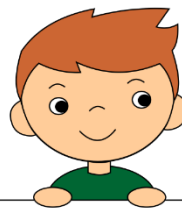




**South Kidlington  
Infant Pre-School**

# Prospectus



**SKIPS, c/o West Kidlington Primary School, Oxford Road, Kidlington, Oxford, OX5 1EA.**

**Telephone No: 07704 525312**

**Ofsted No: EY294341**

**[WWW.SKIPSPRESCHOOL.ORG](http://WWW.SKIPSPRESCHOOL.ORG)**

**Registered Charity No: 1032166**

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This prospectus aims to provide you with an introduction to SKIPS Pre-School, 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.

**SKIPS Pre-School 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;
- 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**

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; and
- included at all levels.

As a voluntary managed setting, we also depend on the good will of parents and their involvement to keep going.

## **About us**

At SKIPS it is our aim for children to become curious, mindful, independent, and respectful, with a love of learning. We build strong relationships between children, parents, and nursery practitioners in our safe and nurturing child-centred environment. We believe that children learn best when they feel safe and secure with familiar people and the key person bond is a big part of how we work.

SKIPS is a place of utter excitement and wonder where children are loved and nurtured to reach their full potential. We prepare children for tomorrow's world through learning life skills, developing creative thinking as well as being encouraged to love themselves and the world around them.

SKIPS have been on the site of West Kidlington Nursery and Primary School for 15+ years. We have strong links with the Nursery at which the children can also attend, this in turn facilitates a smooth transition for your child into Nursery and the rest of the school.

At SKIPS we can take children for full or partial day care from 7.30 am until 6.00 pm term time only. We are an approved setting for grant funding for four year old's and eligible two and three year old's.

SKIPS is committed to safeguarding. All staff and volunteers are vetted to ensure the welfare of the children.

## **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 setting and we have a procedure for managing complaints or allegations against a member of staff.

We maintain records, policies and procedures required for the safe and efficient management of the pre-school, and to meet the needs of the children. We aim to offer children and their parents a service that promotes equality and values diversity.

Our way of working with children and their parents ensures that 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.

## **Management of the setting**

SKIPS Pre-School is a registered charity and a non-profit making organisation. It is run by a parent-led voluntary committee comprising Chairperson, Treasurer, Secretary and general committee members. As a community based, voluntary managed setting, we depend on the goodwill of parents and their involvement to keep going. Joining the committee is also an excellent way of getting involved with your child's early education!

Committee members are elected at the AGM, normally held in July, but anyone wishing to join the committee at another time will be very welcome. All committee members are subject to DBS (Police) and Ofsted checks. Please speak to a member of the existing committee for more information via this email address [skipschair@gmail.com](mailto:skipschair@gmail.com).

The committee make up the registered person with Ofsted and normally meets once per month to discuss:

- managing our finances;
- employing and managing our staff;
- making sure that we have, and work to, policies that help us to provide a high quality service; and
- making sure that we work in partnership with parents.

As a charity the committee relies upon fundraising to supplement the grants we receive. Parents are encouraged to support our fundraising events.

## **Sessions Available – Monday to Friday**

Morning session – 8.45 till 11.45

Lunch Club – 11.45 till 12.30

Afternoon session – 12.30 till 3.30

SKIPS Pre-school is open during the regular school term and in general our term dates are aligned with West Kidlington Nursery and Primary School's diary. Where possible the pre-school aligns inset days with the school, we will inform parents if this is not possible.

Children who attend West Kidlington Nursery can be collected or dropped off by our staff to correlate with your child's sessions.

## **Fees and Funding**

3-4-year-old funding is available for 15 hours for all children the term after their 3rd birthday.

30 hours funding is available for 3-4 year old eligible children.

2 year old funding is available for children who qualify.

### **Non funded fees:**

Morning session – £10.50

Lunch Club – £3.00

Afternoon session – £10.50

We will invoice you at the start of each term for the term ahead via our online platform Family. Fees continue to be payable if a child is absent without notice or for a short time. Each child's attendance at SKIPS is conditional on continued payment of fees.

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 Iona Wiggins who is the committee administrator or Jodie Mabbutt who is our manager.

Children attending the setting must attend for a minimum of two sessions. This can be either a full day or two half days.

## **Environment**

We have created an environment which caters for children of all abilities and needs. Our setting enables children to play naturally and let their imaginations take the lead. Our role is to follow that lead, talking with them, modelling language and asking thought-provoking questions as we play.

We are starting to move away from the use of plastic toys and electronic gadgets, as we believe the use of these toys effects the children's ability to think critically. Our neutral tones and calm design ensure children are not overstimulated by bright colours which enables children to feel relaxed and at ease. To spark critical thinking through learning we provide an array of beautiful natural, loose part, open ended resources that encourage children to explore and investigate. We love to recycle old materials as it allows the children to be inquisitive and curious learners whilst saving the planet.

## **SKIPS timetable and routines**

Our setting 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 our 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.

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 indoor.

## **Visits/Admission**

The manager welcomes those parents who wish to visit the pre-school for a look around and an informal chat. Parents/Carers are free to visit during any session by appointment. Please email [skipspreschool@hotmail.co.uk](mailto:skipspreschool@hotmail.co.uk) or call 07704525312.

## **Starting at SKIP Pre-School - *The first days***

We want your child to feel happy and safe with us. To make sure that this is the case, our 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 on our website or from Jodie Mabbutt.

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

## **Pre-school Clothing**

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet, taking off and putting on as required outdoor clothes. Clothing that is easy for them to manage will help them to do this.

For children attending West Kidlington Primary School's Nursery, uniform is required to be worn at all times. The logo on the uniform is adapted to fit in with SKIPS and can be worn at both settings.

## **Snack and Lunch Time**

Please provide a named reusable water bottle for your child, containing water only. However, a fresh supply of water is always available for the children.

We make snacks and meals a social time at which children and adults often eat together.

Two snacks are offered during the day (one during AM and PM session). We ask parents to provide snack to the setting which allows us to deliver healthy fruit and vegetables for the children at snack time.

The children staying for lunch require a healthy packed lunch provided by parents.

## **Staff ratio**

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and 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.

## **Special needs**

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

Our Special Educational Needs Co-ordinator is: Fiona Black

## **Key person and your child**

Our setting uses a key person approach. This means that each member of staff has a group of children for whom they are particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare that we provide is right for your child's particular needs and interests. When your child first starts at the setting, they will help your child to settle and throughout your child's time at the setting, they will help your child to benefit from our activities.

We also operate a buddy system meaning if your child's key person is away their buddy will take over the role and look after your child.



## **How parents take part in the setting**

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

- exchanging knowledge about their children's needs, activities, interests and progress with our staff;
- contributing to the progress check at age two;
- helping at sessions of the setting;
- sharing their own special interests with the children;
- helping to provide and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting where appropriate;
- 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.

## **Parent/Carer Open Weeks**

Our setting has select weeks throughout the academic year which parent/carers or any family member can sign up for if they would like to attend any sessions. Attending sessions enables parents to see what the day-to-day life of our setting is like and to join in helping the children to get the best out of their learning experiences.

## **Policies**

Our staff can explain our policies and procedures to you. Copies of which are available in the entrance area to SKIPS in a folder marked Policies and Procedures and under the Policy section on our website.

Our policies help us to make sure that the service provided by our 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.

Our staff and parents on the committee 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 our setting to provide a quality service for its members and the local community.

## **Information we hold about you and your child**

We have procedures in place for the recording and sharing of information 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.

## 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 helpers;
- has the chance to join in 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 5 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 2014):

- *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.

The *Early Years Outcomes* (DfE 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. SKIPS Pre-school has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

*Personal, social and emotional development*

- making relationships;
- self-confidence and self-awareness; and
- managing feelings and behaviour.

*Physical development*

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

*Communication and language*

- listening and attention;
- understanding; and
- speaking.

*Literacy*

- reading; and
- writing.

*Mathematics*

- numbers; and
- shape, space and measure.

*Understanding the world*

- people and communities;
- the world; and
- technology.

*Expressive arts and design*

- exploring and using media and materials; and
- being imaginative.

## **Our approach to learning and development and assessment**

### *Learning through play*

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners.

### *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 Early Years Foundation Stage as:

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

### **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 or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our on-going 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.

### ***The progress check at age two***

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

## **Records of achievement**

We keep a record of achievement for each child. 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 in partnership with you to keep this record. To do this you and she 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. Together, we will then decide on how to help your child to move on to the next stage.

## **Learning opportunities for adults**

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to date with thinking about early years care and education. We also keep up-to-date with best practice, as a member of the Early Years Alliance, through *Under 5* magazine and other publications produced by the Alliance. From time to time we hold learning events for parents. These usually look at how adults can help children to learn and develop in their early years.