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Welcome to Jigsaw Pre School and thank you for registering your child with us.

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

This document aims to provide you with an introduction to Jigsaw Pre School, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. This should be read alongside our Childcare and Early Education Terms and Conditions for a full description of our services.

Our setting aims to:

- provide high quality care and education for children
- work in partnership with parents to help children to learn and develop
- add to the life and well-being of the local community
- offer children and their parents a service that promotes equality and values diversity

Parents/carers

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
- included at all levels

Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment
- has a named key person who makes sure each child makes satisfying progress and is your link to our setting
- 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 knows and can do
- is in a setting that sees parents/carers as partners in helping each child to learn and develop
- is in a setting in which parents/carers help to shape the service it offers

The Early Years Foundation Stage

Provision for the development and learning of children from birth to five 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*:

- *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 interests and needs and help them to build their learning over time. Children benefit from a strong partnership between educators, parents and/or 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 learning and development

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 the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Learning and Development comprise:

- *Prime Areas*

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

- *Specific Areas*

- Literacy.

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

We refer to non-statutory curriculum guidance to support our professional judgment as we assess each child's progress and level of development as they progress towards the Early Learning Goals. We have regard to these when we assess children and 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 for:

Personal, social and emotional development

- self-regulation
- managing self
- building relationships

Physical development

- gross motor skills
- fine motor skills

Communication and language

- listening, attention and understanding
- speaking

Literacy

- comprehension
- word reading
- writing

Mathematics

- number
- numerical patterns

Understanding the world

- past and present
- people, culture and communities
- the natural world

Expressive arts and design

- creating with materials

- being imaginative and expressive

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 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 educators.

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 Stage as:

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

We aim to provide for the characteristics of effective learning by observing how a child engages with learning and being clear about what we can do and provide to support each child to remain an effective and motivated learner.

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 will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents/carers, are supporting development.

We may make periodic assessment summaries of children's achievement based on our on-going observations. These help us to build a picture of a child's progress during their time with us and form part of children's records of achievement/learning journeys. We undertake these assessment summaries at regular intervals, as well as at 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 observations carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals

Learning journeys

At Jigsaw we use Tapestry for your child's learning journey, where we record your child's achievements, we encourage you to share your observations and photographs within this online journal.

Working together for your children

We maintain the ratio 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
- allow the children to explore and be adventurous in safety

The staff who work at our setting are:

| Name | Job Title | Qualifications |
|--------------|--------------------------|-------------------------|
| Rosemary L | Executive Manager | EYPS level 6, Senco DSL |
| Sharon P | Executive Deputy Manager | Level 5 DDSL |
| Sarah N | Room leader | Level 3 |
| Karen M | Early years educator | Level 3 |
| Sarah-Jane B | Room leader | Level 3 |
| Claire C C | Early years educator | Level 3 |
| Zara M | Early years educator | |
| Emily P | Early years educator | Working towards level 3 |
| Anna T | Early years educator | |
| Helen S | Early year educator | Level 4 |
| Anna G | Early years educator | Level 2 |
| Cara L | Early years educator | Level 3 |

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We are open for 38 weeks each year.

We are closed PD days and bank holidays

We are open for Mon Tues Wed Thurs Fri days each week

The times we are open term time only 9am - 3pm

We provide care and education for young children between the ages of:

18months And School age

How parents/carers take part in the setting

Our setting recognises parents/carers as the first and most important educators of their children. All our staff see themselves as partners with parents/carers in providing care and education for their children. There are many ways in which parents/carers take part in making our setting a welcoming and stimulating place for children and parents/carers, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff
- contributing to the progress check at age two
- 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
- 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
- building friendships with other parents/carers in the setting

Key person 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 the childcare and early education that we provide is right for your child's particular needs and interests. When your child first starts at the setting, they will help your child to settle and throughout your child's time at the setting, they will help your child to benefit from our activities.

Learning opportunities for adults

As well as gaining relevant qualifications, our 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, as a member of the Early Years Alliance, through *Under 5* magazine, Alliance training on EYA Central and other publications produced by the Alliance. Occasionally, we hold learning events for parents/carers.

Jigsaw Pre School 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 our 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
- provide children with opportunities to learn and help them to value learning

Jigsaw Pre School Sessions

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. 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 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 indoors.

Snacks and meals

We make snacks and meals a social time at which children and adults eat together. Please tell us about your child's dietary needs, particularly any known allergies or food intolerance and we will plan accordingly.

We ask that you provide a healthy morning snack for your child (preferably fruit) and a drink bottle. Jigsaw provides milk and water.

Please provide a healthy packed lunch for your child- keeping sugary processed food to a minimum.

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 do have t.shirts and sweatshirts available to purchase.

Policies

Our staff can explain our policies and procedures to you. Copies of which are available in the foyer.

Our policies help us to make sure that the service we provide is of high quality and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

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

If your child is ill.

If your child is unwell, they should not attend Jigsaw. We ask that you let us know if your child is going to be absent.

Our policy states that children that have had diarrhoea and/or sickness must remain absent for 48 hours after the last bout.

If your child is prescribed antibiotics they must be absent for the first 48 hours of taking the medication in case of a reaction.

If your child has a temperature they need to be absent for 24hrs.

If your child needs to have calpol they need to be absent for 24hrs.

- 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
- making sure that we work in partnership with parents

The Annual General Meeting is open to the parents of all 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.

The fees are:

Under 2's £25.00 per 3 hr session

2yrs – 3yrs £24.50 per 3 hr session

3+ £22.00 per 3hr session.

The fees are payable monthly in advance. Fees must still be paid if children are absent.

A voluntary sessional contribution of £1 for consumables is also applicable for any children in receipt of early years funding. (this will be detailed on your invoice).

A non-refundable administration charge of £50.00 is applicable for all bookings made up to and including one term in advance, any bookings that are made two terms in advance will incur a non-refundable administration charge of £100.00 and £200 if booking 3 terms in advance. If your child becomes eligible for early years funding upon their start date at Jigsaw the administration fee will be refunded to you upon receipt of the first terms funding.

In the event of late collection of your child, we reserve the right to charge a late collection fee. Late collection creates additional staffing and operational costs and can be distressing for children. Late collection will result in late collection charges –if your child is collected 5 minutes after the end of the session a charge of £5.00 will be incurred, for every further 10 mins an additional charge of £20.00 will also be incurred. (for example if you are 25 minutes late collecting a late payment charge would be £45.00)

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, our staff will work with you to decide on how to help your child to settle into the setting. Our policy on the role of the key person is available on request.

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

Discover the magic of learning through play

Charity No: 1190356