

Aspin Park Early Years Group Ltd

22 Wetherby Road, Knaresborough. HG5 8LQ

Telephone (01423) 865865

SESSIONS, TIMES AND FEES

Pre-school Playgroup – for children aged from two years.

Morning sessions

Monday to Friday 9.00 to 12.00

Afternoon sessions

Monday to Thursday 12.30 to 3.30

Lunch Club

Lunch club runs from the end of morning session (12.00 – 12.30) with a small cover charge of £2.50 per day.

Please provide lunch and a drink in a pack clearly marked with your child's name.

The setting promotes healthy eating, we ask that you do not include sweets or chocolate. We also ask that all fruits have stones removed and grapes etc. are cut up to prevent a choking hazard.

Playgroup fees

£17.00 per 3 hour session. Free if funded*.

Payment of Fees

You will be given an invoice at the beginning of each half term. We ask that you pay within the first 2 weeks of the half term. If you would like a more flexible arrangement for payment you may speak to the proprietors/supervisors in complete confidence.

We regret that we can not give refunds for sessions not attended.

Term dates – we follow as closely as possible the same term dates as local primary schools. A list of term current dates is given to all parents/carers.

* **FUNDING**. Under current arrangements, all children become eligible for funded places in the term following the one in which their third birthday falls. i.e. a child who is three in the spring term (up to 31 March) will be funded from the following summer term, in the summer term (up to 31 August) from the following autumn term and in the autumn term (up to 31 December) from the following spring term. Funding for 2 year olds is available, depending on your family fulfilling certain criteria, this can be checked at Knaresborough Children's Centre.

We will let you know when your child's funding will begin.

PLEASE NOTE - Throughout this document the word " setting " is used to describe any establishment providing care for pre-school children and " practitioner " means any adult working with the children.
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ASPIN PARK EARLY YEARS GROUP MANAGEMENT AND STAFFING

Name	Job Title	Qualifications and Experience
Cheryll McGinlay	Joint proprietor/Supervisor Ofsted Registered Person Lead Practitioner	Ofsted Registered Person. Foundation Degree in Young Children's Learning & Development Special Educational Needs (SENCO) Co-ordinator. First aider. 21 years' experience in this setting.
Brenda McMillan	Joint proprietor. Administrative and Financial Manager. Pre-school practitioner.	Introduction to Pre-school Practice (IPP). 21 years' experience in this setting. SENCO Co-ordinator. Basic Food Hygiene Certificate. First aider.
June Graham	Deputy Lead Practitioner	Level 3 First Aider. Every Child a Talker Co-ordinator.
Sue Langley	Pre-school practitioner.	N.N.E.B. Playgroup and childcare experience. 13 years in this setting. First aider.
Helen Sadler	Pre-school practitioner.	I.P.P. 16 years' experience in this setting
Sue Lightfoot	Pre-school practitioner.	I.P.P. Special Ed. Needs experience. Makaton. 28 years in this setting.
Janice Darley	Pre-school practitioner.	Teachers Certificate
Ann Donnelly	Pre-school practitioner.	D.P.P.
Moira Mitchell	Pre-school practitioner	Level 2
Jackie Wells	Pre-school practitioner	D.P.P.
Sarah Campagna	Pre-school practitioners	First aider

As well as gaining formal qualifications in early years care and education, the staff receive "In house" training and regularly attend courses to help them to keep up to date.

All staff are police checked as required by Ofsted.

Aspin Park Early Years - Prospectus

Our setting 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;
- work in partnership and liaise with other agencies for support where necessary;
- add to the life and well-being of its local community;
- offer children and their parents a service that promotes equality and values diversity;
- help children work towards the *Early Learning Goals*.

Parents

All parents are regarded as members of our setting and have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

Membership of the setting also carries expectations on parents for their support and commitment. This is the basis of the 'mutuality' that characterises a Pre-school Learning Alliance (P.L.A.) member setting.

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,
- has the chance to join with other children and adults to 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 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 Statutory Framework for the Early Years Foundation Stage (EYFS) issued by the Sure Start Unit of the Department for Children, Schools and Families.

Parents' guide to the Early Years Foundation Stage Framework can be found at www.foundationyears.org.uk

A Principled Approach

The EYFS principles which guide the work of all practitioners are grouped into four distinct but complementary themes:

- **A Unique Child** – Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- **Positive Relationships** – Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
- **Enabling Environments** – The environment plays a key role in supporting and extending children's development and learning.
- **Learning and Development** – Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

The Early Learning Goals

There are seven areas covered by the early learning goals and educational programmes:

- Personal, Social and Emotional Development.
- Communication and Language.
- Literacy.
- Mathematics.
- Understanding of the World.
- Physical Development.
- Expressive Arts and Design.

All areas are equally important and are delivered through planned, purposeful play with a balance of adult-led and child- initiated activities.

The *Early Learning Goals* establish expectations for most children to reach by the end of the EYFS. These goals are set out in the publication "Statutory Framework for the Early Years Foundation Stage" copies of which are available in the setting.

ABOUT OUR SESSIONS

Playgroup

For unaccompanied children from the age of two+ years.

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 playroom/s.

The setting caters for children's individual needs for rest and quiet activities during session.

During the session the children can choose from:

- role play
- small world play
- physical play

- sand and water play
- malleable and sensory (e.g. clay and dough)
- baking (real and pretend)
- drawing, painting, writing and mark making
- cutting, sticking, model making
- books, stories, songs and rhymes
- games and puzzles
- construction toys
- outdoor play

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with you in providing care and education for your 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;
- sharing their own special interests with the children;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in group activities;
- building friendships with other parents in the setting.

Joining in

Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to share religious celebrations, to introduce us to other cultures, to bring animals to show and to help with baking. We welcome parents to drop into the setting to see it at work or to speak with the staff.

Key persons and your child

Our setting has a key person system. 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. However, *all* the staff in the setting will work closely with, and be involved with your child, not just the key person.

Learning Journey

In the setting we use an online learning journal which helps pre-school and parents to record, track and celebrate children's progress in their early year's education. Unique access codes for each individual child will be provided to allow you to view your child's progress online as it is recorded. This will allow you to view photos and observations, as well as comment and give personal feedback on your child's development and activities. 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.

Snacks

The setting makes snack-time a social time. The children sit down in small groups and are encouraged to help themselves and others and to be well mannered.

We provide healthy and nutritious choices which the children help to prepare, for example fruit and plain biscuits and a drink of milk or water.

Do tell us about your child's dietary needs and we will make sure that these are met.

Policies

The setting's policies help us to make sure that the service provided by the setting 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.

Clothing

We provide aprons for the children for messy activities. Please do not send them in their best clothes, paints can stain and accidents do occur!

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. Please name all clothing.

Special 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 special needs a child may have.

The setting works to the requirements of the 1993 Education Act and The Special educational needs and disability code of practice: 0 to 25 years (2014).

Our special educational needs co-ordinators (SENCO) are

Cheryll McGinlay

Brenda McMillan

Photographs

We often take photographs of the children which we add to their records and sometimes use for display and publicity. We will not take or use photographs without your written consent and a form is provided for this purpose.

Library

We have our own lending library. It is available to all Playgroup children. They may borrow one book at a time and exchange books during our sessions with the help of staff. Parents may also help their child to choose a book if they wish at the end of any session.

Starting at our setting

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 setting. During the half term before your child is due to start we provide opportunities for visits. When your child starts to attend you may need to stay for all or part of the session during the first week. Some children settle better if they attend for part of a session to begin with. Children sometimes do cry when you first leave them, but in most cases they soon become absorbed in what is going on around them and join in happily. We would always try to contact you during the session if your child was in real distress. Leaving your child for the first time can be very hard and we do understand your feelings, we are always there to offer comfort and support to you and your child.

How to Join

Please complete an application/registration form and either bring it to playgroup during a visit or forward it to the address on the form.

If you need this information presented in another language, format or verbally please ask.

*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.*

We are always ready and willing to talk with you about your ideas, views or questions.