

PLAYGROUP PROSPECTUS

We hope the information in this Prospectus will be of benefit to you.

Playgroup aims:-

- ❖ to provide a safe and stimulating environment where children under school age can explore and develop trust and form friendships.
- ❖ to ensure children are treated as individuals.
- ❖ to give children an opportunity to progress at their own pace, building on what they know.
- ❖ to allow children to make their own choices and to become independent through various areas of play.
- ❖ to promote a Key Worker system, to assess children and to keep parents informed of their child's progress.
- ❖ to encourage parental/carer involvement through a daily routine, fund raising, AGM and membership of the Committee.
- ❖ to provide an appropriate curriculum built on play activities to promote learning in the following areas :-

The Curriculum

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value the differences between themselves and others.

Children start to learn about the world around them from the moment they are born. The care and education offered by West Looe Playgroup helps children to continue to do this by providing all of the children with interesting activities that are right for their age and stage of development.

For children between the ages of 2 and 5, the playgroup provides a curriculum for the foundation stage of education. This curriculum is set out in a document, published by the Department for Children, schools and families and called the *Practice guidance for the early years foundation stage*. We follow this guidance:

The guidance divides children's learning and development into six areas:

- ❖ Personal, social and emotional development.
- ❖ Communication, language and literacy development.
- ❖ Problem solving, reasoning and numeracy.
- ❖ Knowledge and understanding of the world.
- ❖ Physical development.
- ❖ Creative development

For each area, the guidance sets out 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.

For each early learning goal, the guidance sets out stepping stones, which describe the stages through which children are likely to pass as they move to achievement of the goal. We use the early learning goals and their stepping stones to help us trace each child's progress and to enable us to provide the right activities to help all of the children move towards achievement of the early learning goals.

Social and Emotional Development

- ❖ Developing independence, confidence, to form good relationships with peers and adult and the ability to share and take turns.
- ❖ Having a positive approach to learning and finding out about the world around them.
- ❖ Having confidence in themselves and their ability to do things, and valuing their own achievements.
- ❖ Being able to get on, work and make friendships with other people, both children and adults.
- ❖ Becoming aware of - and being able to keep to - the rules which we will need to help us to look after ourselves, other people and our environment.
- ❖ Being able to dress and undress themselves, and look after their personal hygiene needs.
- ❖ Being able to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Communication, Language & Literacy

- ❖ Communicating through books, stories, rhymes, and conversation.
- ❖ Being able to use conversation with one other person, in small groups and in large groups to talk with and listen to others.
- ❖ Adding to their vocabulary by learning the meaning of new words.
- ❖ Being able to describe their own experiences.
- ❖ Getting to know the sounds and letters which make up the words we use.
- ❖ Knowing how to handle books and that they can be a source of stories and information.
- ❖ Knowing the purposes for which we use writing.
- ❖ Making their own attempts at writing.

Problem solving, reasoning and numeracy

- ❖ Understanding and ideas about how many, how much, how far and how big.
- ❖ Understanding and ideas about patterns, the shape of objects and parts of objects and the amount of space taken up by objects.
- ❖ Understanding that numbers help us to answer questions about how many, how much, how far and how big.
- ❖ Understanding and ideas about how to use counting to find out how many and early ideas about adding more or taking away from the amount we already have.

Knowledge and Understanding of the World

- ❖ Learning about their environment and the world through practical experience and discussion.
- ❖ Finding out about the natural world - and the made world- and how they work.
- ❖ Learning how to choose the right tool for a task.
- ❖ Learning about computers.
- ❖ Starting to put together ideas about the past and present and the links between them.
- ❖ Beginning to learn about their locality and its special features.
- ❖ Learning about their own and other cultures.



Physical Development

- ❖ Increasing strength, skill and control of both fine and gross motor skills.
- ❖ Learning the importance of their bodies and how to look after them,

Creative Development

- ❖ To express ideas and feelings through communication and the ability to explore using a variety of materials.

Play helps young children learn and develop through doing and talking, which research has shown to be the means by which young children think. We use the early learning goals and their stepping stones 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 all activities information from the early learning goals and stepping stones has been used to decide what equipment to provide and how to provide it.

Working together for your children

Our playgroup has a high ratio of adults to children in the setting. 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.
- ❖ Allow the children to explore and be adventurous in safety.

The staff who work at West Looe Playgroup are:

Name	Job Title	Qualifications
S D	Supervisor Child Protection and Health & safety Officer	Diploma in Nursery Nursing (NNEB) Level 3 1992 Child Protection - Tier 3 part 1 [July 2010] & 2 [Nov 2010] Paediatric First Aid May 2010 Health & Safety in the Workplace Certificate 2010 Foundation Certificate in Food Hygiene May 2010 Basic Fire training Sept 2010
W M	Supervisor Behaviour Management Officer, Bookstart Co-ordinator and Under3s Supervisor	CACHE Diploma in Childcare and Education (DCE) Level 3 2004 Paediatric First Aid Nov 2010 Child Protection- Raising Awareness Sept 2009 Food Hygiene Certificate Level 2 June 2009 PLA Staff Management Course March 2007 Level 2 in Health & safety in the workplace 2010 CWDC Recruiting safely May 2010
J M	Key-Worker Special Needs Co-ordinator	SENCO Courses -latest one 2 days Jan 2011 Cluster Meetings Food Hygiene certificate level 2 June 2009 Paediatric First Aid Oct 2007

L M	Key-Worker	Certificate in Early Years Practice Level 4 2005 Level 2 Award in Food Safety in Catering June 2009 Paediatric First Aid May 2010
L B	Key-Worker	Cache Certificate in childcare and education- Level 2 July 2007 Level 3 April 2009 Food Hygiene Certificate April 2009 Paediatric First Aid January 2007
K B	Key-Worker	NVQ 3 Children's care & learning July 2009 Paediatric First Aid Feb 2011 Food Hygiene Certificate April 2009 Manual handling Feb 2009
M J	Key- Worker	NVQ 3 Children's Care & Learning Nov 2010 Paediatric First Aid Feb 2008 Food Hygiene Certificate March 2010
S B	Maternity Cover	BTEC level 3 National Diploma in Early Years July 2005
S H	Administrator	

The parents' rota

The playgroup has a parent rota which all parents/carers are encouraged to take part in once every half term. Helping at the session enables you to see what the day-to-day life of the playgroup is like and to talk freely with staff. Joining in also helps the children to get the best out of their activities.

Key Workers

The playgroup operates a Key Worker system. This means that each member of staff has a group of children for whom she is particularly responsible. Your child's key worker will be the person who works with you to make sure that what the playgroup provides is right for your child's particular needs and interests. When your child first starts at the playgroup, she will help your child to settle and throughout your child's time at the playgroup, she will help your child to benefit from the playgroup's activities.

How parents take part in the playgroup

As a member of the Pre-School Learning Alliance, West Looe Playgroup recognises parents as the first and most important educators of their children. All of the staff see themselves as co-workers with you in providing care and education for your child. There are many ways in which parents take part in making the playgroup 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.
- ❖ Helping at sessions at the playgroup
- ❖ 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.
- ❖ Being part of the management of the playgroup.
- ❖ Taking part in events and informal discussions about the activities and curriculum provided by the playgroup.

The playgroup's timetable and routine

West Looe Playgroup believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the playgroup's session are provided in ways that:

- ❖ Help each child to feel that she/he is a valued member of the playgroup.
- ❖ Ensure the safety of each child.
- ❖ Help children to gain from the social experience of being part of a group.
- ❖ Provide children with opportunities to learn and help them to value learning.

Records of Achievement

The playgroup keeps a record of achievement [Learning Journey] for each child. Staff and parents working together on their children's records of achievement is one of the ways in which West Looe Playgroup and parents work together in partnership. 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 worker will work with you to keep this record. To do this you and she will collect information about the child's needs, activities, interests and achievement. This information will enable the key worker to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.

The session

The playgroup organises its sessions so that the children can choose from - and work at - a range of activities freely inside and outside, 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.

Snacks

The playgroup makes snacks a social time at which children and adults eat together. We plan the menus for snacks so that they provide the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met.

Policies

Copies of the playgroup's policies are enclosed with this prospectus.

The playgroup's policies help us to make sure that the service provided by the playgroup is a high quality one and that being a member of the playgroup is an enjoyable and beneficial experience for each child and her/his parents.

The staff and parents of the playgroup work together to adopt 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 playgroup to provide a quality service for its members and the local community.

Discriminatory Behaviour/Remarks

These are unacceptable in the Playgroup.

The response will aim to be sensitive to the feelings of the victim(s) and to help those responsible to understand and overcome their prejudices.

Special Needs

The Playgroup recognises the wide range of special needs of children and families in the community, and will consider with the help from the SENCO (Special Educational Needs Coordinator) what part it can play in meeting these needs.

Planning for Playgroup meetings and events will take into account the needs of people with disabilities. The playgroup works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2000). Our SENCO Officer is Jill Matthews.

Language

Bilingual/multilingual children and adults are an asset. They will be valued and their languages recognised and respected in the Playgroup.

The management of West Looe Playgroup

A parent management committee - whose members are elected by the parents of the children who attend the playgroup - manages the playgroup. The elections take place at the playgroup's Annual General Meetings which is held in July each year. The committee is responsible for:

- ❖ Managing the playgroup's finances.
- ❖ Employing and managing the staff.
- ❖ Making sure that the playgroup has - and works to - policies which help it to provide a high quality service.
- ❖ Making sure that the playgroup works in partnership with the children's parents.

The Annual General Meetings is open to the parents of all of the children who attend the playgroup. It is their forum for looking back over the previous year's activities and shaping the coming year's activities.

Fees

The fees from September 2010 are £7.00 per session payable half-termly in advance (fees are reviewed at the AGM in July). Fees must still be paid if children are absent without notice for a short period of time. For your child to keep a place at playgroup, you must pay the fees or we must receive nursery education funding for your child.

The first days

We want your child to feel happy and safe at the playgroup. 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 playgroup. The playgroup has a policy about helping children to settle into the playgroup - a copy is enclosed in this prospectus.

Clothing

The playgroup provides protective clothing for children when they play with messy activities.

The playgroup encourages children to gain the skills which 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 which is easy to manage will help them with this.

3 & 4 Year Old Funding

All children are funded from the term after their third birthday. Each place offered comprises of five 3 hour sessions per week, not all sessions have to be taken, nor do they have to be taken with one provider, but can be split between providers as desired.

West Looe Playgroup hopes that you and your child enjoy being members of the playgroup 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.

This prospectus was amended at a meeting of the Playgroup held on 26th February 2007.

Reviewed and amended 12th November 2009

Amended 20th September 2010

Signed on behalf of the Playgroup Committee