

## 10.1 Early years prospectus

[Name of provider]'s Early Years Prospectus for Parents

[Address]

[Telephone number]

[Email address]

Welcome to [name of setting] and thank you for registering your child with [us/me].

[We/I] know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best.

This prospectus aims to provide you with an introduction to [name of setting], [our/my] routines, [our/my] approach to supporting your child's learning and development and how [we/I] aim to work together with you to best meet your child's individual needs. This should be read alongside [our/my] Childcare Terms and Conditions for a full description of our services.

### **[Our/My] 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/my] setting who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

[For voluntary managed group provision: As a 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 you for your support and commitment.]

### **Children's development and learning**

[We/I] aim to ensure that each child:

- is in a safe and stimulating environment;

- is given generous care and attention, because of [our/my] 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/My] provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2012):

- *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/my] 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. [Our/My] setting has regard to these when we assess children and plan for their learning. [Our/My] 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/I 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/I] 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/I] aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what [we/I] can do and provide in order to support each child to remain an effective and motivated learner.

### *Assessment*

[We/I] assess how young children are learning and developing by observing them frequently. [We/I] use information that [we/I] 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/I] believe that parents know their children best and [we/I] 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/I] make periodic assessment summaries of children's achievement based on [our/my] on-going development records. These form part of children's records of achievement. [We/I] 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/I] 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




[We are/I am] open for \_\_\_\_\_ weeks each year.

[We are/I am] closed \_\_\_\_\_

[We are/I am] open for \_\_\_\_\_ days each week

The times [we are/I am] open are \_\_\_\_\_

[We/I] provide care and education for young children between the ages of:

\_\_\_\_\_ and \_\_\_\_\_ years.

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

[Our/My] setting recognises parents as the first and most important educators of their children. All of [our/my] 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/my] 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/me];
- 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.

### **The parents' rota**

[Our/My] setting has a dated rota which parents can sign if they would like to help at a particular session or sessions of the setting. Helping at the session enables parents to see what the day-to-day life of [our/my] setting is like and to join in helping the children to get the best out of their activities.

### **Joining in**

Joining the rota is not the only means of taking part in the life of the setting. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to play the clarinet for the children, show pictures of the local carnival held in their neighbourhood, and show the children their collection of shells.

[We/I] welcome parents to drop into the setting to see it at work or to speak with [the staff/me].

### **Key person and your child**

[For group provision: 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.] [For childminding provision: I will be the key person for your child.] [Your child's key person will be the person who works/I will work] with you to make sure that the childcare that [we/I] provide is right for your child's particular needs and interests. When your child first starts at the setting, [she/he/I] will help your child to settle and throughout your child's time at the setting, [she/he/I] will help your child to benefit from [our/my] activities.

### **Learning opportunities for adults**

As well as gaining childcare qualifications, [our staff/I] take part in further training to help [them/me] to keep up-to-date with thinking about early years care and education. [We/I] also keep up-to-date with best practice, as a member of the Pre-school Learning Alliance, through *Under 5* magazine and other publications produced by the Alliance. The current copy of *Under 5* is available for you to read. From time to time [we/I] hold learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

### **The setting's timetable and routines**

[Our setting believes/I believe] that care and education are equally important in the experience which [we/I] offer children. The routines and activities that make up the day in [our/my] 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.

### **The session\***

[We/I] organise [our/my] 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 in the indoor playroom(s).

OR

### **The day\***

[We/I] organise the day so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the day. [We/I] cater 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.

[\* Settings offer various types of care: sessional, extended day and full day. When using this prospectus choose which paragraph is appropriate for the type of care you offer.]

### **Snacks and meals**

[We/I] make snacks and meals a social time at which children and adults eat together. [We/I] plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. Please tell [us/me] about your child's dietary needs and [we/I] will plan accordingly.

### **Clothing**

[We/I] provide protective clothing for the children when they play with messy activities. [We/I] 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.

### **Policies**

[Our staff can/ I will] explain our policies and procedures to you. Copies of which are available [state where i.e. location within the setting/website]

[Our/my] policies help [us/me] to make sure that the service provided by [our/my] 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 work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies/I work together with parents to adopt the policies and provide them with the opportunity to take part in the annual review of the policies]. This review helps [us/me] to make sure that the policies are enabling [our/my] setting to provide a quality service for its members and the local community.



## **Safeguarding children**

[Our/My] setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. [Our/My] employment practices ensure children against the likelihood of abuse in [our/my] setting and we have a procedure for managing complaints or allegations against a member of staff.

[Our/My] way of working with children and their parents ensures that [we are/I am] aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

## **Special needs**

To make sure that [our/my] provision meets the needs of each individual child, [we/I] take account of any special needs a child may have. [We/I] work to the requirements of the Special Educational Needs Code of Practice (2001).

Our Special Educational Needs Co-ordinator is \_\_\_\_\_

## **The management of [our/my] setting**

[Our setting is a charity and as such is managed by a volunteer management committee - whose members are elected by the parents of the children who attend our setting. The elections take place at our Annual General Meeting. The committee is responsible for:

- 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.

The Annual General Meeting is open to the parents of all of the children who attend our setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.]

OR

[The setting is owned and governed by \_\_\_\_\_ [name of owner(s)]

[I am a self-employed childminder, running my own business.]

Our setting has a parent support group. This group is made up of, and elected by, the parents of the children who attend the setting. In our setting we share with this group, some of the tasks involved in managing the setting.

## **Fees**

The fees are £[insert fee] payable [monthly/weekly/daily/half-termly/termly] in advance. 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 [insert name] who is the [committee chair/director/owner] or [insert name] who is our manager/please let me know].

For your child to keep her/his place at [our/my] setting, you must pay the fees. We are in receipt of nursery education funding for two, three and four year olds; where funding is not received, then fees apply.

## **Starting at [our/my] setting**

### *The first days*

[We/I] want your child to feel happy and safe with [us/me]. To make sure that this is the case, [our staff/I] will work with you to decide on how to help your child to settle into the setting. [Our/My] policy on the Role of the Key Person and Settling-in is enclosed with this prospectus, or is available from [insert name].

[We/I] hope that you and your child enjoy being members of [our/my] setting and that you both find taking part in [our/my] activities interesting and stimulating. [Our staff are/I am] always ready and willing to talk with you about your ideas, views or questions.