

Busy Bees



Pre-School

Busy Bees Pre-School Playgroup
Village Hall, High Street, Wollaston, Northants
Setting Telephone: 07908 182544
Registered Charity Number 1032318
Ofsted Registration Number 220247

Prospectus



**Offering outstanding childcare for children aged 2.5 years to school age
(TERM TIME ONLY)**

Play leader: Kerry Wright

Chair: Ann Breen

Last Updated: October 2020

Monday- 9.00am- 1.00pm (includes lunch club)

Tuesday - 9.00am - 12.00pm

Wednesday- 9.00am - 1.00pm (includes lunch club)

Thursday - 9.00am-12.00pm

Friday - 9.00am - 1.00pm (includes lunch club)

Village Hall, High Street, Wollaston, Northants

Telephone: 07908 182544

Busy Bees Setting – busybeeswollaston@hotmail.co.uk

Busy Bees Chair – chair@busybeeswollaston.co.uk

Busy Bees Business Manager – busybeesbusinessmanager@hotmail.com

Please note: due to Covid-19 it has been necessary to change some processes and procedures to ensure all children, parents and staff are protected and as such some of the information in this document could be superseded. It has not been updated here because we intend to resume these services as usual as soon as guidance permits but you can ask to see the current policies and procedures at any time.

Welcome

Welcome to Busy Bees Pre-school Playgroup and thank you for registering your child with us. The use of the word "parent" refers to parent or carer.

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

This prospectus aims to provide you with an introduction to Busy Bees, 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.

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

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

As a voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on you for your 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 volunteer 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 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

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage (EYFS). 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 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 year's 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 EYFS 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
- managing feelings and behaviour

Physical development

- moving and handling
- health and self-care

Communication and language

- listening and attention
- understanding
- speaking

Literacy

- Reading
- writing

Mathematics

- numbers
- shape, space and measure

Understanding the world

- people and communities
- the world
- technology

Expressive arts and design

- exploring and using media and materials
- being imaginative

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 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 EYFS 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 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 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 these assessments by sharing information about what your child likes to do at home and how you, as parents, are supporting development and how we together can work on next steps of development.

When your child moves onto school or another setting we will provide transitional documentation which will incorporate all of the above information which will move with your child.

The progress check at age two

The EYFS 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 views and contributions of parents and other professionals.

Developmental records

We keep a developmental record of achievement for each child, which helps us to celebrate their achievements together. The record also helps us to provide your child with the encouragement they need to make progress and to support their wellbeing.

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 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 and Experience
Kerry Wright	Play leader	Level 3 Childcare Designated safeguarding lead/SOS Senco ILM management training Safer recruiting Over 10 years at Busy Bees Pre-school Playgroup
Hannah Lewis	Deputy play leader	Level 3 Childcare Designated safeguarding lead/SOS Senco Early language Attachment
Claire Bull	Play assistant	Level 3 Childcare Senco Portage accreditation Happy, healthy me and trauma Mental health and wellbeing Early language PECS/PODD
Nicola Shelton	Play assistant	Level 3 Childcare
Emma Tuthill	Play assistant	Level 3 Childcare PECS/PODD

All permanent setting staff have the following basic training:

Paediatric first aid	Fire/health safety
Food hygiene level 2	Mini me yoga
Safeguarding, FGM, CSE channel and prevent	GDPR
Manual handling	Behaviour
Online safety	Neglect
Well-being & mental health	Prevent Covid-19

Non setting staff are:

Suryia Sweet-Gallagher	Business manager	
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How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of our 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 our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff
- contributing to the progress check at age two
- helping fundraising or as a committee member
- 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
- being part of the management of the setting where appropriate
- taking part in events and informal discussions about the activities and curriculum provided by the setting
- joining in community activities
- 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 or just coming into play. We welcome parents to drop into the setting to see it at work or to speak with the staff. We also appreciate your support at events and on outings.

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 is 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, she will help your child to settle and throughout your child's time at the setting, she will help your child to benefit from our activities.

Learning opportunities for staff and committee members

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to date with 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 and other publications produced by the Alliance. There are lots of online courses available to support the committee to understand the early year's requirements and guidance within which the setting operates.

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 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

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 activities, as well as those provided in the indoor hall.

Snacks and meals

We make snack time an educational social time at which children and adults interact together. We plan the menus for snacks so that they provide the children with healthy and nutritious food. We offer a lunch club on a Monday, Wednesday and Friday and we ask you to provide a healthy packed lunch for your child to eat with the staff and children. Please tell us about your child's dietary needs and we will plan accordingly.

Clothing

We encourage children to wear the Busy Bees logoed uniform, which consists of yellow t-shirt and black or yellow sweatshirt. These, along with a logoed drawstring bag, are available to purchase on induction day and throughout the year. This helps children to recognise they are part of the Busy Bees group of adults and children.

We provide aprons 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 ask you to provide a change of clothes, outdoor coat and wellington boots to enable access to messy outdoor play. We will ask you to provide PE kit after the Easter break for those children moving on to school, to support them in their transition to school. Please ensure all clothing and footwear is named.

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 provided by our 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.

Our staff and parents work together to adopt the policies and they all have the opportunity to take part in the reviewing of the policies. 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.

Information we hold about you and your child

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018). The data is we collect is:

- processed fairly, lawfully and in a transparent manner in relation to the data subject you and your family
- collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes
- adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed
- accurate and, where necessary, kept up to date
- kept in a form that permits identification of data subjects you and your family for no longer than is necessary for the purposes for which the personal data is processed
- processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures

When you register your child with us we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

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 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 that 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. Staff are trained to recognise the signs and symptoms of abuse. You will also be asked to complete an existing injury form when you bring your child to pre-school with any cuts, bruises, rashes etc.

Special 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: 0 to 25 years (2015).

Our Special Educational Needs Co-ordinator is Claire Bull

Behaviour Management & Bullying

In the case of misbehaviour, it will be explained to the child why they should not behave in this way and how they should behave and they will be asked not to repeat the unwanted behaviour. It will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome. Should they persist they will be warned they will have to sit at a table activity. Finally, they will be sat at a table activity for a period of time with a member of staff.

Bullying is when people are mean to someone or hurt them on purpose. This can include being teased or called names, being hit, kicked or pushed, having things taken from them, being ignored or left out, being picked on because of colour, religion, disability or where they are from.

At pre-school age, it is unlikely that this sort of behaviour is meant in a malicious way and behaviour that is traditionally seen as bullying is most likely down to frustration, particularly if a child is unable to articulate their needs. However, this doesn't make it any less upsetting for those it is aimed at and bullying or unsocial behaviour will not be tolerated for any reason and will be dealt with immediately. We have very clear guidelines on dealing with this sort of behaviour and they are shown in full in our Behaviour Management Policy and Dignity and Conduct Policy.

Health & Hygiene & the Use of Medicines

You are asked to keep your child at home if they have an infection or contagious illness and to inform the pre-school as to the nature of the illness so that the staff can alert other parents and make careful observations of any child who seems unwell. You are asked not to bring into the pre-school any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack.

Please inform the pre-school if your child is suffering from head lice. As other parents need to be alerted, your child's name will not be mentioned and you do not have to keep your child away from pre-school. However, we do expect you to treat the problem as soon as you can.

Prior to coming to pre-school cuts or open sores, whether on adults or children, must be covered with sticking plaster or other dressing. You will be required to complete an existing injury form when you bring your child to pre-school with any cuts, bruises, rashes etc.

Illnesses that may require the administration of lifesaving medication such as insulin or adrenaline injections or the use of a nebuliser will need to be clarified by the pre-schools insurance company prior to your child starting pre-school. Once this has been agreed by the insurers, you will need to give detailed instructions for administration and written consent for the staff to do this. Staff will undertake any training necessary.

In an emergency, a staff member will go with the child to hospital if you/your emergency contact cannot be contacted.

If your child is on short-term prescribed medication you will be expected to administer the medicine before coming to pre-school. We cannot administer non-prescription medicine, such as liquid paracetamol or ibuprofen, under any circumstances.

Admissions policy

We provide provision for children who reside in Wollaston but do not exclude those living in the outlying areas. A waiting list is operated according to age on a first come first served basis also taking into account location to Busy Bees and siblings.

Following an enquiry for a place at Busy Bees an application form and this prospectus is sent to the parent. Once the completed application is received by us we will confirm receipt and add the child to our waiting list. To secure your place at Busy Bees we require a £25 non-refundable deposit to be received at time of application. This will be deducted from your first term's payment. Approximately 3 months prior to the requested start time or when a place is available we will contact the parent with an induction and start date.

The management of our setting

Our setting is a charity and as such is managed by a volunteer management committee - whose members are elected by the parents of the children who attend our setting. The elections take place at our Annual General Meeting (AGM). The committee make up the registered person with Ofsted and are responsible for:

- 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 AGM is open to the parents of all of the children who attend our setting. It is our shared forum for looking back over the previous year's activities and shaping the plans for the coming year.

Fees

The fees for non-funded hours are £5.50 per hour, 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 Kerry Wright (play leader) or Surya Sweet-Gallagher (business manager).

Fees are subject to change and will be reviewed each year. Reminders will be issued if the fees are overdue, followed by a final demand. Please see our charging policy for more information. Fees are payable on all days including holidays and sickness where your child normally attends.

Concessions – reduced fees are available for parents who have two or more children attending Busy Bees at the same time. A 15% reduction is charged for subsequent children attending and is applicable until the eldest is eligible for a free place, then full fees will be payable for the youngest.

Funded Early Learning for 2 year olds – If you are the parent of a 2-year-old and receive certain benefits you could be entitled to free early learning. To find out if you are eligible please use the simple online eligibility checker at: <http://www3.northamptonshire.gov.uk/councilservices/children-families-education/early-years/Pages/free-childcare.aspx>

Free Entitlement for 3 and 4 year olds - is available from the term after your child turns 3 years old, for example if your child is 3 in June, then they will be eligible for funding from the following September. We will claim for your 15 hours funded entitlement once your child is eligible. We will need you to complete a Parental Agreement form and provide us with proof of address and your child's birth certificate.

Please visit NCC website <http://www3.northamptonshire.gov.uk/councilservices/children-families-education/early-years/Pages/free-childcare.aspx> for further information on:

Extended 30 Hours Child care

Early Years Pupil Premium (EYPP)

28 days' notice is required if sessions are being reduced or changed.

Snack/Consumables Donation

A donation is requested of £1 per day towards snack/consumables, when you are in receipt of funded hours. This is to be paid monthly.

Starting at our setting

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. On your induction day we will ask you to stay with your child and talk with us about your child's development, their needs and our policies and procedures. Your child's start day is when your child can be left in our care once all relevant paperwork is completed. We ask that you visit with your child as many times as you can before their induction to support them to understand the rules, boundaries, routines and meet with the staff and children. Please come and play, no appointment needed.

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 questions.

Ofsted Inspection

We are inspected by the government body, Ofsted, to ensure we are meeting the standards necessary to offer free places to 3 and 4 year olds and our most recent report is available to read. It can be found in the operational folder in the foyer.

The following extracts are taken from: The Ofsted Inspection report for early years' provision: Busy Bees Pre-School Playgroup (Wollaston), 16 December 2015

"Leadership is exceptional and the drive for improvement is uncompromising. The management team continually seeks ways to improve practice even further. Systems for self-evaluation are highly reflective and continuous. The manager works closely with other local providers to share her setting's high-quality practice and to gain additional outstanding practice ideas.

A sharp focus on staff training is central to the success of the pre-school. Staff value the frequent opportunities to link with other professionals. They readily share their new knowledge with the staff team to further improve the outcomes for children.

All children are highly supported to reach their potential, including those that require particularly perceptive intervention and additional support. The conscientious staff team closely monitors children's development. They take account of children's starting points, make precise assessments and include all those involved in children's learning.

Staff are caring and attentive. The strong and positive relationships they have with children help ensure children are happy and self-assured. Children approach staff to ask questions and for items that they want. They confidently share their star achievements from home at group time. Children flourish as they become independent and confident in their own abilities.

Partnerships with parents and other professionals are excellent and ensure children's individual needs are fully met. This is a pre-school where staff actively listen to children and parents, value their views and act on what they say. Daily chats with parents, frequent emails and the regular sharing of assessments of children's learning, mean that parents are exceptionally well informed."

We hope that you and your child will enjoy your time being part of Busy Bees. If you have any concerns or suggestions you are always welcome to discuss these with the chair of the committee, Ann Breen.

chair@busybeeswollaston.co.uk