

PROSPECTUS



Setting name	ABACUS Kindergarten EY492253
Address	St Johns C of E Primary School, Clay Lane Grove, Colchester, CO4 0HH
Tel No.	01206 844441 (in session times) 07768 170726(urgent, out of hours)
Email	info@abacuskindergarten.co.uk

Our setting aims to:

- 🌸 provide high quality care and education for children;
- 🌸 work in partnership with parents to help children to learn and develop;
- 🌸 offer children and their parents a service that promotes equality and values diversity.

Parents

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; and
- 🌸 included at all levels.

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 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.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage.

Our provision reflects the four key 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 with teaching and support from adults, who respond to their individual interest and needs and help them to build their learning over time. Children benefit from strong partnership between practitioners, parents, and Carers.

Learning and Development

Children develop and learn 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 (SEND)

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:

- ✿ personal, social and emotional development;
- ✿ communication and language development;
- ✿ physical development;
- ✿ understanding the world;
- ✿ literacy;
- ✿ maths; and
- ✿ expressive art 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.

We refer to curriculum guidance to support our professional judgement as we assess each child's progress and plan for their learning. We plan for their learning by creating a curriculum that is ambitious and meets every child's needs. Our educational programmes support children to develop the knowledge, skills and understanding they need to develop in the following areas:-

Personal, social and emotional development

- 🌸 self regulation
- 🌸 managing self
- 🌸 building relationships

Communication and language

- 🌸 Listening, attention and understanding
- 🌸 Speaking

Physical development

- 🌸 increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- 🌸 increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials;

Mathematics

- 🌸 Knowledge of numbers, understanding that numbers help us to answer questions about how many, how much, how far and how big;
- 🌸 Numerical patterns – understanding and ideas about patterns, the shape of objects and parts of objects.

Understanding the world

- 🌸 knowledge about the natural world and how it works;
- 🌸 ideas about past and present and the links between them;
- 🌸 their learning about their people, cultures, and communities

Expressive arts and design

- 🌸 Being creative with the use of different materials,
- 🌸 Being imaginative and expressive using music, dance, words, stories and role-play

Literacy

- 🌸 their comprehension;
- 🌸 how we use words and reading
- 🌸 making their own attempts at writing.

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 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 EYFS as:

- playing and exploring – engagement
- active learning – motivation
- creating and thinking critically

Assessment

We assess how young children are learning and developing by observing them. We use information that we gain from observations of the children, to understand their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how you as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing observations. These help us to build a picture of a child's progress during their time with us and form part of children's record of achievement/learning journeys. 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

We are required to supply parents and carers with a short written summary of their child's development in the three prime areas of learning and development when a child is between 24–36 months. Your child's key person is responsible for completing the check using information from on-going observations carried out as part of our everyday practice, taking in account the views and contributions of parents and other professionals.

Records of achievement/learning journeys

The setting keeps a record of achievement for each child, known as their Learning Journey. 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 with you to keep this record. To do this you and she/he 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 further support your child's learning and development.

Working together for your children

In our setting we maintain the ratio of adults to children in the setting that is set by the safeguarding and Welfare Requirements. We also have extra staff and sometimes students or volunteer parent helpers 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.

A list and photos of the staff working at the setting are shown on our notice board.
The Management Team at our setting are:

Name		Qualifications and Experience
Elaine Brady	Joint Owner and Setting Manager	Early Years Professional Status (level 6) BSc honours
Sue Triscott	Joint Owner	Early Years Professional Status (level 6) BSc honours
Sammie King	Group Manager SENDCo	Level 3 Early Years, Level 3 Management Paediatric First Aid

All staff are trained in Childcare or are undertaking training.

We are open for	38	weeks each year.
We are open for	5	days each week
The times we are open are	9.00–13.00	Mon – Friday

(Longer sessions are available at our Friars Grove site)

We provide care and education for young children between the ages of 2 – 5 YEARS

We follow term times and non-pupil days similar to the Primary school we share our site with.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take 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;
- 🌸 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;

- ✿ 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.

Joining in

Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents can visit the setting to share their knowledge or special interests. We welcome parents to drop into the setting to see it at work and all staff are available at the end of the session.

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.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the setting 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 in early years care and education, as a member of the Early Years Alliance, through the Under 5 magazine and publications produced by the Alliance. The current copy of Under Five is available for you to read. From time to time the setting holds open 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 that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the 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 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 all areas of learning and development including their 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).

Snacks and meals

The setting makes snacks and meals 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 on the form included in the 'Parents Guidelines' and we will make sure that these are met.

Policies

Copies of the setting's policies and procedures (including complaints procedure) are available for you to see in the classroom near the patio doors.

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.

We review our policies regularly. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

Safeguarding children

Our setting and staff have a duty under the law to help safeguard children against suspected or actual significant harm. Our employment practices ensure that people looking after children are suitable to fulfil the requirements of their role and help protect children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures 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.

Special educational 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 (2015). Our SEND offer is available to view on our website.

Our Special Educational Needs Co-ordinator is Sammie King and Emma Gardener

The management of our setting

The setting is owned and governed by Abacus Learning LLP

Fees

The fees are payable half-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 our Manager.

For your child to keep her/his place at the setting, you must complete the Parent/Abacus agreement and pay the fees on time. We are in receipt of nursery education funding for two, three and four year olds; where funding is not received, then fees apply. Children may also be eligible for Pupil Premium – please ask for further information. Full details of how to pay are included in the ‘Parent/Abacus Agreement’

Starting at our setting

The first days

We want your child to feel happy and safe with us. 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 setting. The setting has a policy about helping children to settle into the setting: a brief outline is included in ‘Guidelines for parents’ and a full copy is available in the copy of our policies.

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