



**Pheasey Park Farm**  
Primary School and  
Early Years Centre



# Early Years Centre Prospectus September, 2020



Pheasey Park Farm  
Early Years Centre



# **Pheasey Park Farm Early Years Centre**

## **Background Information**

Our Vision is to develop a learning community where all children enthusiastically participate, excel and are proud of their achievements across the curriculum.

We have the motto "Believe and Achieve" to remind everyone in the school and Early Years Centre community, pupils, parents, staff and governors that we should always have high expectations of ourselves and each other. If we believe we can do it then we really can do it.

The school and Early Years Centre recognises the important part parents play and places high priority upon relationships with parents and the local community.

Pheasey Park Farm Early Years Centre Nursery is situated in the heart of a pleasant residential area on the edge of Birmingham, close to Beacon Regional park. A unique feature is the environment which borders on city, town and country. The school site is extensive. The buildings are spacious and pupils have access to a wide range of facilities.

The Early Years Centre was formally designated on February 8<sup>th</sup> 2007, recognising it as a facility to deliver a core of integrated services to families with children under five. In March 2015 the Early Years Centre became a part of the school run directly by the Governors and in February, 2020 became part of Elston Hall Multi Academy Trust.

Our Early Years Centre offers the opportunity for your child to feel secure in belonging to one establishment from the age of 0 years to 4 years. It enables younger and older children to work side by side and benefit from each other's contribution to the school community. We have whole school policies for the curriculum so that your child will progress through continuous planned stages of learning.

### **Section 49 and 50 Ofsted Inspection**

**Pheasey Park Farm Children's Centre-3<sup>rd</sup> and 14<sup>th</sup> March 2017**

We are delighted that our Early Years Centre has been graded as **good and improving** in all areas of its work with Inspectors clearly stating that:

*'many changes, including the imaginative development of the outside play space, have been made since the last inspection....*

*leaders and managers provide strong leadership and have a clear vision to develop a learning community where all children enthusiastically participate....*

*Staff are highly skilled and provide activities that cater well for children's individual learning needs. Children are happy in the nursery and demonstrate by their behaviour that they feel emotionally secure...*

*Arrangements for safeguarding are effective and children's good health is promoted well...*

*'Children are making good progress and benefit from inclusive attitudes and the wide variety of interesting and stimulating experiences that are available to them'*

*all groups of pupils make good progress from their starting points and are well prepared for the next stage in their learning...*

We are particularly pleased that inspectors have noted that staff know the children very well and plan effectively for their learning.

We are equally pleased that pupils' personal development has been recognised and children are happy in the nursery and demonstrate by their behaviour that they feel emotionally secure.

Outcomes have been recognised as good and rising and it is our intention that this rapid drive towards excellence will continue so that we are recognised as an Outstanding Centre at our next Inspection.

The Early Years Centre provides a range of services within the building and in other rooms within the School:

- Childcare from 7:30 am to 6:00 pm for 48 weeks of the year for babies up to 2 years
- Pre Nursery Provision, which includes local authority funded places for 2 year olds (who meet the eligibility criteria)
- Local authority funded Nursery education for 3 year olds
- Nursery Wraparound and 30 Hour Provision
- Before and After School Care

# Pheasey Park Farm Primary School and Early Years Centre

## Mission Statement

*Our Vision is to develop a learning community where all children enthusiastically participate, excel and are proud of their achievements across the curriculum.*

Our School Motto is Believe and Achieve.

To learn well a child needs to be:

- \* safe and secure
- \* motivated and interested
- \* actively involved in the learning process
- \* able to see the purpose of the learning.

A child will get the best from education if:

- \* she/he attends school/Early Years Centre regularly.
- \* his/her efforts are valued and supported
- \* she/he is able to attain achievable targets.
- \* she/he is rewarded for successes
- \* she/he is encouraged at home.

To teach well we need to:

- \* work well together
- \* feel valued and supported
- \* be prepared to cater for the needs of each child
- \* have high expectations of our pupils
- \* expect outstanding professional development

To have an outstanding School and Early Years Centre we need to:

- \* have outstanding leadership and clearly defined policies.
- \* work as a team (staff, pupils, parents, governors).
- \* promote a caring, well disciplined ethos.
- \* have excellent facilities and resources.
- \* ensure continuity and progression in the curriculum.
- \* maximise the strengths of the staff.
- \* develop links with the local community.

# **Pheasey Park Farm Primary School and Early Years Centre**

## **OUR AIMS**

**To value each individual, enhance self-esteem through social and emotional development.**

- To develop an awareness of self and growth in self-confidence and self esteem
- To develop self-discipline and have an understanding of acceptable behaviour and politeness
- To develop co-operation, group responsibility and a sensitivity towards others

**To develop the natural curiosity children exhibit about themselves and their world, and use this to foster positive attitudes to learning.**

- To develop an enquiring mind, independent thought and creative thinking
- To train pupils to plan and organise work and persevere until a task is complete
- To assist children to identify problems, investigate them and find solutions
- To teach children how to acquire information from various sources and record this in a variety of ways
- To encourage the ability to communicate ideas and information, to express views, make reasoned judgements and choices
- To prepare and equip children with the necessary knowledge, skills, values and attitudes to become responsible adults and citizens of the future.

**To develop each individual to his/her potential through offering a wide range of high quality experiences.**

- To provide differentiated learning opportunities to meet individual needs
- To ensure equal opportunity for all, irrespective of gender, race, religion or disability
- To extend individual talents and encourage a healthy spirit of competition

**To develop spiritual, moral and cultural awareness**

- To develop a set of beliefs and values and understanding of right and wrong
- To develop an understanding of and respect for the religious beliefs of others
- To offer experiences which inspire awe and wonder for children and opportunities for reflection

**To develop children's imagination and creativity by offering a wide range of experiences.**

- To develop the skills and understanding to access, appreciate and enjoy the arts
- To develop the ability to experience emotion and express feelings through the creative arts
- To encourage creative and adventurous physical activities.

**To promote a health conscious, safe and stimulating learning environment.**

- To promote the importance of healthy lifestyle and healthy eating, hygiene and safety
- To involve children in regular exercise and extend their physical capabilities
- To ensure that the learning environment is well resourced, well ordered, safe, secure and attractive

### **To develop positive relationships between home, school and the community.**

- To involve parents in their child's learning and in school life
- To develop links with other agencies and organisations in the community

### **To provide a broad, balanced, relevant curriculum for all children.**

- To provide a wide variety of relevant, learning opportunities which cater for a variety of learning styles.
- To develop policies and schemes of work for all areas of the curriculum to ensure continuity and progress
- To provide a balance of academic, creative and physical education and a balance of individual and group activities

### **Location**

The Early Years Centre is part of the Walsall Metropolitan Borough, but border on Birmingham and Sandwell. The postal area is Birmingham and people tend to associate mainly with the city rather than Walsall. Cross border working with Birmingham and Sandwell parents takes place as their children attend our school Pheasey Park Farm Primary and Early Years Centre. Other authorities have different policies and procedures to Walsall. We work closely with other professionals in other areas as and when required.

### **Buildings and Outdoor Areas**

The Early Years Centre is part of the Elston Hall Multi Academy Trust. The Centre premises were purpose built in 2006. The Centre benefits from being on Pheasey Park Farm Primary School's site as it enables access to many facilities within the school including halls, fields, classrooms, swimming pool, dining rooms and the variety of outdoor areas including the adventure playground and nature areas. The success of the Centre has hinged upon flexibility. Parents are able to take up part time or full time childcare places. Affordable childcare enables parents to go back to work, take up training and undertake placements.

We have a variety of rooms which include disabled access and are accessible by both stairs and ramps enabling all children to access our services. We deliver a quality and varied childcare service to enhance transition into the school environment.

Attractive and interesting displays adorn the walls providing evidence of children's stimulating experiences during their time in nursery. Construction toys, imaginative play resources such as dressing up and role play areas encourage the children to explore and make sense of the world around them. Kitchen facilities provide opportunities for cooking, whilst additional spaces provide mathematical activities such as, counting, object sorting and number work. There are also quiet areas that facilitate language development through the provision of story-telling, singing and rhymes and ideal for sharing books together. A secure outdoor area houses a sand pit, vehicles, construction area and a mud kitchen for children to develop their physical skills. Further outdoor areas are available around the School campus, including a nature area and sensory garden. Children can express themselves with a variety of art and craft activities as well as experimenting with sand, water, play dough, cutting and sticking.

Nutritious meals are provided through our school kitchen which has a 5\* Food Hygiene rating.

## **Curriculum and Assessment**

We follow the Early Years Foundation Stage Curriculum which is a statutory framework which sets the standards for the learning, development and care of children from 0 to 5. Children receive a quality experience and the highest levels of care and education in a stimulating, safe and caring environment. Our dedicated staff are experienced, qualified, enthusiastic and receive regular training to maintain high standards in all aspects of the Centre.

Our planned activities and continuous provision covers a broad and balanced curriculum which meets the statutory requirements of the EYFS Framework and the needs and interests of our children.

They include all the Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

As well as the Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design.

Themes we have recently covered are New Life, Senses, Mini Beasts, People Who Help Us. Children particularly enjoyed learning about Diwali and Food Tasting.

## **Equality and Diversity**

We promote equality and diversity across all areas of our work. We take part in a number of celebrations over the year including Christmas, Diwali, St George's Day, Remembrance.

## **Spiritual Moral and Social Cultural Development**

Staff in the Early Years Centre are preparing children to live a full and active life as part of the community and into adulthood. Children's behaviour in the setting is monitored and the safety of each other is embedded in the daily routines. Children's confidence within the setting and respect for each other is modelled by the staff who care for them. Various techniques are used depending on the age of and understanding of the child. Younger children will have a constant reminder for example: 'Kind hands', 'Sharing is caring.'

During the year children will experience activities based on various religious festivals and activities will enhance their knowledge of the world.

## **British Values**

British Values are embedded into weekly plans and in all rooms. British Values, learning and development, safeguarding and children's welfare are integral to the EYFS. This is evident in the daily routines which include modelling and promoting British Values.

British Values are included through four main areas;

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of Different Faiths and Beliefs

This is evidenced in planning and reinforced through staff training and questionnaires reviewing staff knowledge and understanding of British Values.

British values are embedded across our work and recent areas of focus included the Rule of Law and Mutual Respect.

### **Planning and Assessment**

We maintain high expectations of our children and ensure that they get a good start and are prepared for the next stage of their learning through robust observations of planning and activities and accurate tracking of progress.

All staff input into the room weekly planning covering all areas of learning. Activities are based on topics, children's interests and developmental needs.

There is a planning folder in each room and all plans are evaluated, involving staff and management.

The planning and assessment strategies we have developed enable us to plan appropriately for our children and to identify those falling behind and/or requiring additional support in order to achieve well.

All children have a Key Person who is responsible for planning weekly individual focused activities for them following observations and the child's interests.

The key person will plan the next step for the child and link targets set to the EYFS document. Planned activities are differentiated to allow all children to experience the activity at a suitable level. Continual evaluation enables staff to adapt teaching and resources to meet the needs of individuals and groups.

We assess and track children in the Early Years Centre from birth upwards using the EYFS document (Early Year's Foundation Stage). We use assessment information taken from the 'Family' Child Development App to understand children's current level of development and what they already know and to plan their learning over time. We do this by tracking our children using an individual tracker which is updated regularly and monitored by management.

Each child has a Learning Journey linked to the Family package where staff add observations. This will then link into the EYFS and age and stage of the development of the child. Staff then identify areas each individual child needs to develop and plan appropriate activities.

We complete the documentation required by the Health Visitors for the children's integrated checks for 2 year olds.

Our Learning Environment has been significantly enhanced. We have recently reviewed our space and developed plans to maximise the capacity of the Early Years Centre by reorganising the floor layout. This will also provide a more spacious learning environment and enhance the creative opportunities for all children attending the Early Years Centre.

### **Routines**

The Centre has a well-established routine which is age-appropriate and takes into account the

needs of the individual child. There are consistent staff who work in small teams to support their key children, based in their allocated room. This system is vital for children to form a secure emotional attachment with practitioners even when the key worker is not present. This enables each child and their family to develop trusting relationships with key staff, which in turn helps to children to feel emotionally safe. For those children who have identified specific needs this is even more important.

#### **Quote from a parent of a 22 month old child:**

*"2 weeks of settling in at nursery from screaming mommy in tears and feeling heartbroken lol to massive improvements from us both -first proper day Monday. Thank you so much to all the staff. Feeling proud"*

#### **Independence**

Bright displays adorn the walls and there are a range of experiences available including a range of construction toys. Dressing up and role play areas encourage the children to explore and make sense of the world around them and a quiet area is ideal for sharing stories and books together. A secure outdoor area houses a sand pit, vehicles, construction area and a mud kitchen for children to develop their physical skills. Children can express themselves with a variety of art and craft activities as well as experimenting with sand, water, play dough, cutting and sticking. Language is developed through nursery rhymes, story time and role play and cooking also takes place along with counting activities and number work.

#### **External Links**

The Centre maintains strong links with other professionals including: Pheasey School-SENCO, Speech and Language Leader, EYFS Leaders, EAL Leader, Designated Safeguarding Leads, Health visitors, Behaviour Support and Safeguarding support.

SEND pupils are supported through external specialist agency, differentiation, targeted work, liaison with parents. Early identification takes place through observations and regular meetings and additional support is provided by school staff and external agencies. An early support referral is completed when necessary and referrals are made when appropriate to speech and language, health visitors and other agencies.

Early Years Pupil Premium is used to support children to make rapid progress by targeting areas of weakness and planning activities to strengthen and develop these skills.

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### **Visits**

From the onset parents are asked for their consent to enable their children to participate in local community walks. Visits to places of interest or involving longer journeys are carefully planned and the relevant safety procedures are followed. Parents are informed of all visits prior to it taking place.

The child: staff ratios for any visits are:-

- children aged 0 -2 years the ratio is 1:2
- children aged 2 - 4 the ratio is 1:3
- children aged 4 - 8 the ratio is 1:4 / 1:6

### **Music/Drama**

Pheasey Park Farm School promotes all children to fully participate in the wide variety of music and drama activities available across the school year. This is also encouraged from an early age in the Early Years Centre. Every day activities incorporate music and imaginative play that supports children's social and emotional development.

Specific concerts are planned for special festivals and celebrations, such as, Christmas, Diwali

### **Productions/Presentations - Autumn Term**

Christmas Performance

### **Productions/Presentations - Spring Term**

Easter Bonnet Parade

### **Productions/Presentations - Summer Term**

Sports Day

Graduation Day

## **Sports**

School aged children participate in the school's busy programme of gymnastics, dance, athletics, swimming, games and outdoor pursuits.

The Centre provides swimming classes for babies and children up to age 4 years. These are run on the campus in the school's own swimming pool. Prices and dates are available from the reception office.

Throughout the year staff organise a number of fund-raising events for charity. Recent events have included Children In Need and Sports Relief.

## **Academically More Able Provision**

We encourage and make provision for pupils who demonstrate exceptional ability in any area of the curriculum or talent in any area of life. Staff are keen to discover the interests, gifts and talents of children and they welcome nominations from parents to draw their attention to these.

We feel it is an important commitment to provide challenge for all of children as an integral part of learning and teaching. Targets are set for these children and shared with parents.

## **Special Education Needs**

All children at our Centre share a common entitlement to a broad, balanced, relevant and differentiated curriculum. It is particularly important that children who display early signs of developmental delay or disability have maximum access to the learning opportunities and share in the full range of room-based activities. To achieve this, Staff plan and deliver individual programmes of activities which meet the individual needs of each child according to their abilities.

We encourage good partnership with parents to enable them to support their own children. The Centre works closely with outside agencies to achieve support for children who require it. The school's Special Educational Needs Co-ordinator works with the Centre to compile relevant information, keep records and monitors pupils' progress. Younger children with identified specific needs have an early Education, Health and Care plan, (EHCP). Review meetings are held with parents to discuss progress. Some children are offered additional support. The learning environment is organised appropriately to enable every child to freely access resources and activities, as far as possible.

## **Accident/Illness**

When a child is ill or has an accident, we do all in our power to contact parents at the earliest opportunity. Parents complete an "essential information form", giving us alternative contacts in the event that parents are at work or cannot be reached. Please notify us of any changes to this information. Parents can also update any personal details on their child's Family App.

## **Medication**

Staff who have received Administering Medication training will administer medication, witnessed by a Level 3 qualified member of staff. Only medicine which is on prescription can be administered. Non prescribed paracetamol will be administered under the Manager's

discretion, for 3 consecutive days only. Only prescribed Ibrufen will be administered. The medicine should be clearly named and parents will be asked to complete and sign a medication form. Please bring medicine to the Early Years Centre reception office. Please do not send tablets or medicines in children's pockets or bags for safety reasons.

Medication which may be required over a long period e.g. eczema cream can be kept in the Early Years Centre Office. If your child has asthma, please supply a spare inhaler to keep in the Early Years Centre office. You will be asked to fill in an asthma card to give us all the details. Older pupils may keep inhalers with them, but it is advisable to also keep a spare in the office. An EpiPen can be stored and administered by a trained volunteer.

### **Hair Hygiene**

Parents are responsible for checking children's hair regularly. We will send out educational information to support parents in identifying and treating nits and lice. The school health advisor will offer advice if parents require it.

### **Sun Protection**

When the weather is sunny, children are welcome to bring a hat to wear outside. It is advisable that parents apply sun cream to children in the morning before arriving at the Centre. Additional sun screen cream should be provided to apply later in the day should it be necessary. The Centre does not provide any sun protection cream due the wide range of allergies children may have. Children should not bring sun glasses to the Centre.

### **Health Advisors**

The School Health Advisor is based at St. John's Medical Centre, Walsall Wood and supports us in health and welfare matters.

Parents may see the Health Advisor to discuss concerns. The School Health Advisor will arrange medicals or referrals to Health Authority Services.

### **Healthy Eating**

We promote healthy eating in a variety of ways:

**Breakfast:** We follow government guidelines for healthy eating and offer a variety of cereals.

**Meals provided for lunchtimes:** Nutritious meals are provided by our school kitchen which follows healthy school's guidance, (Pheasey Park Farm School kitchen has a 5\* Food Hygiene rating).

**Snacks:** We offer a healthy range including fruit, milk and water. A light tea is also provided.

We have taken part in a range of initiatives. For example, we took part in design a healthy breakfast project.

We realise the importance of teaching children to keep themselves healthy and exercise regularly and in our Minimax club we have recently introduced new healthy menus.

Menus can be supplied, which comply with National nutritional standards. Children with severe allergies are strongly advised to bring a packed lunch and may be requested to do so if

deemed necessary by the Centre.

Children may bring a packed lunch and drink for their meal, which must be in a named box. We recommend an ice pack in lunchboxes during summer. Parents are requested to ensure that the packed lunch is a healthy meal and children are encouraged in this through rewards and recognition at school. No sweets or chocolate should be in lunch boxes.

Younger children eat in their play rooms. Older pupils eat in one of our two dining rooms and have approximately 25 minutes to eat lunch. They are looked after at dinner time by a team of supervisors. Children are expected to behave well and display good manners.

### **Child Protection/Safeguarding**

The Centre considers its role in safeguarding children to be very important. Children are valued, respected, listened to and taken seriously. School and Early Years Centre staff will offer help and liaise with agencies to support families. If a child discloses abuse or staff suspect abuse, local authority safeguarding procedures will be followed.

Parents are required to behave in a manner appropriate to a school environment when on the premises and mobile telephones are not to be in use when on school premises or grounds.

All schools and registered early year's providers have a duty to ensure children are safe and protected including from radicalisation and extremism.

In order to protect children in our care, we provide training and up to date information to our staff. All staff are trained and committed to the safeguarding of children and will follow the procedures set. A Safeguarding Audit is completed annually and was last updated in February 2020.

The Centre Managers are trained in Early Help and are the Lead Professionals in the Early Years Centre. They are experienced in Safeguarding Procedures and dealing with Child Protection issues.

All issues are dealt with professionally and swiftly with relevant professionals. Through referrals to the MASH Team and early interventions we are able to keep children and young people safe.

The Centre has various policies and procedures which are relevant to the age of the children in the child care setting e.g. nappy changing/sun protection cream. All other policies are under the school's remit and are robust including Safeguarding /Whistleblowing/ Medication /Smoking. All policies are reviewed yearly.

If any changes are made they are reported to the School Governing Body for approval.

All policies are available for parents if they request to see them.

We comply with data protection regulations and have a data protection agreement for

parents. We are registered with Information Commissioners Office (ICO).

### **Welfare Requirements**

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We have created a high quality environment which is welcoming, safe and stimulating and where children are able to enjoy learn and grow in confidence.

We meet the welfare requirements by having all relevant policies and procedures including Child Protection, Suitable people, Safer Recruitment, Staff with relevant Qualifications and Training, Key Person, Staff-Child Ratios, Medication policy, Nutrition and Allergies, Accident and Injury, Managing Behaviour, Health and Safety, Equipment checks, PAT tests, Risk Assessments, Special Educational needs, Data Protection, Confidentiality, Partnership with Parents and Complaints and Compliments. These policies and procedures are reviewed regularly and monitored to maintain good practice and compliance.

We teach our children to keep themselves healthy and safe. For example, by encouraging them to wash their hands before eating and after going to the toilet.

Our children become self-aware and confident learners by staff promoting independence and a 'have a go' attitude.

Pupils are able to explore their environment and use their imagination by engaging in role play areas and small world activities. These are often related to everyday activities which the children can relate to.

As a result, children are confident in social situations and are able to talk and play with each other and adults.

E Safety is taught through role play with the children. Posters are displayed in all rooms and public areas. We teach children about keeping themselves safe from risks at every opportunity. The keyworker system enables staff to observe any changes in a child's behaviour and investigate this at the earliest stages to ensure the child continues to feel secure and safe.

We promote healthy eating and healthy living. Our curriculum includes a breadth of physical activity which includes children being able to partake in a variety weekly sports through Sports4Kids e.g. rugby, yoga, and we encourage healthy eating at meal times.

All school aged children have the opportunity to swim weekly in our very own School Swimming Pool and we offer parents of Nursery aged children the opportunity to purchase swimming lessons paid for on a termly basis. The impact of this has been that children enter the water with more confidence and increasing numbers swim freely with armbands.

Risk Assessments are robust. We check all outdoor areas before children access them and ratios are adhered to at all times.

Elite Safety conduct termly site checks and during their last visit stated the environment was exceptionally safe with no areas for improvement.

Welfare is promoted through support from staff regarding toileting, speech concerns, behaviour and healthy eating.

All staff are First Aid Trained. Our medications policy is followed by all staff  
We have clear systems for recording all accidents and incidents through individual accident sheets, existing injury forms, Walsall Forms for more serious incidents.

### **Behaviour**

Our learning environment encourages pupils to learn to behave well and develop good relationships with their peers. We do this by displaying expectations of behaviour through the use of positive role modelling. When children display unwanted behaviour they are supported to describe their feelings so that they can use this language to communicate and express themselves in ways that are less hurtful in future.

Our Behaviour Policy is followed by all Staff consistently and all children understand the expectations and boundaries within the setting. We talk to children about feelings and behaviour to promote early understanding of managing their behaviour and relating to others. We promote kindness and sharing alongside listening and working together to teach children about respect from an early age. As a result, our children learn how to behave well, play co-operatively and develop their independence.

### **Attendance**

We promote prompt and regular attendance through encouraging all children to attend regularly. We make same day calls if a child's absence is not reported to ensure their safety and well-being. Parents are able to report their child's absence via the Family App or by calling the Early Years Centre.

When children are absent we monitor patterns of attendance and work with children and families to improve it.

When disadvantaged 2 year olds are absent we contact parents and offer support. For longer periods of absence we contact the Early Years 2 year funding Co-ordinator.

### **Equality and Diversity**

We promote equality of opportunity and diversity through teaching about different traditions and beliefs-e.g Diwali.

British Values has also been embedded into our practice and is evident in the vast range of displays in our setting.

### **Partnership with Parents**

We work in partnership with parents to support children's learning both in and out of the provision. Parents are involved in the learning process through termly consultation Evenings, formal and informal meetings, workshops over the year. This year we have also introduced a written report home for parents. A termly newsletter has recently been introduced to

further enhance communication with parents.

Our new Web Site is up and running and includes upcoming events, staffing and policies.

Home School Links are maintained through our Home Learning Scheme which involves a series of activities sent home for you to complete with your child. For example, children were recently set the task of designing and naming their own penguins at home with their parents. We have 100% participation in this initiative and it has been a huge success and encourages parents to engage with activities alongside their child which enhances their speech and communication. Children have responded positively to the home activities and enjoyed returning to the Centre and talking about their creations.

We also encourage parents to upload their child's home experiences on to their child's individual Family Learning Journey to support us celebrating their child's home achievements.

These incentives encourage language skills at home and in the Centre. They have also helped parents to be more involved in the learning process and gain better understanding of activities that can help their children learn.

### **Personal Belongings**

The Centre cannot be held responsible for any lost, stolen or damaged personal belongings. Children should not bring toys or expensive items to school. It is helpful if all articles of clothing and equipment are named. Personal belongings should not be left in coat pockets or bags in the cloakrooms.

Children should not bring in play equipment from home. Children are not permitted to play ball games in the playgrounds before or after school.

### **Compliments and Complaints**

The Centre strives to care for each individual child and provide the best possible start to their learning journey. We do appreciate parents' views. We have a store of thank you letters available to view.

Regrettably, there may be times when complaints arise. Please contact the Centre quickly to avoid ill feeling or worry. Parents should:

Speak to the Room Leader

Speak to an Early Years Centre Manager

If the issue is still not resolved after the above it should be referred to the Senior Assistant Head Teacher/Head Teacher who will almost invariably be able to resolve difficulties in consultation with all parties concerned.

Referral to the Governing Body c/o School

If you require any further information about any aspect of your child's care or education,

please do not hesitate to ask.

### **Transition**

When it is time for the children to move into a different room, staff will start introducing themselves and the new environment to the children. A transition report written by the child's current Key Person is completed when a child moves rooms and this is discussed with the new Key Person. This enables the staff members to be able to continue to plan for the individual child's needs.

Staff complete a 2 year old check and this is shared with the parent and the Health Visiting Team.

We have a robust transition into main stream school. Children who attend Pheasey Park Farm will have a transition into the educational Nursery over a period of 6 weeks. They will visit the School Nursery and the School and practitioners will visit the children in the Centre. Staff at the Early Years Centre will meet with the school staff and hand over all the children's development results and targets they are working towards.

During the Summer Term the transition for children in the Early Years Centre follows a seamless transition process where the children and their families are introduced to the new staff.

A large part of Nursery is preparing children for a seamless transition into school and our children are grouped in rooms by age so that necessary skills can be developed progressively. Independence is promoted as children progress through the rooms from hanging up their own coats to toileting themselves. Skills such as sitting, listening, sharing and taking turns are vital as children progress. Collaboration is enhanced through the recent introduction of our interactive Smart Boards.

### **Induction into Centre**

We have a smooth and flexible induction to the setting to suit the child's and parent's individual needs. Each child settles at a different pace. We are guided by the parent's advice but also our experienced staff will give vital reassurance and always deliver an honest approach. This early induction promotes confidence and independence in our children enabling us to develop our children into successful learners.

We value parents as educators and seek support at home for all children.

We work closely with many partners including Walsall Council's Early Years team, School Improvement Team, Local Nurseries, Speech and Language and Behaviour Support.

We work with parents to ensure that they are involved in the care and education of their children. We have recently held a Parent Workshop to improve Early Writing. One parent said:

*"I learnt how to interact on a one to one basis...."*

Partnership with parents is promoted through visits to the centre, settling in sessions. We

have also introduced boards in all rooms to show parents what we are doing and wow boards outside each room to add wow moments from home. We also send toys home to share family adventures and wow moments from home.

We have also introduced parents' evenings which are planned for the Autumn, Spring and Summer terms. Parents will receive an End of Year Report in the Summer term, to share the progress their child has made throughout the year, in all areas of the Early Years Foundation Stage. The End of Year reports will be written by the child's Key Worker.

### **Induction into School**

Procedures for Induction include Nursery and Reception induction meetings, when children make Pre Visits to settings, meet the staff sessions, liaison between the Early Years Centre and School Staff.

During the first week in September Nursery Staff meet every parent.

As part of the transition procedure into main school children with additional needs have a Pupil Passport. This enables the new teacher to understand their likes and dislikes. In the Early Years Centre we also use this format for all children moving into a different room. The Pupil Passport indicates their routines in the setting and any development needs the new key worker will need to know, such as likes and dislikes and what comforts the child when upset. Parents are always involved with this process and they have an input into the form.

Children attending school nursery and accessing the Wraparound service have the opportunity to take part in school activities, such as the Christmas Play, Dance Festival, Easter Bonnet Parade and Sports Day.

There is good partnership work between School and Centre staff. For example, School staff provide support in the teaching of Phonics, with Early Years Centre Staff having opportunities to plan with our Nursery teacher. This enables children who require it to be provided with appropriate challenges in their Literacy, Communication and Language Development.

### **Admissions Policy**

#### **Registration**

Parents may register their child for a place at any time throughout the year by coming into the centre and completing an application form and relevant paperwork.

We will automatically make contact with parents registered for Nursery at Pheasey Park Farm School to draw parents' attention to available funded places.

#### **Procedure for Admissions-Funded and Non Funded Places**

- All admissions queries must be dealt with and administered by the Centre Office Admissions Officer.

- Parents must indicate their requirements clearly-minimum of 3 sessions
- The Parent who registers an interest must complete an enquiry form and submit it to the Admissions Officer.
- The Admissions Officer will arrange for the parent to look around the Centre
- The Admissions Officer will place the enquiry form into the Waiting List Folder which will be reviewed on a weekly basis
- Once a place becomes available the Admissions Officer will contact the parent and arrange for all relevant registration forms to be completed by the Parent including the Essential Information, Contract Agreement and sessions required including settling in sessions
- The Admissions Officer will agree a start date with the parent-Annual Registration Fee and Deposit will be required prior to commencement
- The Admissions Officer will enter the child's data onto the Family platform and send parents a link to access the Family App.
- The Admissions Officer will inform the Manager and Room Leader/Relevant Staff of the details of the child and start date
- Parents will be provided with full details including their child's Key Person
- All booked sessions are chargeable regardless of attendance
- Any changes to agreement cannot be authorised by staff-A Variation Form must be completed which will be considered by the Admissions officer - 4 weeks notice is required for amendments to child care.

### **Oversubscription**

Where more applications are received than places available for any particular group/age range then places will be allocated in accordance with the following over-subscription criteria.

- Medical /Social Issues
- Siblings
- Date of Application
- Proximity

Where places cannot be allocated, your child's details will be added to our waiting list. These will be arranged in strict order according to the date of application and parents will be contacted by telephone as soon as a place becomes available.

# PHEASEY PARK FARM EARLY YEARS CENTRE

## TERM DATES 2020/21

### **September 2020-August 2021**

Centre opens on Tuesday 1<sup>st</sup> September 2020

Centre closes on Friday 18<sup>th</sup> December 2020

#### **Christmas Break:**

**Monday 21<sup>st</sup> December 2021 to Friday 1<sup>st</sup> January 2021**

Centre opens on Monday 4<sup>th</sup> January 2021

Centre closes on Thursday 1<sup>st</sup> April 2021

#### **Easter Break:**

**Friday 2<sup>nd</sup> April to Friday 9<sup>th</sup> April 2021**

Centre opens on Monday 12<sup>th</sup> April 2021

Centre closes on Friday 20<sup>th</sup> August 2021

#### **Summer Break:**

**Monday 23<sup>rd</sup> August to Monday 30<sup>th</sup> August 2021**

Centre opens on Tuesday 31<sup>st</sup> August 2021

August Bank Holiday Monday 31<sup>st</sup> August 2020

Christmas/Boxing Day Friday 25<sup>th</sup>/Monday 28<sup>th</sup> December 2021

New Year's Day Friday 1<sup>st</sup> January 2021

Good Friday Friday 2<sup>nd</sup> April 2021

Easter Monday Monday 5<sup>th</sup> April 2021

May Bank Day Monday 3<sup>rd</sup> May 2021

Spring Bank Holiday Monday 31<sup>st</sup> May 2021

August Bank Holiday Monday 30<sup>th</sup> August 2021

## Pheasey Park Farm Early Years Centre

### Service and Charges September 2020 (currently under review for January 2021)

A yearly registration fee of £20.00 is payable upon registration and then annually every September, for every Fees include meals, nappies and wipes. Funded children will need to provide nappies and wipes.

A termly contribution of £5.00 for funded/part funded children is payable at the beginning of each half term towards snacks and consumable items.

**All fees to be paid in advance of sessions regardless of any absence. Any payments not received by the 3<sup>rd</sup> of the month incur a late charge of £5.00 per day until full payment is received.**

**All fees to be made via BACS or Family pay, no cash payments will be accepted.**

| Group     | Age Groups  | Times         | Cost Per Child                  |
|-----------|-------------|---------------|---------------------------------|
| Baby room | 0-24 months | 7.30am-1:00pm | £34.00 with lunch               |
|           | 0-24 months | 1.00pm-6:00pm | £32.00                          |
|           | 0-24 months | 7.30am-6:00pm | £50.00 Full day including meals |

| Group       | Age Groups | Times         | Cost Per Child                  |
|-------------|------------|---------------|---------------------------------|
| Pre Nursery | 2-3 Years  | 7:30am-1:00pm | £34.00 with lunch               |
|             | 2-3 Years  | 1.00pm-6:00pm | £32.00                          |
|             | 2-3 Years  | 7:30am-6:00pm | £50.00 Full day including meals |

| Group                   | Age Groups | Times                                                     | Cost Per Child   |
|-------------------------|------------|-----------------------------------------------------------|------------------|
| 2 or 3 year old funding | 2-3 Years  | 5 sessions either:<br>8:45am-11:45am or<br>12:30pm-3.30pm | Funded           |
| 2 or 3 year old funding | 2-3 Years  | 7:30am-8:45am                                             | £5.00            |
| 2 or 3 year old funding | 2-3 Years  | 11:45am-12:30pm                                           | £7.10 with lunch |
| 2 or 3 year old funding | 2-3 Years  | 3:30pm-4:30pm                                             | £5.00            |
| 2 or 3 year old funding | 2-3 Years  | 3:30pm-6:00pm                                             | £11.00           |

| Group             | Age Groups        | Times          | Cost Per Child |
|-------------------|-------------------|----------------|----------------|
| Nursery Playgroup | Nursery 2-4 Years | 7:30am-8:45am  | £5.00          |
| Nursery Playgroup | Nursery 2-4 Years | 8:45am-11:45am | £18.00         |
| Nursery Playgroup | Nursery 2-4 Years | 12:30pm-3:30pm | £18.00         |
| Nursery Playgroup | Nursery 3-4 Years | 3:30pm-4.30pm  | £5.00          |
| Nursery Playgroup | Nursery 3-4 Years | 3:30pm-6:00pm  | £11.00         |

| Group                      | Age Groups        | Times           | Cost Per Child                        |
|----------------------------|-------------------|-----------------|---------------------------------------|
| Nursery Lunch club-Pheasey | Morning Nursery   | 11.45am-12:30pm | £7.10 with meal or £5.00 packed lunch |
| Nursery Lunch club-Pheasey | Afternoon Nursery | 11:30am-12:30pm | £7.10 with meal or £5.00 packed lunch |

| Group                                | Age Groups         | Times         | Cost Per Child |
|--------------------------------------|--------------------|---------------|----------------|
| Mini-Max Breakfast club              | Reception – Year 6 | 7:30am-8:45am | £5.00          |
| Mini-Max After school (first hour)   | Reception – Year 6 | 3:30pm-4:30pm | £5.00          |
| Mini-Max After school (full session) | Reception – Year 6 | 3:30pm-6:00pm | £11.00         |

- **Late collection** - Hourly rate will be chargeable for late collections. (£2.50 will be charged per 5 minutes after 6pm).
- **All day care** - fees are payable 48 weeks per year
- **Playgroup** - fees are payable during term time
- **Mini Max** - fees are payable during term time
- **Late payment** - A late payment charge of £5.00 per day will be incurred for any payments not received by the 3<sup>rd</sup> of the month until full payment of outstanding fees is received