

Sennen and Lands End



Pre-School

Sennen and Land's End Pre-school

Prospectus

EY481137

Charity NO: 1036652



Sennen & Land's End Pre-school,
Blue Haven,
Sennen
Atlantic Crescent,
Penzance,
Cornwall,
TR19 7AS
Tel N°: 07971378832

Web address- www.sennenpreschool.org.uk

Welcome to Sennen Pre-school This prospectus aims to provide you with an introduction to our setting, 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. This should be read alongside our Childcare Terms and Conditions for a full description of our services.



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.

we aim 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;
- Contribute to the life and well-being of the local community; and
- Offer children and their parents a service that promotes equality and values diversity together with promoting British Values.

Parents:

You 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
- included at all levels
- As a small 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 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.

The Early Years Foundation Stage

Provision for the development and learning of children from birth to five 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 2021):

There are 4 themes that underpin the EYFS framework. These are:

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 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 (SEND).

Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

These four themes foster the characteristics of effective early learning

- Playing and exploring
- Active learning
- Creating and thinking critically



How we support children's learning and development

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

The EYFS Framework explains how and what your child will be learning to support their healthy development.

Your child will be learning skills, acquiring new knowledge, and demonstrating their understanding through **7 areas of learning and development**. Younger children mostly develop within the **3 prime areas** first. These are:

- Personal, social and emotional development.
- Communication and language; and
- Physical development.

These prime areas make up the basis for your child's healthy development and act as a platform for future learning.

As children grow, the prime areas will help them to develop skills within in the **4 specific areas**.

These are:-

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

At Sennen Pre-school we ensure there is resources and activities available to offer children the opportunity to learn and progress within all of the 7 areas of leaning. Our qualified professionals teaching and supporting your child are continually reviewing and adapting the

areas and resources within the setting in order to reflect our current children's unique interests and ensure individual needs are met. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which can take place both indoor and outdoor environments. Our educational programmes support children to develop the knowledge, skills and understanding they need and become active learners.

We also refer to the non-statutory guidance Birth to 5 Matters to support our professional judgment as we assess each child's progress and level of development as they progress towards the Early Learning Goals. Children will continue to work towards these learning goals until they reach the end of the reception year. For more information about Birth to 5 Matters you can talk to a member of staff or refer to their website www.birthto5matters.org.uk.

Our approach to learning and development and assessment

Learning through play

The main approach we follow within the setting is In the Moment Planning, with inspirations



from other child-led techniques, such as the Curiosity Approach.

In the moment planning focus on allowing children to learn through play, while highly trained staff are there to guide, support, and act on children's current interests and assist them with their next steps in the moment as they happen.

Child-led approaches focus on the fact that brain activity and synapse formation are at their highest when a child is deeply engrossed in something which fascinates, challenges and makes them happy. Every child is unique, and we cannot predict or impose what will spark that deep fascination. Each child is at a different level of development and therefore something that will challenge one child will be mundane for the next. Equally one child will be at their happiest digging in the mud while another will enjoy sitting and drawing a picture. We have organised the setting so that each child can excel in their own unique way.

For more information about In the Moment Planning and what this looks like in our setting what on you tube - [Planning in the Moment | EYFS - Bing video](#)



Being active and play supports 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 and understand the world around them. Our setting uses the practice guidance: Early Years Foundation Stage to support our planning which is tailored to children's individual needs and interests. This enables us to provide a range of play activities (and some structured activities), which help children to make progress in each of the areas of learning and development.

Assessment

We assess what our young children are learning and developing by observing them. We use information to document their progress and to identify their current interests and next steps in learning. At Sennen Pre-school we feel it is important to act on children's current interests and support them with their next steps in the moment as they happen. We believe that parents know their children best and we appreciate them contributing towards planning and assessment by sharing information about what their children like to do at home. We meet with parents on a regular basis to talk about and share ideas on how to support future development. Information is shared through daily conversations with children and parents, our parent's Facebook page, personal what's app group and regular chats/meetings between parents and their child's key person.

If children attend another setting or are looked after by a childminder, we will work together and share vital information to ensure a continuity of care.

The progress check at 2 - At some point after your child turns 2, the professionals working with your child must give you a written summary of how your child is progressing against the 3 prime areas of learning (see above). This check highlights areas where your child is making progress and helps to identify any areas where extra help or support may be needed. Wherever possible this will be shared with your child's health visitor (who can use it as part of the health and development review).

Ongoing Assessments- For children with SEND (special educational needs and disabilities) Your child's key person will complete on going assessments to ensure children are continuing to make progress within all 7 areas of learning. This information is shared with parents and together

we can identify where extra help or support may be needed to ensure your child continues to thrive and reach their full protentional.

Parent's personal WhatsApp learning journal group.

The setting will create a Special personal WhatsApp group with parents for every child. This will be used to celebrate together your child's achievements/wow moments both at home and in the setting.

Qualified Early Years Practitioners working within the setting:

Name	Job Title	Qualifications and Experience
Charlotte Dudley	Pre-school Manager	Foundation Degree in Early Years
Laura Rimmer	Deputy Manager (shared role)	BA in Early Years.
Scarlett Whitehall	Pre-school Assistant	NVQ level 3
Hannah Gardiner	Pre-school Assistant	NVQ level 3
Sally Baker-Jones	Bank staff	Qualified Early Years Teacher

How parents play a part in the setting

Our setting recognises parents as the first and most important educators of their children. All the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents play a 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;
- contributing to the progress at two check;
- joining us on outings;
- sharing their own special interests and jobs with the children;
- being part of the management team for the setting by joining the committee;
- helping joining fundraising events;
- joining in community activities in which the setting takes part; and
- building friendships with other parents in the setting.

For more info please refer to policy 10.5 Parental involvement.



Key persons and your child



Our setting 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. For more info please refer to policy - 9.3 The role of the key person and 9.4 settling-in and transitions.

A day at Sennen Pre-school

We plan our free-flowing (in and outdoor) sessions where children can choose from a range of activities and, in doing so, build up their ability to become independent learners. The children are also offered the opportunity to take part in adult-led 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. These include activities such as circle time, gardening, fun fit, story/song and baking. These take account of children's changing energy levels throughout the day. The setting caters for children's individual needs for rest and quiet activities during the day. 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.

Snacks and meals



At Sennen Pre-school we feel mealtimes are a social time where adults and children eat together. We offer cafe-style snack to give the children more independence and choice and to enable the setting to remain free-flowing. We aim to provide healthy and nutritious food with individual children's

dietary needs in mind. We have snack around 10am each morning and lunch at 12. The children are involved in chooses what food they would like for snack and help to write shopping lists. Children also help to prepare and bake foods to share at snack.

Packed lunches

For children who stay for lunch, a fridge is provided to keep food fresh, and we kindly ask that parents ensure their children's lunches are healthy and to avoid using single-use plastics wherever possible.

What your child's lunch should include:

- sandwiches with a healthy filling, such as cheese, ham, chicken, or tuna.
- milk-based deserts such as yoghurt or crème fraiche
- 2 portions of fresh fruit and veg
- drinks are either water or no added sugar juice drink
- and if needed 1 small treat item such as a biscuit or dried fruit bar.

Please see guidance at end of prospectus or for more info please refer to policy 3.5 Meeting dietary requirements or visit <https://www.nhs.uk/change4life/recipes/healthier-lunchboxes> for advice on loads of easy-to-prepare lunch ideas your kids will love, as well as tips on what else to put in their lunchbox.

Policies

Our staff can explain our policies to you. There is a copy of our policies and procedures available for you to view within the setting at all times or you can also view our policies and procedures on our website.

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.

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

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]



2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and, where necessary, kept up to date.
5. 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.
6. 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 and Adults

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our setting 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.

By working closely with children and their parents we ensure they 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. For more information please refer to our safeguarding children, young people and vulnerable adults policy 6.

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 needs a child may have and regularly work with other professionals e.g. speech therapists. The setting works to the requirements of the Special Educational Needs and Disability Code of Practice: 0-25 years (2015)

Our Special Educational Needs Coordinator (SENCO) is Charlotte Dudley. For more info please refer to policy 9.13 Identification, assessment and support for children with special educational needs (SEND).



The Management of our setting

Our management committee is made up of elected parents. 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. Parents are also invited to attend termly committee meetings to discuss and share ideas for fundraising, as well as the day to day running of the setting. Please email the preschool sennenpreschool@gmail.com for further information if you wish to get involved.

Opening hours

We are open for 38 weeks a year and are closed during school holidays. We offer full day care: Monday to Thursday between 8.30am to 3.30pm and Fridays 9am to 2.30pm where we provide care and education for young children between the ages of 2 and 5 years.

Costs

Fees	Age 2, 3 & 4
Fees per hour	£5.00
Mid-morning snack	£0.50
Early drop off from 8:30am	£2.50

To allow staff time to set up in the morning and clean the room in the afternoon, we ask that children are not dropped off earlier than the time booked unless this has been pre-arranged with staff and that the children are collected on time at the end of the session. If children are collected late a fee of £2.50 will be charged per every 15 mins.

- Please note that if your child is absent for any reason you will still be charged.



- Bills will be sent out at the end of each month.
- We ask that all outstanding fees are paid with two weeks through (BACS) payment.
Our bank details are: Sort code: 30-96-56 Account number: 00392146
- If your child is unable to attend for any reason, we ask you to either call or text to let us know on 07971378832.

Funding

Free funding for all 3 and 4 year olds

All children will receive 15 hours per week free funding paid by the government beginning from the start of the term following their 3rd birthday.

30 hours funding can give children an additional 15 hours funded

You may be able to claim an additional 15 funded hours per each week. This is available when a single parent, or both parents, work 16 hours or more per week. Parents need to apply for the additional 15 funded hours the term before their child's 3rd birthday.

This equates to £115 a week or £6000 a year for each parent over 25 or £112.20 a week or £5700 per year for each parent aged between 21 and 24 years of age.

For more information, visit www.childcarechoices.gov.uk.

Free 2-year-old funding

Your 2-year-old can get 15 free hours funded childcare if you live in England and in receipt of one of the following benefits:

- Income Support
- income-based Jobseeker's Allowance (JSA)
- income-related Employment and Support Allowance (ESA)
- Universal Credit - if you and your partner have a combined income from work of £15,400 or less a year, after tax
- tax credits and you have an income of £16,190 or less a year, before tax
- the guaranteed element of State Pension Credit
- support through part 6 of the Immigration and Asylum Act
- the Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)

A child can also get free early education and childcare if any of the following apply:

- they're looked after by a local council
- they have a current statement of special education needs (SEN) or an education, health and care (EHC) plan
- they get Disability Living Allowance
- they've left care under a special guardianship order, child arrangements order or adoption order

If you're eligible the free early education and childcare:

- must be with an approved childcare provider
- starts from the term after your child's 2nd birthday

To apply and for more information visit the website - [About Two Year Old Funding | Care and Support in Cornwall](#)

Tax-Free Childcare

The government is offering **tax-free childcare** for children under the age of 12 (under 17 if disabled). This is available for all working families, including the self-employed resident in the UK. You can open an online account to pay for registered childcare. The government will top-up the money you pay into the account. For every £8 you pay in, the government will add an extra £2 up to £2,000 per child per year.

You, and any partner, must each expect to earn (on average) at least £125 per week (equal to 16 hours at the National Minimum or Living Wage). If you, or your partner, are on maternity, paternity or adoption leave, or you're unable to work because you are disabled or have caring responsibilities, you could still be eligible.

You can't use Tax-Free Childcare at the same time as childcare vouchers, Universal Credit or tax credits. You **can** use it with the 15 hours and 30 hours schemes.

For more information or to sign up please go to www.childcarechoices.gov.uk

- You will need our registration number - EY48137
- And our post code - TR197AS
- Once you have registered you will need to give Charlotte Dudley you child's unique reference number.

Illness and Medical Emergency

Parents/carers must ensure that someone is contactable **at all times** while your child is in the setting in case of emergency such as: illness, accident resulting in injury, or incident such as a



fire. If parents or emergency contacts are not available, then the setting will contact either social services and/or an ambulance, whichever is applicable.

If your child becomes unwell and the staff feel that it is no longer appropriate for the child to remain in the setting or feel other children may be a risk, then you will be asked to collect your child. If children have had any sickness or diarrhoea, then they cannot re-enter the setting until 48 hours after last episode. (Please be clear on this -keep your child at home-even if they want to come in to preschool!) For more info, please refer to policy 6.2 Sickness, illness and allergies.

Starting at Sennen Pre-school

The first days

We want your child to feel happy and safe with us. We highly recommend children staying for at least 2 sessions a week, we have found children settle into the setting quicker and are much happier. Staff will work with you to decide on how to help your child to settle into the setting. This will be decided upon during a home visit, for more information please refer to policy 9.3 the role of the key person and settling-in and transition 9.4.

Clothing/personal care

Daily- We ask parents bring in spare set of clothes as well as spare nappies and wipes if needed. Children can also bring in slippers to protect their feet if they like to take their shoes off - all which can be stored on your child's peg.

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.

Messy play- We provide protective clothing for the children when they play with messy activities, however not all children choose to wear these therefore we ask parents to ensure children wear clothes which they don't mind getting messy.



We spend a lot of time outside all year round whatever the weather therefore we ask parents ensure their child is dressed appropriately. We do provide waterproof clothing and wellies however we understand that some children would prefer to wear their own which is fine.

During hot weather- We ask that children have sun cream on before they arrive (we advise using factor 30 or above) and that they wear a sun hat and clothing such as t-shirts which cover and protect their shoulders.

During cold weather- We ask that children bring in a coat, warm hat and gloves and wear plenty of layers such as vests and thermals to ensure they don't get cold.



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

Sennen & Lands End Pre-school-fundraising

Easyfundraising is a free fundraising platform, when you shop online at over 7,000 brands, they donate. It's free and easy to use, it's a great way for you to support us without it costing you a penny.

A example of how easyfundraising works -the average family of 4 spends £130 a week on groceries. If you order your shopping through home delivery or click and collect you could be raise £130 for Sennen Pre-school over a year.

You can sign up for free at <http://efraising.org/oiGWwG4s4M>

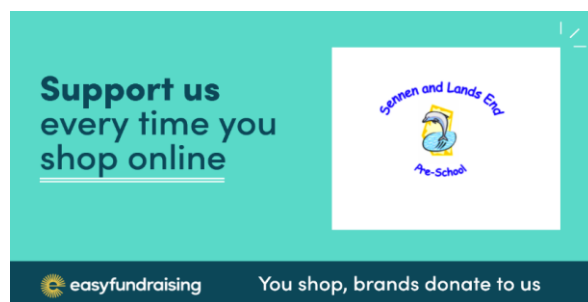
Business parents/local community: Calling our business supporters.

If you buy office supplies such as ink and toner, computing equipment, or if you regularly travel for work, did you know you could be raising money for Pre School at the same time?

You can do it all through easyfundraising big business retailers like Viking, Staples, ToolStation, Dell, Apple, Booking.com and many more and raise a free donation for us at no additional cost to you.

We'd really appreciate your help so register to support us at:

<http://efraising.org/oiGWwG4s4M>



Support Sennen And Lands End Preschool by shopping at smile.amazon.co.uk.

Every time you shop at smile.amazon.co.uk, Amazon will donate 0.5% of everything you spend to Sennen And Lands End Preschool.

You can either follow the link below or click onto your Amazon prime settings and select Amazon smile. Next you will be ask which charity you would like to support and you can type in Sennen and Landsend Pre-School.

Link- <https://smile.amazon.co.uk/ch/1036652-0>

Thank you for all your support every penny helps x



Making a Complaint

Parent with a concern about an aspect of the setting's provision.

Talk over concern with setting
Leader.

Complaint resolved

If unresolved, parent puts the
complaint in writing to the setting
leader and the chair of the committee.

Written acknowledgment of complaint is sent
to parent. Full detailed investigation. Parent to
meet with leader to discuss complaint and
parent is informed of the outcome of
investigation within **28 days**.

Complaint
resolved and
logged
confidentially -
available for
Ofsted to see on
request

If concern is unresolved at this stage,
an external mediator is invited to help
to settle the complaint. This person
should be acceptable to both parties,
listen to both sides and offer advice.

When the mediator has concluded her/his
investigations, a final meeting is held
between the parent, the setting leader,
chair of the committee and the mediator.

Complaint
resolved, decision
recorded and
signed, and copies
held by both

PARENTS MAY APPROACH OFSTED DIRECTLY AT ANY STAGE OF THIS COMPLAINTS PROCEDURE. IN ADDITION, WHERE THERE SEEMS TO BE A POSSIBLE BREACH OF THE SETTING'S REGISTRATION REQUIREMENTS, IT IS ESSENTIAL TO INVOLVE OFSTED AS THE REGISTERING AND INSPECTION BODY WITH A DUTY TO ENSURE THE WELFARE REQUIREMENTS OF THE EARLY YEARS FOUNDATION STAGE ARE

Key internet safety issues

The internet is a fantastic place for children to learn, create and have fun, but they may occasionally have to deal with a variety of sometimes challenging issues.

These might include cyberbullying, the pressure to take part in sexting, encouragement to self-harm, viewing pornography, along with various others. But there are positive things you can do to equip yourself and your child, support them in resolving any issue they may face.

Online safety tips for parents of pre-school children

0-5 Year Olds

Checklist

Put yourself in control

Make use of the parental controls available on your home broadband and any internet-enabled devices. You can find out how at your broadband provider's website or by visiting internetmatters.org.

Search safely

Use safe search engines such as swiggle.org.uk or kids-search.com. Safe search settings can also be activated on Google and other search engines as well as YouTube. You can find out more at google.co.uk/safetycentre.

Set boundaries

It's never too early to start setting rules about when and for how long your child can use devices and start to introduce the subject of internet safety at the same time. Encourage children to use devices in a communal area, keep other devices out of reach and use passwords so they can't go online without asking you first.

Pre-school children are online for an average of 71 minutes a day*



Explore together

Set your homepage to a child-friendly site such as CBeebies and give them a user account which only allows access to sites and apps you've chosen.

Help them learn through games

Games are a great way for young children to explore the internet and learn about the world around them. You can choose safe, fun and educational games free of charge from providers such as Fisher Price or about their favourite characters like Peppa Pig.

Children can now have a digital footprint before they learn to speak and often before they're even born.

Internet Matters is a free online resource for every parent in the UK. We'll show you the best ways to protect your children online as they grow up - with information, advice and support on all the big e-safety issues.

**internet
matters.org**

Internetmatters.org have created a number of advice hubs to help you learn more and deal with these issues with your child.

To find out more information and to access a wealth of resources and videos for children of all ages go to www.internetmatters.org