



- We may offer a home visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known.
- We use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We discuss with the parent, carer or close relative, whether it would help their child settle, if they were to stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. When necessary, we expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

### Privacy Notice – Data Protection Act 1998

We, YMCA Maidstone Pre-School are a data controller for the purpose of the Data Protection Act. We collect personal information from you and may receive information about you from your previous school and the Learning Records Service. We hold this personal data to:

- Support your learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care, and
- Assess how well we are doing.

Information about you that we hold includes your contact details and personal characteristics such as your ethnic group, and special educational need and relevant medical information.

**We will not give information about you to anyone without consent unless the law and our policies allow us to.**

We are required by law to pass some information about you to our Local Authority (LA) and the Department for Education. If you want to receive a copy of the information about you that we hold or share please ask the pre-school Manager.



YMCA enables people to develop their full potential in mind and spirit. Inspired by, and faithful to, our Christian values, we create supportive, inclusive and energising communities, where young people can truly belong, contribute and thrive.

**YMCA MAIDSTONE**

# Pre-School Prospectus

# YMCA

**YMCA Community Centre  
Barfreston Close, Tovil, Maidstone ME15 6FG  
Telephone: 01622 749404 Email: [tovil.preschoolyymca.org.uk](mailto:tovil.preschoolyymca.org.uk)**

Childrens Services Manager: Rob Foley  
Pre-school Manager: Vanessa Burns



*Learning to play, playing to learn*



## Our pre-School aims:

- To provide a high quality of care and education for children primarily below statutory school age
- To work in partnership with parents to help children to learn and develop
- To add to impart and shape the well-being of its local community
- To offer children and their parents a service which promotes and values equality and diversity

## As a member of YMCA Maidstone Pre-School, your child is:

- In a safe and stimulating environment
- Given generous care and attention, because of our high ratio of adults to children
- Given the chance to join with other children and adults to live, play, work and learn together
- Helped to take forward their learning and development by being helped to build on what they already know and can do
- Paired with a personal Key Worker who make sure your child makes satisfying progress and development
- In a pre-school in which parents help to shape the services it offers
- Open a minimum 36 weeks a year
- Closed during school holidays
- Open 5 days a week from 9.00am – 12.00pm and 12.00pm - 3.00pm
- Offer sessional care
- Provide care and education for young children between the ages of 2 and 5

## The Curriculum provided by the YMCA Pre-School

### ***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.

### ***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 year's provision including children with special educational needs and disabilities.

## Opportunities we provide for 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 and stimulating activities that are appropriate for their age and stage of development.

The Development Matters guidance developed by The British Association for Early Childhood Education sets out the likely stages of progress a child makes along their learning journey towards the Early Learning Goals. Our setting uses this guidance when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need to work within different areas of learning:

### The Areas of Development and Learning are:

#### **Prime Areas – The areas concentrated on for 2-3 year olds**

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

#### **Specific Areas – These areas are used to assess 3+ years along with the Prime areas**

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

Development Matters shows us that all children engage with other people and their environment through **3 Characteristics of effective learning, these are:**

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

We aim to provide an ever evolving learning environment for every individual child to accommodate the characteristics of effective learning. We do this by observing how your child is learning and planning a clear strategy about what we can do and provide in order to support them in being a motivated learner.

#### **Learning through play**

Play helps 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. Children are surrounded by many activities during their day. In some of these activities the child decides how they will use it and, in others, an adult takes the lead in helping the child think differently which promotes learning. Throughout all we offer, information from Development Matters has been used to decide which equipment is best to provide and how to provide it.

### Our approach to assessment

We assess how young children are learning and developing by regular observations. We use information that we gain from observations, as well as photographs and videos to document their progress and where this may be leading them. We believe that parents know their children best, therefore we ask parents to contribute towards their child's assessment by sharing information about their likes, dislikes and what they do at home and how they, as parents, can support their ongoing development.



We make periodic assessment summaries of children's achievement based on our ongoing 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 they go on to school.

## Records of achievement

YMCA Pre-School keeps a record of achievement for each child. Your child's record of achievement helps us to celebrate their achievements and to work together to provide what they need for their well-being and to make progress. Your child's key person will work in partnership with you to keep this record. To do this your child's key worker and you will collect information about your child's needs, interests and achievements. This information will enable the key person to identify your child's stage of development. You will both then decide on how best to help your child progress their development.

## How Parents Take Part

Parents 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 at all levels.

As a member of the Pre-School Learning Alliance, our Pre-School recognises that parents are very important and the primary educators of their children. All of our staff regard themselves as the parent's co-workers in providing care and education for their child. There are many ways in which parents take part in making the pre-school a welcoming and stimulating place for everyone. For example:

- Exchanging knowledge about their children's needs, interests and progress with the staff.
- Volunteering within sessions.
- Sharing their interests with the children.
- Helping to provide and take care of equipment and materials used in various activities.
- Taking part in informal discussions about the activities and curriculum provided by our pre-school.
- Joining in community activities along with the pre-school.
- Building relationships with other parents.

## Daily routines

We believe that both the care and education we offer your child are equally important. The routines and activities that make up each session are provided in ways that:

- Help each child to feel that they are a valued member of the setting.
- Ensure the safety of each child.
- Help children to gain long term life skills from the social experiences they receive.
- Provide children with opportunities to learn and help them to value the process of learning.

## The Session

Our Pre-School organises each session around the characteristics of effective learning so that all children can choose from a range of activities **play and explore**. In doing this they build up their ability to select and work through a task to completion **active learning** which helps to motivate them in their ongoing learning. The children are also helped and encouraged to take part in adult-led activities which introduce them to new experiences, this helps shape their own preferences **creating and thinking** and helps them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, physical development and knowledge of the world around them. The children have the opportunity to take part in independent and adult-led activities.

## Policies

Copies of our pre-school policies are available on request, via email or hard copy. Our pre-school policies help us to make sure that the services provided by us are of the highest possible quality. The YMCA Maidstone Board of Governors, management and staff work continuously in the review of all policies.

## Special Needs

As part of our Pre-School's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs which your child may have. Our pre-school adheres to the requirements set out by The Special Educational Needs Code of Practice (2014) and promotes the Equality of all children as set out in our pre-school policies.

Maidstone YMCA Pre-School's **Special Educational Needs Co-ordinator is Vanessa Burns**, the Pre-School Deputy Supervisor.

## Safeguarding children

YMCA Pre-School 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. The way in which we work with children and their parents ensures we are aware of any problems that may emerge and therefore can offer support, including referral to appropriate agencies when necessary. Copies of all our safeguarding policies including E-Safety are also available on request.

## Management of our Pre-School

We are owned and governed by YMCA Maidstone. The Management and Board of Governors are ultimately responsible for:

- Employing the Children's Services Manager.
- Setting the pre-school finances.
- Making sure that the pre-school has in place policies which help it to provide a high quality of service.
- Making sure that the pre-school works in partnership with the children's parents.



## The YMCA Pre-School Staff and Their Qualifications

Name	Title	Qualification
Mr Robert Foley	Children's Services Manager and Lead Child Protection Officer	BTEC National Diploma In Childhood Studies Level 3. BA (Hons) Childhood Studies
Mrs Vanessa Burns	Pre-School Manager Deputy Child Protection Officer	NVQ Level 3 Diploma in Early Years & Childcare
Mrs Kirsty Matthews	Lead Supervisor	BTEC National Diploma in Childhood Studies Level 3
Mrs Helen Lowrey	Practitioner	NVOL Level 4 Early Years Care and Education
Miss Molly Munday	Practitioner	Level 3 Diploma in Early Years
Mrs Rumana Hossain	Practitioner	Level 2 Early Year Education and Care
Mrs Louisa Etheridge	Practitioner	Pre Level 2
Mrs Gemma Merarns	Volunteer	Pre Level 2

## Fees

The fee per session is £14.00, calendar monthly. 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, please inform the manager for possible arrangements to be made (this is for exceptional circumstances).

For your child to keep their place at our pre-school you must pay the fees or we must receive funding for your child. Invoices are to be paid by date requested. If you are experiencing financial hardship please speak, in confidence, to the manager so that alternative payment arrangements can be made. Unfortunately, if payment has not been received in full by the end of term an administration cost of £25 will be incurred and we may be unable to secure your child's place for the following term. If a debt continues YMCA Maidstone may hand it over to an outside recovery agency.

## Free Early Education

YMCA Pre-School is in receipt of free early education funding for two, three and four year olds; where funding is not received, then fees apply.

From September 2017 the government provides between 15, to 30 hours free early education a week for all 3 and 4 year olds from the term after their 3rd birthday. To claim the funding you will be asked to complete a Parental Declaration 3 times a year, which will be provided by the pre-school.

From April 2015 all early years providers who deliver Government funded early education will be able to claim the early year's pupil premium for three and four year old children whose parents are in receipt of certain benefits.

Also if you receive certain benefits you can get up to 15 hours free early education for your 2 year olds. If you think you may be eligible for either of these then please ask a Pre-School Manager or visit [www.kent.gov.uk/childcare](http://www.kent.gov.uk/childcare).

## Starting at YMCA Maidstone Pre-School

### **Key-worker**

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families. The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.

### **Our procedure:**

- We allocate a key person and a buddy for when the key person is not in, before the child starts.
- When we feel it would be beneficial, a home visit is carried out before the child starts, this is done by the manager and the key person.
- The key person is responsible for the induction of the family and for settling the child into our setting. The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.

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

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance A Know How Guide: The EYFS progress check at age two.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by the setting to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

### **Settling-in**

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting and to take part in a 'taster' session.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.

