

KINDERGARTEN



CRICKETS



PRE-SCHOOL

PROSPECTUS

2011

Kindergarten Crickets Operational plan

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Our setting aims to:

- * provide high quality care and education for children primarily below statutory school age;
- * work in partnership with parents to help children to learn and develop;
- * add to the life and well-being of its local community; and offer children and their parents a service that promotes equality and value diversity.

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 parent 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;
- * is in a setting in which parents help to shape the service it offers.

We provide Child Care and Education for the 2yrs to 5yr olds.

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; and
- *creative development.

For each area, the guidance sets out 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.

Personal, social and emotional development

This area of children's development covers:

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 all 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; and being able to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Communication, language, and literacy:

This area of children's development covers:

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 - and being able to use - new words;
being able to use words to describe their experiences;
getting to know the sounds and letters that make up the words we use;
listening to - and talking about - stories;
knowing how to handle books and that they can be a source of stories and information;
knowing the purposes for which we use writing; and
making their own attempts at writing.

Problem Solving, Reasoning and Numeracy

This area of children's development covers:

building up ideas about how many, how much, how far and how big;
building up ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
starting to understand that numbers help us to answer questions about how many, how much, how far and how big;
building up ideas about how to use counting to find out how many; and
being introduced to finding the result of adding more or taking away from the amount we already have.

Knowledge and understanding of the world

This area of children's development covers:

finding out about the natural world and how it works;
finding out about the made world and how it works;
learning how to choose - and use - the right tool for a task;
learning about computers, how to use them and what they can help us to do;
starting to put together ideas about past and present and the links between them;
beginning to learn about their locality and its special features; and
learning about their own and other cultures.

Physical development

This area of children's development covers:

gaining 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;
gaining 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; and
learning about the importance of - and how to look after - their bodies.

Creative development

This area of children's development covers:

using paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and becoming interested in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

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

Working together for your children

In our setting we maintain the ratio of adults to children in the setting that is set though the National Standards for Day Care. We also have volunteer parent helpers where possible 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.

The Staff at our setting are:

Manager :	Maria Joakim
Deputy Manager:	Elena Christou
Preschool practioner	Gosia (Malgorzata Rebisz)
Preschool practioner	Charlene Williams
Student practioner:	Alexia O'Reilly
Student practioner:	Zoe Charalambous

- * We are open for 5 days a week term time only.
- * We are closed school & national holidays.
- * The times we are open are

Morning session	:	09:00am to 12:00am
Afternoon session	:	12:00pm to 03:00pm
All day	:	09:00am to 03:00pm

Fees

Morning session	£14.00
Afternoon session	£14.00
All day	£30.00

The fees can be paid weekly or daily in advance. The 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 talk to the manager to come to some sort of arrangement, this still may mean you will have to pay the fees whilst your child is away.

We ask for a registration fee of £50.00 which is paid to hold your child's place and administration fees which include all registration documents.

We are in receipt of nursery education funding for the three to four year olds, which means your child will be eligible for funding the term after your child is three; these terms are September, January, April. We will automatically arrange this as we will have your entire child's details when registering your child, we will need to see proof of your child's birthday, either by witnessing your child's birth certificate or passport. Once your child is funded you they may receive 15hours free, which is a total of 5 sessions per week? You may take 5 mornings, 5 afternoons, or two and a half days totally free. To make the third day a whole day the extra fees will be £16 this is because our daily fees are £30 taking away the half

day fund which is £14 which leaves a total of £16 to pay. The remainder of the week if you wish your child to do full time or half day sessions are as above (see fees for prices).

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 you in providing care and education for your 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;
- * helping at sessions of the setting;
- * 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 setting;
- * 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

The 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 the 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 can share their language, religion and culture with us. We welcome parents to drop into the setting to see it at work or to speak with the staff.

Key persons and your child

Our setting has a key person system. 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.

Records of achievement

The setting keeps a record of achievement for each child. Staff and parents working together on their children's records of achievement is one of the way in which the key person and parents work 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 person will work with you to keep this record. To do this you and she/he will collect information about your child's need, activities, interests and achievements. This information will enable the key person 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 steps.

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 session/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 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*

The setting organises 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.

The setting caters 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.

Snacks and meals

The setting makes snacks and drinks a social time at which children eat together. We plan snacks and drinks 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 policies are available to view in the foyer or a copy can be requested from the managers or you can download a copy online (website www.kindergartencrickets.co.uk)

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.

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

Special needs

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have.

The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2000).

Our Special Educational Needs Co-ordinator is to be advised soon.

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 copy is available to all parents.

Clothing

We provide protective clothing for the children when they play with messy activities.

We 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.

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

The Management of our setting

The setting is owned by Maria Joakim

Kindergarten Crickets Preschool

Application form

Name of child Date of birth.....

Name(s) and address of parent(s).....

.....

Postcode Telephone.....

I/We would like to start attending at this setting

*as soon as possible

*from (date)

*days required (please circle days the days required then circle whether you require morning or afternoon or all day)

Morning session : 09:00am to 12:00am

Afternoon session : 12:00pm to 03:00pm

All day : 09:00am to 03:00pm

Monday Morning / Afternoon / All day

Tuesday Morning / Afternoon / All day

Wednesday Morning / Afternoon/ All day

Thursday Morning / Afternoon/ All day

Friday Morning / Afternoon/ All day

A £50.00 registration fee non refundable is required upon application to hold your child's sessions

Prices list as follows

AM Sessions £14.00

PM Sessions £14.00

Full Day Sessions £30.00

*If we find that we no longer need the place, we will inform the setting as soon as possible.

Signature.....Parent/Guardian

Dated.....