



FERRING FUNTIME

COMMUNITY PRE-SCHOOL

PROSPECTUS



Welcome to Ferring Funtime Community Pre-school

Ferring Funtime Community Pre-school is a registered Charity and a member of the Early Years Learning Alliance. The Pre-school is run by a committee of parents who are responsible for overseeing all aspects of the business.

Our staff are appropriately trained to a degree level, with up to date skills and qualifications. We have a duty to ensure that our provision complies with the Early Years Foundation Stage, which sets out legal requirements relating to learning, development and care, and enhances the development of children giving them the best possible start in life.

Children learn best when they are feeling safe and secure, when their individual needs are being met and when they have positive relationships with the adults caring for them. We aim to provide a setting which is welcoming, safe and stimulating, and where children can learn through play and fulfil their potential.

We are fortunate to be based in our own purpose-built accommodation within the grounds of Ferring Church of England School, which provides the children with a rich variety of resources and experiences through both our inside and outdoor play areas. There is full wheelchair access to the building. We maintain a No Smoking Policy within the Pre-school building and surrounding areas.

What are our aims?

At Ferring Funtime Community Pre-school, we believe in ...

- a warm welcome for all;
- providing high quality care and education for children below statutory school age;
- working in partnership with parents to help children learn and develop;
- maintaining a stimulating and safe place to play and learn at all times;
- helping children to build safe, secure relationships with other children and familiar adults;
- children learning through play and exploration;
- children using their imagination and creativity to support and develop their self-esteem and confidence;
- providing a happy, relaxed and secure environment;
- adding to the life and wellbeing of the local community; and
- offering children and their parents a service that promotes equality and diversity.

All About Us

Ferring Funtime operates 5 days a week for 38 weeks of the year during term time only. We welcome children from 2 years of age until joining main stream education at 4 or 5.

We currently offer sessions between the times of;

08.50-11.50 (morning);

11.50-12.50 (lunch); and

12.50-15.20 (afternoon).

The staff who work at our setting can be seen on our website along with their qualifications and responsibilities.

Costs

Our hourly rate is £5.00.

Fee Invoices

A fees invoice will be sent out two weeks prior to the beginning of the month and prompt payment is required to ensure efficient running of the pre-school. You will be required to pay fees yourself until your child becomes eligible for Free Entitlement funding.

The preschool is unable to waive fees for absences due to holidays and sickness. If you wish to remove your child from Pre-School, we require a full six weeks' notice in writing.

Funding

We are able to offer places under the following schemes: -

· 2, 3 & 4 Years Free Entitlement · Extended Entitlement (30 hours) · Tax Free Childcare

For a straightforward explanation of all government childcare support please visit: www.childcare.gov.uk

Will I have to pay for extras?

At Ferring Funtime we are open 38 weeks per year, so this is now in line with the funding available. You will, however, be asked to pay for any other session over and above your entitlement.

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.

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;
- 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 know 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 & 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. Our setting 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.

Being active and playing support your 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 Stages 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 view 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.

Working together for your children

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

Finally ...

We hope that you and your child enjoy your time with us at Ferring Funtime. If you have any queries, concerns, complaints or compliments, please do speak to any member of staff or the Manager.



Ferring Funtime Community Pre-School

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