a fairly new concept in Early Years settings. Information is gathered from observations and assessments and put into a programme which then shows how each child is developing. This gives a good indication of who, if anyone, needs extra support or extending.

- **Transition Records**

These are the most in depth assessments the setting does and they are done in term before your child is due to start school. They are then passed on to the school your child will be attending. This gives their teachers the vital information necessary for them to continue their learning.

### **Records of Achievement**

These are the ways in which the evidence of your child's learning are collected and kept.

- **Learning Journals**

Photographs and examples of your child's work are kept in these journals. The children supply all the work that goes into them and sometimes help put them together. All work is then linked in with the Development Matters codes as evidence of your child's development. You and your child are welcome to look at them when you like, and they will be given to your child as a keepsake when they leave Playgroup.

- **Development matters**

Each member of staff has a copy of the Development Matters. When they observe a child achieving something from this they can then tick and date that area as evidence that the child is progressing. This will not always just be one of their key children, all children are observed all the time and information is shared between staff.

### **Partnership with Parents/carers**

Painswick Playgroup recognises parents/carers as the first and most important educators of their children. All of our staff see themselves as extensions of parents/carers in providing care and education for their children in a safe and stimulating environment. There are many ways in which you take part in making our setting a welcoming place for your child:

- Exchanging knowledge about your child's needs, activities, interests and progress with staff
- Contributing to any relevant assessments
- Sharing your own interests and family customs
- Helping to look after the equipment and materials used
- Being part of the management of the setting where appropriate
- Taking part in fundraising events and informal discussions about the activities the setting provides
- Building friendships with other parents/carers

- Writing in your child's diary and sharing the diary with any other setting your child attends as a means of sharing information
- Filling in a yearly questionnaire

### **Stay and play sessions**

Any parent/carer is welcome to do a 'stay and play' session during the times their child attends. It's a fantastic opportunity to see how the sessions are structured and run, and to see how your child plays and who they interact with. There is always a blank rota in the lobby so if at any time you'd like to sign up, just put your name down and let us know. We do ask that you let us know if you'll have a sibling with you as we need to make sure our adult to child ratios are not affected.

### **Session breakdown**

Daily sessions are structured as follows (times are approximate):

- 08:50 – doors open
- 09:05 – register
- 09:10 – play (to include free flow into the garden)
- 09:50 – tidy up and circle time
- 10:10 – snack time and choosing activities
- 10:25 – story time
- 10:35 – play (to include free flow into the garden)
- 11:20 – tidy up then play on the school playground/field (weather permitting)
- 12:00 – lunch
- 12:30 – afternoon register
- 12:35 – play (to include free flow into the garden)
- 14:50 – tidy up
- 15:00 – snack time
- 15:15 – story and singing
- 15:30 – home time (15:00 on a Friday)

Parents/carers are requested to sign their children in/out each time their child attends. If you ever need an ad hoc session, please speak to a member of staff as we will ascertain if there is space on the day you require. All ad hoc sessions are to be paid for on the day and cannot be off set against government vouchers.

### **Policies**

All of our policies are in a folder and kept in the lobby. You are welcome to look at them at any time, and staff will happily copy you one should you require one. Policies are reviewed annually by Sarah T and Sharron and then signed off by our chair person.

### **Special Educational Needs and Disabilities (SEND)**

Painswick Playgroup works in line with current legislation including the EYFS and SEND code of practice. We have two designated SEND co-ordinators (see page 2) who are available to discuss any concerns you may have regarding your child. We have experience in working with many outside agencies and attend regular training updates, meetings and forums.

### **Management Committee**

Painswick Playgroup are a voluntary committee led setting. We have termly meetings to which parents/carers are also invited and our two play leaders also attend. The meetings are held in the Playgroup building but can be held at a committee members house should the need arise. They are held in the evenings and generally only last for an hour or so. If you would like to join the committee, please speak to a member of staff who can give you details of the next meeting where you can be voted on.

Our AGM usually takes place in September alongside a 'meet and greet' for new parents/carers. This provides the perfect opportunity for the new committee to chat to the outgoing one and ask any questions they may have.

### **Fees**

Painswick Playgroup is a charity that makes no profit and all income received from either fees or fundraising is retained by the setting to cover staff wages, maintenance and purchase of equipment and for building maintenance. The prompt payment of fees is vital to help Playgroup meet its financial obligations. Please see our terms and conditions for more in depth information regarding fees and payments.

### **Fee rates as of September 2018**

We offer both the 15 hours free, and 30 hours government funded childcare for eligible children over the age of three. Fee rates are as follows:

<b>Age at beginning of term</b>	<b>Fee</b>
2 years 9 months	£13.50 per three hour session (£4.50 per hour)
3 and 4 years	£4 per hour above the 15 hours free entitlement
Lunch club	£2 per session

Playgroup reserves the right to increase fees at its discretion.

**Please note – fees are still payable even if your child does not attend for any reason.**

### **Childcare Vouchers**

Playgroup currently accepts the following childcare vouchers:

Edenred, care4, Busy Bees, Computershare, Sodexo and Kiddivouchers.

If your employer uses a different scheme our treasurer will be happy to talk to you about setting it up.

## **Complaints**

Should you have a complaint about any aspect of the services offered at Painswick Playgroup, we have a procedure in place to help deal with this:

1. Approach the Play leaders to voice your concerns. Most difficulties or misunderstandings can be sorted through discussion and mutual agreement.
2. If the above does not result in a satisfactory outcome, you can make a formal complaint by putting your concerns in writing. Please address them to 'The Chairperson' and mark them 'Confidential'.
3. Finally, if you feel that matters have still not been successfully concluded, you may contact Ofsted directly at:

The National Business Unit  
Ofsted  
Picadilly Gate  
Store Street  
Manchester  
M1 2WD

Tel: 0300 123 1231

Our full complaints procedure is in the lobby for you to see at any time. For more information please see our complaints policy, also located in the lobby.