



Garras Owlets Pre-School Early Years Setting Prospectus

JUDGED OUTSTANDING BY OFSTED



Our fantastic outdoor area, with sandpit and vegetable garden

Address: Garras Community Primary School,
St Keverne Road,
Garras,
Cornwall,
TR12 6AY.

Telephone: 01326221653 Email: garrasowlets@hotmail.com

Website: www.garras.cornwall.sch.uk

Ofsted Registration Number: EY375766 Registered Charity Number: 1124305

Pre-School Learning Alliance Membership Number: 105470



Welcome to Garras Owlets,

Our Pre-School is situated near the village of Mawgan, only 4 miles from Helston, in a wonderful rural setting with a fantastic outdoor area. Owlets is located within the grounds of Garras Community Primary School, although it exists as a separate entity.



Our wonderful willow den

Owlets is run by experienced teachers and highly qualified support staff who are dedicated to providing the best quality care to support and nurture your child, ensuring that their early educational experience is a positive and rewarding one. We are a non-profit making pre-school that is enthusiastically managed by a devoted voluntary committee which is made up of Owlets' parents and members of the local community.

We know that you will want the best for your child and we're positive that we can offer that at Owlets. We hope you enjoy looking at this prospectus and if you have any further questions please do not hesitate to contact us. Best of all, arrange for you and your child to come and visit us and see for yourself the fantastic quality and care that we provide.

We look forward to meeting you soon.

Garras Owlets Pre-School

Our 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
- 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
- included at all levels.

As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement. Membership of the setting carries expectations on parents for their support and commitment.



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, as well as early years apprentices and volunteer parent 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 ensures each child continues to make good 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

The provision for children's development and learning 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, 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 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 *Development Matters* guidance sets out the likely stages of progress a child makes along their learning journey towards the Early Learning Goals. Our setting has regard to these matters 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.



em
aw
be



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

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the Development Matters in the Early Years Foundation Stage guidance 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 'Development Matters' the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

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 Development Matters the Early Years Foundation Stage guidance 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 ask them to contribute to assessment by sharing information about what their children like to do at home and how they, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing 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.

Records of achievement

Garras Owlets will keep a "Learning Journey" for each child, which includes a record of achievement. This 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/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. You and the key person will then decide on how to help your child to move on to the next stage.



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. The key person is responsible for completing the check using information from ongoing observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

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. We also have early years apprentices and 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 who work at Garras Owlets are:

Julia Newman
Pre-School Leader
Bachelor of Education (Hons)



Pepsi Popperwell
Deputy Pre-School Leader
BA (Hons) in Primary Education



Mel Fletcher
Deputy Pre-School Assistant
CACHE Level 3 in Children's Care Learning
and Development
Level 3 Early Years SEN Award



Session Times

- We provide care and education for young children between the ages of 2 and 4-1/2 years
- We offer sessions Monday – Friday. We are open all day Monday, Tuesday, Wednesday and Friday from 9am – 3pm (8.30am starts may be available upon request) and we are open Thursday mornings 9am (8.30am) – 12pm.
- We are open throughout term time, 38 weeks each year.
- We are closed during school holidays and 5 inset days a year.

Fees

- Early start 8:30am £2.75
- Morning sessions 9:00am – 12:00pm £16.50
- Lunch club 12:00pm - 1:00pm £5.50,
- Afternoon sessions 1:00pm - 3:00pm £11
- Full day 9:00am - 3:00pm £33
- Sessions payable monthly in advance.
- There is a £20 non-refundable administration fee for reservation of a place for unfunded children.
- Fees must still be paid if children are absent.
- Three/four year olds and eligible two year olds are entitled to 15 hours Nursery Education Funding; where funding is not received, then fees apply.
- We accept the 30hr funding code which can be shared between settings.
- We also accept Child Care Vouchers which may be available from your employer.
- If you are in receipt of Working Tax Credits you may be eligible to receive financial support towards the cost of your childcare.

For your child to keep her/his place at the setting, you must pay the fees.

Joining in

Volunteer helpers are always most welcome. Parents can offer to take part in a session by sharing their own interests and skills with the children.

We welcome parents into the setting to see it at work or to speak with the staff.

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 children.

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;
- 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;
- joining our Parents' Management Committee;
- 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.

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 they are particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare 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 the setting's activities.

Learning opportunities for adults

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to date with thinking about early years care and education. The setting also keeps itself up-to-date with best practice, as a member of the Early Years Alliance, through Under 5 magazine and other publications. We are always willing to advise parents how they 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 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.

Snacks and meals

The setting makes snacks and meals a social time at which children and adults eat together. Being a Healthy Under 5s setting we promote healthy eating and we rely upon the cooperation of parents to ensure that each child is provided with appropriate, nutritious food. There is a Lunch Club which children may attend, where they may eat their own packed lunches together. Fresh water is always available and we provide free milk. Please ensure that staff are made aware of any food allergies or special dietary requirements and we will make sure that these are met.

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 and shoes that is easy for them to manage will help them to do this.

Policies

Copies of the setting's policies and procedures are available for you to see at the setting.

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.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure children against the likelihood of abuse in our settings 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 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 Special Educational Needs Code of Practice (2014).

Our Special Educational Needs Co-ordinator is: Pepsi Popperwell
Deputy: Mel Fletcher

The management of our setting

A parent management committee - whose members are elected by the parents of the children who attend the setting - manages the setting. The elections take place at our Annual General Meeting. The committee is responsible for:

- managing the setting's finances;

- employing and managing the staff;
- making sure that the setting has, and works to, policies that help it to provide a high quality service; and
- making sure that the setting works in partnership with the children's parents.

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

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. Our policy on the Role of the Key Person and Settling-in is made available when joining the setting.

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.

Garras Owlets:

Committed to caring for pre-school children in our community.

