



OFSTED Registration No. 101782
Registered Charity No. 1084981

Eastington Community Centre
Snakey Lane
Eastington
Stonehouse
Glos
GL10 3AQ

Prospectus, Operational Plan and Induction pack July 2021

We are open for 38 weeks a year for 4 days a week, from 9am until 3pm and take children from the age of 2 $\frac{1}{2}$ years old until 4 years 11 months (school age).

Playgroup contact number is 07977342742 during playgroup hours please use this number if you need to speak to a member of staff regarding your child.

Eastington Playgroup

We are a community playgroup, opened in the 1970's. We are based in the Eastington Community Centre at the Owen Harris memorial ground in the village of Eastington, Gloucestershire. We are organised by a committee of volunteer parents who are elected each year. We are a member of PATA (Playgroup and Toddler Association).

Eastington playgroup is a non-profit making educational charity.

We are registered and inspected by OFSTED (Office for Standards in Education) our registration number is 101782.

We are registered for children from 2 years and 6 months until five years old. We are able to take up to 30 children per session.

We offer full or part time day care for children from Eastington and surrounding villages.

Aim

Our aim is to

- Provide a happy, safe, warm and stimulating environment for all children to play, learn and develop freely.
- Help children to develop responsibility for themselves and their actions and to become competent, confident, independent and co-operative individuals.
- Encourage children to have a positive attitude and respect for both themselves and others.
- Promote a positive relationship with parent/carers and work in a partnership with them to provide a high-quality provision and help support care for children.
- We undergo regular monitoring and evaluation for our services to ensure we continue to meet the needs of children and parent/carers.

We are committed to meeting the needs of parents and carers by:

- Listening and responding to their views and concerns.
- Keep them informed of our policies and procedures, including opening times, fees, programmes of activities and care.
- Sharing and discussing their child's achievements, experiences, progress and friendship, along with any difficulties that may arise.
- Encourage links with home and work in partnership with parent/carers to help children learn and develop.

We are committed to providing:

- Care and activities that put the needs and safety of children first.
- A programme of activities that is interesting, educational, stimulating and fun. Activities that promote each child's social, emotional, physical and intellectual development.
- Access to a variety of resources and equipment under safe and supervised conditions.
- A staff team that is experienced, well trained and supported.
- An environment where no child is bullied or suffers discrimination in any form.

Your child may start playgroup when they are 2 $\frac{1}{2}$ years old. You need to be contactable for the first few sessions. You will be asked to help support the playgroup by helping at sessions that are convenient to you if you have any spare time. Children who lack confidence or who have other difficulties may need to have shorter sessions during the first few sessions to help them to settle, the play-leader will discuss this with you.

Eastington Playgroup opens for the following sessions.

	Am		Pm	
	From	To	From	To
Monday	9 am	12.00 pm	12pm	3pm
Tuesday	9 am	12.00 pm	12pm	3pm
Wednesday	9 am	12.00 pm	12pm	3pm
Thursday	9 am	12.00 pm	12pm	3pm

We also offer a pre-school session in the summer term which is based at Eastington Primary School for children that have been offered a place for the following September.

It is possible for your child to stay for a whole day at the Eastington Playgroup and you will need to provide a lunch in a named box with a cool pack if the weather is warm.

We operate drop-in sessions, but you must phone us in advance to make sure we have enough places available. Fees for the drop session are payable on the day.

Fees

Fees are currently £5.00 per hour.

We take government vouchers for children aged 3 years and over (the term after the child reaches their 3rd birthday), claim forms are given to you once a term for 15 free hours per week (the grant is paid directly to playgroup). Vouchers are claimed through playgroup and forms are usually sent approximately 2 weeks before the next term, this will enable you to advise playgroup of session requirements for the next term. *Once this form has been completed amendments cannot be made to sessions.* Vouchers are paid for hours not sessions.

We also take government vouchers for families of children aged 2 years if eligible. Please ask us for details of where to find out if you are entitled to these 15 hours of free childcare. Some parents may be eligible for 30 hours free childcare, it is the parent's responsibility to find this out and to renew their codes every 3 months.

Fees will be due if your child is not eligible for vouchers and you will receive a bill in your child's tray 2 weeks prior to the next term starting. Eastington playgroup opens for 38 weeks as we are also closed for 5 in service training days. If a child is claiming at two or more providers and more than 15 hours per week, parents can choose which setting they wish to claim the funding from or it can be shared, and parents will have to pay any shortfall in costs.

Fees increase on an annual basis and are payable termly in advance or by arrangement with the playgroup. *If a child does not attend a session either through illness or holiday, fees are still payable.*

All fees are due within two weeks following the issue of an invoice, should payment not be made an additional 10% will be charged, unless prior arrangement has been made.

We require 4 weeks' notice before taking your child out of playgroup; therefore, fees are still payable. If fees are not settled within the term they are due, then the child may be excluded from playgroup if no pre-arrangement has been made.

Late collection fees may apply - these are £5 for every 5 minutes.

As we are a registered charity, we do occasionally need to fund raise, and we always welcome parents onto our fundraising team of volunteers to support us where you can. Attending committee meetings is a good way of supporting fundraising and other playgroup decisions.

The role of parents

Parents are as much part of our playgroup as children and research shows that children learn better when their parent/carer are involved. It is important for you and your child that you play an active part in this exciting phase of their life. You may be able to share a special skill or interest such as music, cooking, dance or even an aspect from your job.

We recognise parent/carers are the first and most important educators of their children. We aim to support parent/carers and you are welcome to -

- exchange knowledge about their children's needs, activities, interests and progress with the staff,
- help at sessions of the setting, all parents are valued respected and included at all levels,
- 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,
- Assist with fundraising as playgroup is a charity and needs to be self sustainable.
- Join the committee and take part in the management of the playgroup, training courses, workshops organised by PATA or Shire Hall are available to help assist with committee roles.
- take part in events and informal discussions about the activities and curriculum provided by the setting,
- join in community activities in which the setting takes part; and
- building friendships with other parents in the setting

Curriculum

At Eastington playgroup we aim to provide a happy, stable and caring environment in which through play, children aged 2 ½ years - 5 years can explore, enjoy, achieve and progress to their fullest potential at their own pace, through both child and adult initiated learning experiences.

We will promote equality of opportunities and positive attitudes to issues that arise both from a multi-cultural society and from those with disabilities to help with disabilities, to help children interact well with other children and adults. Staff will be positive role models and supportive of children's individuality, culture and learning experiences. This shall be achieved by providing challenging and stimulating experiences in line with our Learning and Development Policy that consider a child's individual needs, their interests and choices, as well as encouraging the involvement of parents and carers, to build on what has been learnt at home.

Our daily routine supports the ethos of our playgroup and is about enabling children to learn and develop through play in a safe and secure environment. Play will be open-ended, each child being able to explore in their own way, and come to their own conclusions, achieving their own goal. The layout of the sessions allows children to initiate and put into operation their own plans during free-play, materials and equipment being available for the children to use are easily accessible encouraging independence, appropriate to their age and stages of development. The learning is supported by a wide range of activities and resources.

We allow the children to choose the experiences within each session and encourage their leaning within the areas they are interested in. We encourage the children to play freely both in and outdoors where possible.

We provide a healthy snack and drink, either milk or water. Drinking water is available at any time during the session.

We have short periods of sitting and listening for story time, group singing and circle time.

Our **key-person system** enables us to ensure a planned curriculum tailored to the needs of each individual child, by means of developmentally appropriate play activities and a high level of individual adult input, we offer a curriculum which enables a child to progress and develop. We adhere to the National Standards for Full Day Care as governed by OFSTED. The development and learning within the setting are guided by The Early Years Foundation Stage- EYFS. This will focus on children from birth through to the end of the reception year at school and should support a seamless transition through the stages of development and learning of each individual child. The provision for children's development and learning is guided by The Early Years Foundation Stage (Sep 2021). This brings together Birth to Three Matters and the Curriculum Guidance for the Foundation Stage. The aim of the EYFS is to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are provided with the knowledge and skills that provide the right foundation for good progress through school and life.

Planning will therefore be based on Development Matters framework and the Early years Foundation Stage Curriculum, and because we work from the children's interests we use the knowledge about the child and their next steps to focus their learning daily. We cover the 7 areas of learning, themes and commitments, as well as children's interests, building on what the children already know, observation and assessment.

The overarching Aim of the EYFS is to help young children achieve *Every Child Matters outcome of staying safe, enjoying and achieving, making a positive contribution and achieving economic well being.*

The EYFS is broken into 7 areas of learning but works under principles designed to guide the practitioners into providing the best outcomes for children.

Each area has an Early Learning Goal. These set out the skills, understanding, knowledge and attitudes we hope children will reach or exceed by the end of the Early Years Foundation Stage (END of reception year). These goals also aim to make learning a fun and challenging experience towards these goals depending on their age and stage of development.

The four key themes express important principles underpinning effective practice in the care, development and learning of young children, they are,

- A unique child
- Positive relationships
- Enabling environments
- Learning and Developing

Our provision reflects the four key themes and 16 commitments of the Early Years Foundation Stage these being -

A Unique Child

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support.

Keeping Safe: Being safe and protected, discovering boundaries, making choices.

Health and Well-being: Growth and developing, physical and emotional wellbeing.

Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key Person: Secure attachment, shared care, independence.

Enabling Environments

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together.

The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.

The Wider Context: Transitions and continuity, multi-agency working, the community.

Learning and Development

Play and Exploration: Learning through experience, adult involvement, contexts for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.

Areas of Development and Learning.

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 Eastington Playgroup 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.

The Early Years Foundation Stage recognises that there are three different styles of learning and throughout our planning and activities we aim to accommodate each one.

These are known as the Characteristics of Effective Learning -

- Playing and exploring - finding out and exploring, playing with what they know, being will to 'have a go'.
- Active learning - being involved and concentrating, keep trying, enjoying achieving what they set out to do.
- Creating and thinking critically - having their own ideas, making links, choosing ways to do things.

The Areas of Development and Learning comprise:

3 PRIME AREAS

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

4 SPECIFIC AREAS

- Literacy development
- mathematics;
- understanding the world;
- expressive arts and design.

3 PRIME AREAS

Personal, Social and Emotional development

Within a safe nurturing environment, children are individually supported in developing confidence, autonomy and self-respect. They are encouraged to play cooperatively and independently and take part in the life of the group, sharing and developing social skills with other children and adults. Through activities, conversation and practical example they learn acceptable ways to express their own feelings and to have respect for others, all children are given the opportunity, as appropriate, to take responsibility for themselves and for the group and toys and respect to the property.

Communication and language

We look at 3 areas of listening and attention, understanding and speaking.

Listening and attention is supported by sitting for stories, joining in small group work and enjoyment of sounds, songs and rhymes. Children learn to understand more complex sentences, answer simple questions and follow instructions.

Children develop their use of **speech** and develop an understanding of rhyme, participate in rhythmic activities and repeat refrains through favourite books. Children begin to develop a phonic knowledge with support from adult led activities.

Children use **language** to hold a conversation about their needs and wants, develop their ideas and retell past events and talk about their experiences.

Physical

A range of equipment and opportunities both indoors and outdoors allows children to develop confidence and enjoyment in the use of and development of their own body skills through climbing, balancing and moving in a controlled manner and the use of bikes, trikes, ball and coordination games. At the same time, children are helped to develop fine motor skills they will need through activities involving materials, scissors, painting and construction toys and to handle small objects safely and with increasing control and precision. They are also encouraged to develop an awareness of their own bodies and what keeps them safe and healthy.

4 SPECIFIC AREAS

Literacy

Children to have an understanding of rhyme and rhythmic activities and repeated refrains learnt through singing, musical instruments and story books. Children begin to develop a phonic awareness through games, circle time, group activities and one to one.

Mathematics

By means of adult supported practical experience, children become familiar with the sorting, matching, ordering, sequencing and counting activities which form the basis for early mathematics. As they use their developing understanding to solve practical problems, children are assisted to hear and use the vocabulary of mathematics, identifying objects by shape, position, size, pattern, volume and number. Songs, games and picture books help children become aware of number sequences and, when they are ready, to use simple mathematical operations such as adding and

subtraction. We also recognise the mathematical opportunities of the outdoor environment for children to discover things about shape, distance and measures.

Understanding the World

A safe and stimulating environment allows children opportunities to observe, explore, investigate and experiment with a range of natural and manufactured materials. They learn to recognise differences, patterns, changes and similarities. Children are assisted and supported in exploring and understanding their environment and the wider community.

They learn to respect other people and expect to be respected for themselves and to learn about their culture and cultures of others. A range of safe, age appropriate, well maintained equipment and resources enables children to extend their technological understanding and use simple tools and techniques as appropriate to achieve their intentions and to solve problems.

Expressive Arts and Design

Children are encouraged to use a wide range of resources to express their own feelings through imagination and creativity. Creative opportunities including paint, glue, crayons, dough, clay, sand and water as well as natural and recycled resources provide for open ended exploration of skills in painting, drawing and collage. Children join in with and respond to music and stories. There are many opportunities for imaginative play both individually and as part of a group.

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. Our setting has regard to these matters when we assess children and plan for their learning.

Key Person and Assessment

We operate a key person system whereby a member of staff will be responsible for working with your child at playgroup. In addition, the key person can tailor the group's curriculum to the unique needs of each individual child. Your child will be observed during sessions and these observations are then transferred to your child's observation folder. The key person will be aware of their next steps in their learning and they will plan and inform the team to ensure that we are supporting all our children's individual needs. We also have a home diary which parents are asked to contribute to. We encourage parents to use this as a two-way form of communication especially if the parent/carer is not the person dropping off or collecting the child. This information is used to support a child's learning and development and the key person will complete a learning journey for each key child with samples of work, showing any areas of support or extending their learning where necessary. Each term parents will have feedback regarding their child's learning and development through either a small summary which is completed by the key person which provides a review of all 7 areas of learning all through a 'parents/carers evening' where we invite all parents/carers to come in for a chat about their child's achievements and any support deemed necessary by either the staff or parents'/carers' concerns. Learning journeys are also sent out

throughout the year which provide a picture of what your child has experienced and achieved at playgroup.

All records are kept confidential and only accessible to staff and are shared with respective parents/carers and other professionals with parent/carer permission (see child protection policy for exclusions for permission).

We are your partners in your child's learning and operate an open-door policy where you can come and discuss your child's development with their key person.

We also provide parents with regular newsletters and information is also provided on our website and on our notice board about your child's day and we ask parents to contribute to our learning and planning if your children have a particular interest.

Staff deployment

At all times there will be a minimum of 2 staff in the setting. Our ratios are maintained on a 1:8 for over 3-year olds and 1: 4 for under 3 years old.

Where free flow is available outside, one member of staff will remain in the outdoor area if children are present. (see policy on employment and staffing (children must always be within sight or hearing of staff)

We have regular staff meetings and annual staff appraisals and termly staff supervision meetings.

Playgroup Staff

Jenny Winfield

- Playleader
- Bed Honours Degree and Early Years Professional
- SENCo
- Designated Safeguarding Lead (DSL)

Donna Dalby

- Deputy Playleader
- Deputy Designated Safeguarding Lead (DSL)
- NVQ level 3

Michelle Papps

- Administrator and play assistant
- NNEB level 3

Natalie Bayley

- Play assistant
- NVQ Level 2

Supply Staff

Gaby Warner

- Emergency cover - Introduction to child's play

Daily Routine

The ethos of our playgroup is about enabling children to learn and develop through play in a safe and secure environment. Play will be open-ended, each child being able to explore in their own way, and come to their own conclusions, achieving their own goal. The layout of the sessions allows children to initiate and put into operation their own plans during free-play, materials and equipment being available for the children to use are easily accessible encouraging independence, appropriate to their age and stages of development. The learning is supported by a wide range of activities and resources.

The routine of the day can be very adaptable to help the staff settle new children and support and extend others. We do start the day with a focused activity for all children together with some free play followed by snack time and then a story/singing together. Then we spend some time playing in key groups for a short period of time and go outside for some fresh air. At midday we have lunch and then we repeat the morning routine again but with different activities/play. We allow the children to choose the experiences within each session and encourage their learning within the areas they are interested in. We encourage the children to play freely both in and outdoors where possible.

Drinking water is available at any time during the session.

Training and recruitment

All staff hold or are working towards relevant childcare qualifications. We are constantly in touch with new thinking in the field of child education and care and attend regular training to keep up to date together with moderation, SENCO and best practice meetings.

All permanent staff will be required to attend, gain and keep up to date core training courses to cover

- Health and safety
- Food hygiene
- First aid
- Safeguarding

Staff have also been police and health checked by Ofsted to ensure they are fit to oversee young children. Contingency arrangements are in place to ensure a level 3 qualified person is available to offer cover should the play leader be absent due to training, sickness or other unforeseen circumstances. This is usually another member of permanent staff.

Snacks

The setting makes snacks and meals a social time at which children and adults eat together. We ensure that the snack provided for the children is healthy and nutritious, usually containing a carbohydrate and a selection of fruit. We ask parents to provide snack once a term on our snack rota. Do tell us about your child's dietary needs and we will make sure that these are met.

Policies

A full booklet of the setting's policies and procedures is available for you to see at the setting. We also have the following policies on our web site www.eastingtonplaygroup.co.uk for - an uncollected child, fire safety, ICT policy, missing child, valuing diversity and promoting equality.

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.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Please see our policy for safeguarding.

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.

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 Code of Practice (2015). See policy equal opportunities and diversity.

Our Special Educational Needs Co-ordinator is Jen Winfield

Managing Behaviour

All staff are responsible to manage the behaviour of the children. Eastington Playgroup's policy on Unacceptable Behaviour is taken from the guidelines issued by Social Services which states: 'Physical punishment will not be used nor will any practice likely to frighten or unnecessarily humiliate a child'. If we have any concerns with regards to a child's behaviour which needs support, we will talk to the parents to draw up a plan to support home and playgroup equally.

The management of our setting

A parent management committee - whose members are elected by the parents of the children who attend the setting - manages the setting. The elections take place at our Annual General Meeting. The committee is responsible for:

- managing the setting's finances;
- employing and managing the staff;
- making sure that the setting has, and works to, policies that help it to provide a high-quality service; and
- making sure that the setting works in partnership with the children's parents.

The Annual General Meeting is open to the parents of all the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan

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, the staff will work with you to decide on how to help your child to settle into the setting. The setting has a policy about helping children to settle into the setting.

Clothing

We provide protective clothing for the children when they play with messy activities. We strongly encourage the children to wear this protective clothing and stress the importance of this to them, however, the children cannot be made to wear it.

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 also have uniform that you can purchase from us - it is not compulsory but does help give children a 'sense of belonging'.

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

Getting messy is fun!

What do you think of messy play? A valuable learning experience or just a mess?!

Why messy play?

As children grow and develop, they need to be given the opportunity to explore and play in a safe way that allows them to satisfy their natural curiosity about the world around them. They can respond and express their ideas in many ways.

Children need to feel secure enough to have a go. Not all children will enjoy all messy activities, but, by giving them the opportunity, time and gentle reassurance that they need they will begin to develop the self-confidence to try.

Messy play with a caring adult there for support and guidance enables children to explore new materials and then express their thoughts and feeling. It encourages the use of descriptive language.

Messy play is about enjoying the experience, not worrying about the end product. The skills, confidence and connections that children make through these activities will help their development in other areas.

Having fun getting messy doesn't have to mean making a big mess - cleaning up afterwards can be part of the fun.

Messy play enables adults to support and encourage discovery. Nobody is judging them there is no right or wrong way, it is an opportunity to explore new sensations, experiences and have fun.

Messy play links to the Early Years Foundation Stage Curriculum, supporting play and exploration, active learning, creativity and critical thinking.

For more information on learning with the EYFS speak to your child's key-person.

Help your child to learn

At home

It's great for your child's learning and development if you can:

- Spend lots of time talking with your child
- Read plenty of books together
- Let your child see you reading as well
- Sing songs and tell nursery rhymes
- Do a range of different activities, both indoors and out: cooking, digging, walking, sports, going on trips and so on
- Play games together
- Use positive praise to encourage good behaviour
- Help your child learn independent skills, such as getting dressed and using the toilet
- Let us know when your child takes a leap in his or her learning, or does something new
- Ask us for help and support whenever you need it

At our setting

You can help us do the very best for your child by:

- Being open and honest with staff to ensure partnership with parents so we can do the very best when working with your child and your family.
- Sending your child to sessions in appropriate clothing
- Sending in a spare set of clothes if your child is toilet training
- Bringing in wellies and a coat on wet days or cold days
- Doing your best to get your child to sessions on time
- Letting us know if your child will be absent from a session
- Sharing a talent, you have with our children - playing the guitar, teaching some phrases in a different language, planting seeds - whatever you do best
- Getting involved in our fund-raising activities
- Coming along to events that we hold during the year
- Joining our committee and helping us run the setting