

First Steps

PROSPECTUS

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Introduction

Thank you for considering First Steps Pre-school for the care and education of your child.

At First Steps we provide a caring, stimulating, enjoyable and fun environment for children aged between two and a half and five years of age.

Should you choose First Steps, your child will be in a safe, secure setting and be looked after by caring and responsive staff, who will treat your child as an individual.

First Steps Pre-school are a home away from home: a happy place full of friends where your child can be themselves. It is a place full of interesting things to do but also a place where they can take time out and just be quiet if they want to

First Steps has been established since June 2001 and has been under the current management since 2017 we are an independent Pre-school and cater for children aged 2 years – 5 years,

It is very important that you choose the right early years setting for **your** child and to that end we strongly recommend that you visit with your child and meet the staff and gain first-hand experience of the atmosphere in the pre-school.

Tina Harrild

Nursery Manager

Inside Space

The School space inside offers two spacious rooms with lots of light and low windows so the children can view the outside.

The space is used thoughtfully to allow for easy access to all areas of learning and to encourage the children to choose and return equipment themselves.

Every day we offer a role play area, a small world experience, and gross motor area, as well as, many other interesting and stimulating activities, planned around the seven areas of the foundation stage curriculum.

The environment is colourful and interesting. The children's work is displayed and valued.

There are cosy corners for reading or snuggling as well as areas with enough space to push buggies and play with larger toys and equipment.

Outside Space

Young children thrive and their minds and bodies develop best when they have access to a stimulating outdoor environment for learning through play with carefully planned experiences.

The outside area at the nursery is secure and safe. The children have access to this area throughout the nursery day.

They are encouraged to use all their senses to further their understanding of their world.

The activities organised for outside compliment and develop the learning inside, where all seven areas of the curriculum are covered.

Much of the physical development equipment is accessible to the children in order to encourage independence and allow for free play.

We also have access to the 'green' in front of the nursery. During the summer we often take the children out where they have a larger space to play.

We use the wooded areas for Forest School where children can enjoy outdoor activities, that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.

Our setting:

- provides high quality care and education for children below statutory school age;
- work's 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.

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.

We 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 parent helpers;
- 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; and
- is in a setting in which parents help to shape the service it offers.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (DCFS 2019)

Fully trained and experienced staff implement weekly topics and plans to fulfil your child's day with a variety of activities that not only engage them but cover the early years curriculum, to give your child the very best introduction to their forth coming school life.

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

Enabling Environments

- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnerships between practitioners and parents and carers.

Learning and Development

- Children develop and learn in different ways. 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 opportunities to interact in positive relationships and an enabling environment through interesting activities that are appropriate for their age and stage of development.

The **prime** and **specific** Areas of Learning and Development are all interconnected.

Prime areas are fundamental, work together and support development in all other areas:

- personal, social and emotional development;
- communication and language
- physical development

Specific areas include essential skills and knowledge for children to participate successfully in society:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

For each area, the practice guidance sets out 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 practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. First Steps has regard to these matters when we assess children and plan for their learning.

THE PRIME AREAS

Personal, social and emotional development

Our programme supports children to develop:

Self-confidence and self-awareness: Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group will talk about their ideas, and will choose the resources they need for the chosen activities. They say when they do or do not need help.

Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feeling and form positive relationships with adults and other children.

Communication and language

Our programme supports children to develop:

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing an awareness of the listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical Development

Our programme supports children to develop:

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

THE SPECIFIC AREAS

Literacy

Our programme supports children to develop:

Reading: children will build the foundations needed to be able to begin to read and understand simple sentences. They develop the use of phonic knowledge to enable them to decode regular words and read them aloud accurately. They will begin to demonstrate understanding when talking with others about what they have read.

Writing: children will develop their phonic knowledge to begin to form letters and write words.

Mathematics

Numbers: children count reliably with numbers 1 to 10 and place them in order. Begin to use quantities and objects in different ways to match numeral and quantity correctly and that two groups of objects have the same number. Show an interest in solving number problems.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding of the world

Our programme supports children to develop:

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials: children sing songs, make music and dance and experiment with way of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Our approach to learning and development and assessment

First and foremost, we make the environment and the activities **SAFE, FUN** and **INTERESTING**.

We change the environment a little each day so that children can begin to anticipate what may be new for them to explore, but we also repeat activities and have anchor areas, such as the book areas, art and craft, carpet areas and snack time in a consistent place so that other children who are new or less secure can feel confident that they will have knowledge of what they will find.

This is echoed in the framework for the session. There are set times throughout the session and we use a visual timetable to support this so that children can anticipate what will happen next and can find the time between leaving their familiar adult and being reunited with them manageable.

At First Steps we build on what your child already knows and can do. They will be encouraged to try new experiences and to extend the boundaries of the security by being offered opportunities to investigate and play.

We feel strongly that children need time to develop at their own pace and in this way they will become confident, have a positive level of self-esteem and a firm and secure foundation for future learning.

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. First Steps uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

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 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 by sharing information about what their children like to do at home and how they 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 into a different group or when they go on to school.

Records of achievement

First Steps keeps a record of achievement for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's record of achievement 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 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. You and the key person will then decide on how to help your child to move on to the next stage.

Working together for your children

In our pre-school we maintain the ratio of adults to children in the setting that is set through the 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 and Experience
Michelle Uche-Kaine	Proprietor	
Dominique Readhead	Proprietor	FDA in Early Years
Tina Harrild	Manager	Level 5 Leadership & Management Level 5 Childcare
Sheba Anyoti	Early Years Practitioner	NVQ 3
Manjit Jessie	Early Years Practitioner	NVQ 3
Sophie Bramley	Early Years Practitioner	NVQ 3
Phoebe Parker Mathews	Early Years Apprentice	Working towards NVQ 2

Opening Hours

We are open for	38 weeks each year
We are closed	All school holidays
We are open for	5 days each week
The times we are open are	09:00– 1500 – Full day 09:00– 1200 (am) 12:00 – 1500 (pm)

We provide care and education for young children between the ages of 2 years and 5 years.

Please note: 3-4-year olds will be eligible for government funding for 15 hours per week. This will be deducted from your termly invoice. It is the policy of this pre-school that all 3-4-year olds are required to do full day sessions in order to qualify.

How parents take part in the setting

First Steps recognises parents as the first and most important educators of their children. All the staff sees themselves as partners 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 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.

Key persons and your child

First Steps 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 what 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.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the staff take part in further training to help them to keep up-to-date with thinking about early years care and education.

First Steps also keeps itself up-to-date with best practice in early years care and education, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance. Whilst keeping abreast of currently legislation.

The setting's timetable and routines

First Steps 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 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; and
- 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 areas.

Snacks and meals

First Steps makes snacks and meals a social time at which children and adults eat together. We ensure that the snacks we provide are healthy and nutritious. Do tell us about your child's dietary needs and we will make sure that these are met.

Policies

Copies are available for you to see at the setting.

Our policies help us to make sure that the service provided by First Steps 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 of First Steps 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 the setting to provide a quality service for its members and the local community.

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 settings and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Additional 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 additional needs a child may have. First Steps works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001).

Our Special Educational Needs Co-ordinator is

Tina Harrild

The management of our setting

The setting is owned and governed by

Michelle Uche-Kaine &
Dominique Readhead

Fees

The fees are £25 per session and £45 for a full day. Fees are payable termly in advance. Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time, talk to Tina who is the Nursery Manager.

All fees should be paid by the end of the first week of term. Failure to pay invoices on time will incur a charge of 12.5% for each month that the fees are outstanding.

For your child to keep her/his place at the setting, you must pay the fees. We accept Childcare Vouchers and have registered with several agencies. A non-refundable registration fee of £30 is payable when returning the registration form. To secure the space a £50.00 deposit is required

Starting at First Steps

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 pre-school. The pre-school has a policy about helping children to settle into the setting: a copy will be sent out when a place has been confirmed for your child and will be sent with the Welcome Pack.

Clothing

We provide protective clothing for the children when they play with messy activities. We would appreciate it if you provide your child with a change of clothing for unexpected accidents.

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.

We hope that you and your child enjoy being members of First Steps and that you both find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas, views or questions.