

Buttons and Bows Pre-School prospectus

Setting name Buttons and Bows

Address Sawtry Infant School, Middlefield Road, Sawtry, Cambs PE28 5SH

Registered charity number 1145956

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Email

buttonsandbowssawtr
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We play, we share, we learn, we care.

Our Ethos:

At Buttons and Bows Pre-School our aim is to nurture all children to achieve their full potential in an enabling indoor and outdoor environment, where challenge is promoted, risk taking is supported and self-belief and resilience is encouraged.

Our setting also 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; and
- 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; and
- included at all levels.

As a community based, 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 parents for their support and commitment.

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..
- has the chance to join with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.



Enabling environment...Our building.

On September 4th 2017 our new building was completed. The children and staff played an active role in the design and we are delighted with our wonderful fully equipped environment, where purposeful learning experiences are provided.





Both in and outdoor environments are zoned in line with the characteristics of effective learning. We have an active learning zone and creating and thinking critically zone which enhance the children's playing and exploring.





Children's development and learning

The provision for children's development and learning is guided by The Non-statutory

guidance for the Early Years Foundation Stage (Birth to five matters). Our provision reflects



the four key themes and 16 commitments of the Early Years Foundation Stage. We are

guided by the statutory guidance for the Early Years Foundation Stage (DFE- updated Sept 2023) which outlines the regulatory requirements.



A Unique Child

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support.

Keeping Safe: Being safe and protected, discovering boundaries, making choices.

Health and Well-being: Growth and developing, physical and emotional wellbeing.

Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships.
Parents as Partners: Respecting diversity, communication, learning together.
Supporting Learning: Positive interactions, listening to children, effective teaching.
Key Person: Secure attachment, shared care, independence.

Enabling Environments

Observation, Assessment and Planning: Starting with the child, planning, assessment.
Supporting Every Child: Children's needs, the learning journey, working together.
The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.
The Wider Context: Transitions and continuity, multi-agency working, the community.

Learning and Development

Play and Exploration: Learning through experience, adult involvement, contexts for learning.
Active Learning: Mental and physical involvement, decision making, personalised learning.
Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.
Areas of Development and Learning.

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. We acknowledge that all children are individual learner's and focus on the characteristics of learning to influence our individual planning.

The Areas of Development and Learning comprise: Prime and Specific areas of learning

- 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 practice guidance sets out 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 practice guidance also sets out in 'Birth to 5 matters' 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. Please see the Early Years Foundation stage parent's guide which is sent from us under separate cover and gives a full insight.

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 practice guidance 'Birth to 5 matters' to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance 'birth to 5 matters' has been used to decide what equipment to provide and how to provide it.

We are excited, enthusiastic and motivated to learn.

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 encourage you, our families to access and make use of the class Dojo to share things that your child does at home, wow moments, family outings, special occasions.

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 a full assessment summary when the child is two, commonly known as the 'two year check', and invite you to participate in this. We also complete 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. We want you to be as fully involved as possible in participating with your child's learning journey and development summaries and find that this is best achieved through actively participating in the Dojo and regular feedback and consultations. Please work with us and let us know what your child does and achieves at home.

Records of achievement

The setting keeps a record of achievement for each child. Key persons, and you, or families work together on children's records of achievement and this is one of the ways in which the key person and yourselves work in partnership. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work with you to keep this record through tapestry and face to face. 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. This is achieved through regular informal chats and consultations.

Working together for your children

In our setting we maintain the ratio of adults to children in the setting that is set through the Statutory framework for the Early Years Foundation Stage. 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 our setting are:

Name	Job Title	Qualifications and Experience
Julie Howells 	Manager Designated safeguarding lead ENCO	Early Years Teacher. B.A. Open degree. Equalities named co-ordinator Paediatric First Aid

Catherine Coxedge 	Deputy Manager Designated safeguarding lead	Early Years Educator L3 NPQEYL Early Years Management Paediatric First Aid L2 Food Hygiene
Ruth Fox 	Pre-School practitioner SENDCO (Special educational needs and disabilities co- ordinator) Designated safeguarding lead	Early Years Educator L3 CACHE communication and language L3 co-ordinator SENDCO L3 National Qualification Paediatric First Aid
Chelsea Littlefair 	Early years teacher SENDCO (Special educational needs and disabilities co- ordinator) Forest School Lead Sustainable and climate change lead	Early Years Teacher B.A. HONS Early Years Paediatric First Aid

Katy Ward



Pre-School practitioner

CACHE L3 Early Years Educator

Paediatric First Aid

L2 Food Hygiene

Nadine Shipp



Pre-School practitioner

CACHE L3 homebased childcare

Paediatric First Aid

Nicolle Collins



Pre-School practitioner

Early Years Educator L3

Paediatric First Aid

Terri-Ann O'Rourke



Pre-School practitioner

L3 Early Years Educator

Paediatric First Aid

L2 Food Hygiene

Natasha Girardot



Pre-School practitioner

SENDCo (Special
educational needs and
disabilities co-ordinator)

L3 Early Years Educator

Paediatric First Aid

We are open for 38 weeks each year.

We are closed 14

We are open for 5 days each week

The times we are open are 08:45 until 15:00 Monday to Thursday and 08:45-13:45 Friday offering flexible sessions within this timeframe whilst offering the 30 hours per week, term time funding for eligible families.

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

The term after a child turns 2 (limited space)

and 5 years

TWO YEAR OLDS

We operate a ratio of 1 adult to 4/5 children at the age of 2 years and 1 adult to 8 children at the ages 3-4 years.

We offer 8 spaces per session for two years olds, and do operate a waiting list which prioritises age.

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 child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;

- helping at sessions of the setting;
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities in which the setting takes part; and
- building friendships with other parents in the setting.

Joining in

Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to bake with the children, show pictures of the local carnival held in the village, and show the children their traditional dress from their country of origin.

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

Key persons and your child (Family Link)

Our setting uses a key person (family link) approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that what we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from the setting's activities.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the setting 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 in early years care and education.

Family learning and shared activities

We work together with Sawtry Infant School to provide a range of learning opportunities for our families. These events are relevant to the learning and development of your child in the early years and how you can support this. You will be informed of these events via e mail and newsletter.

We recognise that life is busy and therefore plan shared activity sessions each term on a Saturday morning.

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 have 2 playrooms one named 'Buttons' and the other 'Bows'. Children are allocated a playroom and will work out of this at all times. Each room feeds onto a large outdoor area, enabling free flow to be achieved.

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and

large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom(s).

Forest School

We have access to a forest area on site here at the school, which we make the most fantastic use of.



Extended sessions (Full day)

When children attend a full day we take into account their changing energy levels throughout the day. We cater for children's individual needs for rest and quiet activities during the day.

Snacks

The setting makes snacks a social time at which children and adults eat together. We plan the menus for snacks so that they provide the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met.

No additional costs are charged for snack, we just ask you for a contribution when you can, e.g. fruit, crackers and breadsticks.

Lunch club

Lunch is a very sociable time here at Buttons and Bows and has a very positive impact on children's wider learning as they independently explore eating alongside their friends (with adult support and supervision). Lunch club is included as part of your child's funded hours, no additional costs are charged. We ask that a healthy lunch box is provided and we have details of some very fun and healthy ideas in the setting which can be shared. Please do not provide the following...

- Nuts (we are a nut free re-school due to allergies) including peanut butter.
- Kiwi (due to allergies)
- Fizzy drinks
- Sweets

Please see our healthy lunch box policy for further details.

Policies

Copies of the setting's policies and procedures are available for you to see at the setting, and we e mail specific ones to parents/carers when their child starts.

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, which takes place at the pre-school A.G.M. 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.

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) as follows:

The data is we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and, where necessary, kept up to date.
5. 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.
6. 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 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 1993 Education Act and The Special Educational Needs Code of Practice (2014).

Our Special Educational Needs Co-ordinators Natasha Girardot and Ruth Fox
are

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.

Fees and Nursery Education Funding

Nursery Education Funding applies to all children the term after their 3rd Birthday. This entitles your child/children to 15 hours of free early years childcare and education per week,

for a maximum of 38 weeks per year. You can choose any combination of sessions which work best for you and your child. Our sessions operate in a number of flexible ways between the hours of 08:45 and 15:00. The choices are as follows...

08:45-15:00 or 08:45-11:45 or 08:45-12:45

Funding also applies to families who meet the criteria as set out on the childcare choices .gov website. The funding entitlement, in line with our setting age group, is set out as follows where criteria is met...

3 YEAR OLDS...15 hours per week universal, 15 hours per week extended = 30 hours per week, term time.

2 YEARS OLDS...15 hours per week for funded twos and 30 hours per week for two year olds whose families meet the government extended childcare criteria.

You can use your entitlement for our lunch club. If your child attends for a full day 08:45 until 15:00, six and a quarter hours of your allocation will be used. Additional hours attended, over funded hours will be charged at £7 per hour for 2 year olds and £6.50 for 3 and 4 year olds. Fees will also apply if the funding criteria is not met, or hours have been used with another provider.

A fee sheet will be provided on your child's first day of attendance; this will outline the weekly amount and also provide our banking details. 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 Jo Chapman who is the committee chairperson or Julie Howells who is the manager.

30 hours childcare

We offer the facility for your child to attend for 30 hours per week in line with the government extended childcare commitment. This subject to session availability and criteria and further details on how to apply can be found on the uk.gov childcare choices website. This is covered fully by fees, no additional costs are charged.

Funded Two Year old's

Our setting has been accredited to offer spaces free of charge for children aged two years, currently up to 15 hours per week, for 38 weeks per year. This facility is subject to criteria.

From September 2025 some families will be eligible for the 30 hours extended two year old funding. If your family meets this criteria and a space is secured, no additional costs are charged.

Starting at our setting

The first days

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. The setting has a policy about helping children to settle into the setting, this is available via email, or in paper form from staff.

Uniform

The pre-school offers a uniform which we encourage the children to wear. This is not essential; however it does encourage a sense of belonging. Sweatshirts and tee shirts are available. These are jade green with the pre-school name and emblem printed on the front. Please see a member of staff for current prices. Please write your child's on any uniform you purchase.

Clothing

We encourage you to send your child to pre-school in clothes that you do not mind getting messy. We do provide protective clothing for the children when they play with messy activities, however the children can become extremely enthusiastic when accessing these activities, and this is an important part of their development which we do not want to discourage.

We encourage children to gain the skills that help them to be independent and look after themselves. These include becoming an independent toilet user and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this. Please clearly label your child's clothing, bags and lunch boxes.

Please note that the pre-school cannot be held responsible for any personal belongings left in the setting.

Naming clothes, bags and lunch boxes

Please ensure that your child's belongings are clearly named, preferably on the outside of bags and lunch boxes.

Notifying us of any changes to your child's registration

If your address, contact telephone numbers and/or emergency contacts change please inform us as soon as these changes take place to enable us to keep our records up to date.

Absent from pre-school

If your child is absent for any reason, please inform us on the first day by e mailing buttonsandbowssawtry@gmail.com or telephoning the setting on 01487 833010 / 07483942826, if we do not hear from you, then please expect a phone call from a member of staff by 10:00AM on the first day of absence.

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. Please like our facebook page (buttons and bows pre-school) which will inform you of what we have been up to and also provide details of activities and recipes.

We look forward to working in partnership with you to ensure desirable learning and development outcomes for your child/children.