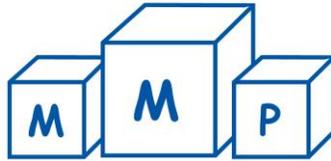


Milton Mount



Playgroup

PROSPECTUS

Milton Mount Community Centre
Milton Mount Avenue
Pound Hill
Crawley
West Sussex
RH10 3DY
Tel: 01293 884312

www.miltonmountplaygroup.co.uk

Registered Charity No.1047936

Welcome to Milton Mount Playgroup and thank you for registering your child with us. Milton Mount Playgroup is a Registered Charity (number 1047936) and a non-profit making organisation.

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 Milton Mount 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 playgroup 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 wellbeing of the local community; and
- offer children and their parents a service which promotes equality and values diversity.

BUT ABOVE ALL TO HAVE FUN AND TO BUILD FRIENDSHIPS!

Parents

Parents 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; and
- Included at all levels.

As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their 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 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 playgroup that sees parents as partners in helping each child to learn and develop; and
- Is in a playgroup 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 5 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 2014).

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, 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 early years provision including children with special educational needs and disabilities.

How we provide for development and learning

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 of the children with interesting activities that are appropriate for their age and stage of development.

The areas of Development and Learning 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 is expected that children will know, and be able to do, by the end of the reception year of their education.

The *Early Years Outcomes* (DfE2013) guidance sets out the likely stages of progress a child makes along their progress 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; and
- Managing feelings and behaviour.

Physical development

- Moving and handling; and
- Health and self- care.

Communication and language

- Listening and attention;
- Understanding; and
- Speaking.

Literacy

- Reading; and
- Writing.

Mathematics

- Numbers; and
- Shape, space and measure.

Understanding the world

- People and communities;
- The world; and
- Technology.

Expressive arts and design

- Exploring and using media and materials; and
- 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; and
- 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 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 ongoing 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 a child moves 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. The key person is responsible for completing the check using information from ongoing 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 (learning journal). Your child's learning journal 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 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 stage of progress. Together, we will then decide on how to help your child to move on to the next stage. When your child leaves Playgroup, the child's Learning Journal will be sent to your child's school.

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; and
- Allow the children to explore and be adventurous in safety.

The staff who work at our setting are:

Name	Job Title	Qualifications/ Experience
Sharon	Manager	CACHE level 3 Diploma in Pre-school practice. Health & Safety Officer. Designated Lead in Child Protection. 19 years' experience.
Charlotte	Deputy Manager. SENCO. Key Person.	Foundation Degree in Early Childhood (level 5). CACHE level 3 Diploma in Child Care & Education. Diploma in Special Educational Needs. Health & Safety Officer. Designated Child Protection Officer. First Aider. 13 years' experience.
Hayley	Early Years Educator Key Person.	Level 3 Diploma for the Children & Young People's Workforce. First Aider. 8 years' experience.
Lisa	Playgroup Assistant. Key Person.	Level 2 certificate for the Children & Young People's Workforce. First Aider. 3 years' experience. Currently studying Level 3 (EYE)
Amy	Playgroup Assistant Key Person	First Aider Currently studying Level 3 (EYE) 3 years' experience
Sam	Playgroup Assistant	Cache Level 2 Certificate Introducing Caring or Children & Young People.

We are open for 38 weeks each year.

We are open for 5 days each week term time only.

Our sessions are 9.15 – 12.15, 12.30 – 3.30 or 9.15 – 3.30. Monday to Thursday and 9.15-12.15, 11.15-2.15 or 9.15-2.15 on Friday.

We offer up to 30 hours free entitlement.

We provide care and education for young children between the ages of 2 and 4 years.

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;
- 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;
- 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; and
- Building friendships with other parents in the setting.

The parents' rota

The setting has a dated rota which parents can sign if they would like to help at a particular session or sessions of the setting. Helping at the session enables parents to see what the day-to-day life of the setting is like and to join in helping the children to get the best out of their activities.

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 person and your child

Milton Mount Playgroup 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 Pre-school Learning Alliance, through Under 5 magazine and other publications produced by the Alliance.

The setting's timetable and routines

Milton Mount Playgroup 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 the setting are provided in ways that:

- Help each child to feel that 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; and
- Provide children with opportunities to learn and help them to value learning.

Daily Routine

Monday - Thursday

9.15	Children self-register
9.15-12.15	Free play, indoor & out. Adult-led activity every day for children wanting to participate
12.15-12.30	Lunch (for children staying all day)
12.15	Morning children leave
12.30	Children self-register
12.30-3.15	Free play (as above)
3.15-3.30	Tidying away. Songs & story time

Friday

9.15	Children self-register
9.15-12.15	Free play, indoor and out. Adult – led activity every day for children wanting to participate.
11.15	Afternoon children arrive and self register.
12.15-12.30	Lunch
12.30-2.00	Free play
2.00-2.15	Tidying away, songs and story time.

Between 10 and 11am, and 1.30 and 2.30pm (Fridays 1.00-2.00) a rolling snack will be available. Children can help themselves to a variety of fruit, cereals, crackers, toast etc. and a drink of milk or water. We ask for a voluntary donation of £5 per half term to go towards the cost of snack time.

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 indoors.

Snacks and lunch

We make snacks and lunch times a social time at which children and adults eat together. We plan snacks so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs and we will make sure that these are met.

We operate a Healthy Eating Policy at Milton Mount Playgroup. If you would like your child to stay for an all-day session, please provide a healthy packed lunch (no sweets, fizzy drinks, etc.). Please do not send your child in with any nuts/nut products e.g. Nutella, peanut butter or kiwi fruit.

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. Children tend to become more independent as they progress through playgroup and simple fastenings on jackets, trousers and shoes/plimsolls (Velcro fastenings) will enable them to go to the toilet without assistance as well as going between the indoor and outdoor play area (no open toed sandals for Health and Safety reasons please). Your child will need a pair of wellies for outdoor play in wet weather and a sun hat in summer. Please mark all your child's belongings with his/her name.

Uniform

It is not compulsory for your child to wear our uniform, but we feel it can give them a sense of identity and saves wear and tear on their normal clothes. You can buy sweatshirts and t-shirts all year round.

Policies

Our staff can explain our policies and procedures to you. Copies of the setting's policies and procedures are available for you to see at the setting.

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 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 we collect is

- Processed fairly, lawfully, and in a transparent manner in relation to the data subject (you and your family).
- Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
- Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
- Accurate and, where necessary, kept up to date.
- 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.
- 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, we will provide you with a privacy notice that gives you further details of 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.

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 – 25 years (2015).

Our Special Educational Needs Co-ordinator is Charlotte.

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; and
- Making sure that we work in partnership with parents.

The Annual General Meeting is open to the parents of all of 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

From March 2020 our fees are £14.00 per session (£28.00 for all day). This is for all children who do not receive government funding, or for those that do, but wish to attend more than the 15 hours a week free entitlement allowed. Fees are payable half termly - in advance. Flexible

arrangements for payment of fees can be provided if necessary. Please speak to the Setting Manager in confidence for details.

If your child is on holiday or is sick, fees will still have to be paid as your child's place will still be held at Playgroup.

If playgroup is forced to close e.g. adverse weather conditions, a refund of fees will only be given if this is for 5 days or more.

Government funding is currently 5 x 3-hour sessions per week. Government funding is available for every child & starts the term **after** they turn 3.

From September 2017 our setting will be offering the 30 hours free entitlement to those who are eligible.

Funding can be used across a maximum of 2 settings. Government funding is also accepted for 2-year olds subject to meeting the requirements. We will inform parent/carers when their child becomes eligible for free entitlement and will provide a parent declaration form to complete to secure the funding. Parents/carers who wish to claim the free entitlement should register with the playgroup no later than headcount day (usually around 2 weeks after the start of term).

A child born on or between	Will become eligible for a free place from
1 st of April and 31 st August	1 st September following their 3 rd birthday
1 st September and 31 st December	1 st January following their 3 rd birthday
1 st January and 31 st March	1 st April following their 3 rd Birthday

Starting at our setting

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. Before your child's start date, you and your child will be offered a 'stay and play' session. This allows you both to become

familiar with the routine and with some of the other children and staff, and hopefully makes it easier to settle in. You and your child will also be introduced to your child's key person.

Children in Nappies

If your child is still in nappies or pull-ups, please leave nappies/pull ups, wipes and nappy sacks in a named bag at playgroup on your child's peg in case of any accidents. Playgroup does not hold spare nappies. Children who require a nappy change are changed in privacy with 2 members of staff.

Jewellery

We do not permit children to wear jewellery in Playgroup, apart from stud earrings.

Leaving Playgroup

If you feel it is necessary to take your child out of Milton Mount Playgroup, you will need to give four weeks' notice excluding holidays. If you are unable to do this, you will be charged for the four weeks.

Queries

If there is anything worrying you or about which you'd like more information, we hope you will come and talk to us. If you have any comments, critical or otherwise, please pass them on directly either to the Setting Manager or any Committee member.

Milton Mount Playgroup is subject to regular OFSTED inspections; all staff and Committee members undergo Disclosure and Barring Record checks.

And Finally

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.