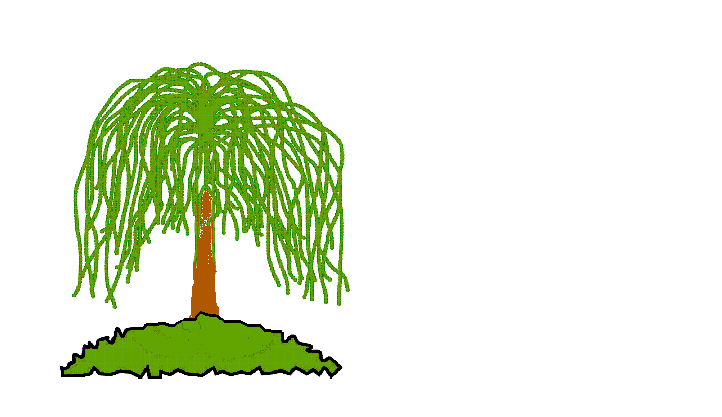
Willow Tree Pre-School



2023/2024

Prospectus

**Learn Develop Grow**

**A relaxed and friendly setting, for children aged 2 to 4 years. Providing a stimulating and enabling environment for children to learn through play.**

Pre-School Manager – Louise King

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**Our Aims:**

* Value and respect all individuals
* Provide high quality care and education for children in preparation for their transition to Primary school, within a safe and enabling environment
* Have fun working and planning our play together
* Work in partnership with parents, to help children to learn and develop their strengths, to fulfil their potential
* Start children’s early development into becoming a healthy, active, and safe member of the local community.

**Parents**

Willow Tree recognises parents as the first, and most important educators of their children. All of the 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 the setting a welcoming and stimulating place for children and parents, such as:

* Exchanging knowledge about their children's needs, activities, interests, achievements and progress with the staff
* Attending Stay and Play sessions
* Being a committee member if possible
* Attending any meetings and parent consultations when necessary
* Supporting preschool in any community events that we take part in

**Committee**

Our setting is a charity, and as such, is managed by a voluntary committee, whose members are elected by the parents of the children who attend. 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
* 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.

**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, due our ratio of qualified staff to children, as well as volunteer parent helpers
* Has the chance to join in with other children and adults to play and learn together
* Is motivated to take their learning and development forward, by building on current progress

**The Early Years Foundation Stage**

* The provision for children's development and learning is guided by the Early Years Foundation Stage (DfE 2012). Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage 2021

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

Personal, social and emotional development

* making relationships
* sense of self
* Understanding emotions

Physical development

* moving and handling; and
* health and self-care.

Communication and language

* listening and attention
* understanding
* speaking.

Literacy

* reading
* writing.

Mathematics

* numbers

Understanding the world

* people and communities
* the world
* technology.

Expressive arts and design

* Creating with materials
* being imaginative and expressive.

**Learning Through Play**

Play helps young children to learn and develop through doing and talking, which research has shown to be how young children learn to think. Our setting uses the Development Matters in the Early Years Foundation Stage guidance 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 'Development Matters' the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

**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 Development Matters the Early Years Foundation Stage guidance as:

* playing and exploring - engagement
* active learning - motivation
* 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.

**Willow Tree Staff**

|  |  |
| --- | --- |
| **Name** | **Job Title** |
| Louise King | Pre-School Leader  Enhanced SENCo  Designated Officer |
| Vanessa Lake | Pre-School Deputy Leader |
| Debbie Kilkenny | Pre-School Practitioner |
| Jo-Anne Whitburn | Pre-school Practitioner |
| Pam Creasey | Pre-School Practitioner |
| Hannah Moore | Lunchtime Supervisor  Relief Staff |
| Charlotte Hopkins | Lunchtime Supervisor  Relief Staff |

**You Child’s Learning Journey and Key Worker**

Our setting uses a key worker approach. This means that your child will be assigned their own key worker who will work with you to make sure that the childcare that we provide is right for your child's particular needs and interests. They will support your child in their development, have a good knowledge of your child and continuously provide opportunities for them to grow and flourish. When your child first starts at the setting, they will help your child to settle, and help your child to get the most from the setting's activities.

Through continuous observations and interactions, the key worker will build a deep knowledge and understanding of your child. We achieve this by:

* giving time and attention to each child
* talking with the children about their interests, activities, and daily lives
* helping children to experience and benefit from the activities provided
* allowing the children to explore and be adventurous safely
* sharing moments and achievements on Tapestry\* with parents/carers

This will enable the key person to identify your child's stage of progress and help them to move forward with their development

\*Tapestry is an Online Journal where we can build a record of your child using photos, videos and written observations and share with you through your own private login details.

**Opportunities**

Here at Willow Tree, we plan our activities by following the children’s lead. Children can choose from 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 small and large group activities. We 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. We are very fortunate to have access to the Primary school field as well as their nature area.

**Session Times:**

Monday – Friday: 8.30 – 11.30 and 12.15– 15.15

Lunch club: 11.30 – 12.15

* We are open for 36 weeks each year
* We are closed during School Holidays
* We are open for 5 days each week

**Snacks and Meals**

The setting makes snack and mealtimes a sociable occasion where children and adults eat together. We provide the children with healthy and nutritious food at snack time. Please tell us about your child's dietary needs and we will make sure that these are met.

**Clothing**

We provide protective clothing for the children when they play with messy activities. Willow tree uniform is available to purchase from Maisies-superstore.co.uk (Wolverton Milton Keynes, but is optional. Clothing that is easy for them to manage themselves and weather appropriate is all that is required.

**Fees and Funding**

We are in receipt of Early Years Entitlement Funding (15 and 30 hours) for three and four year olds; where funding is not received, then fees apply. The fees are 2 Year olds £16 per session, 3 & 4 year olds £14.50 per session, and £3.00 per lunch club – these will be invoiced termly. Fees must still be paid if children are absent to maintain their place.

**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. Our policy on the Role of the Key Person and Settling-in is available from our web site, www.willowtreepreschool.co.uk or within the setting.

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.

If you decide Willow Tree is right for your child, then please return the following forms –

* Completed registration form
* Registration fee of £10
* Photocopy of child’s birth certificate
* Utility Bill
* 30 hour funding code along with claimants NI number
* 2 year funding code if applicable

**Your Child Will Need**

* Bag containing spare clothes (can be kept on peg)
* Pair of wellies to keep at Willow Tree
* A warm coat (for cold days) and/or raincoat
* Suitable clothing for weather
* To have sun cream applied before pre-school on sunny days (we will top up throughout the day)

**Remember To**

* Label all clothing
* Arrive on time to drop off and collect your child
* Follow us on Facebook
* Check newsletters and noticeboards for important information and dates
* Feel free to chat to your child’s keyworker when needed
* Share Wow moments from home

**Policies**

Copies of the setting's policies and procedures are available for you to see at the setting.

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.

The staff and parents of the setting 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 Designated officer is Louise King.

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 Educational 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 Educational needs a child may have. The setting works to the requirements of the Special Educational Needs and Disability Code of Practice (updated in 2015).

Our Special Educational Needs Co-ordinators Louise King.

**Pupil Premium**

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

​**Local Offer**

Local Offer gives children and young people with special educational needs or disabilities and their families information about what support services the local authority think will be available in their local area.