COUNTESS GYTHA

PRESCHOOL

About our childcare and early education

Our setting aims to:

- Provide high quality care and education for children.
- Work in partnership with parents to help children to learn and develop.
- Add to the life and well-being of the local community.
- Offer children and their parents a service that promotes equality and values diversity.

Parents/carers

You are regarded as members of our setting who have full participatory rights. These included a right to be:

- Valued and respected
- Kept informed.
- Consulted.
- Involved.
- Included at all levels.

Children's development and learning

We aim to ensure that each child:

- Is in a safe and stimulating environment
- Has a named key person who makes sure each child makes satisfying progress and is your link to the setting.
- Is given generous care and attention, because of our ratio of qualified staff to children.
- Has the chance to join in with other children and adults to live, play, work and learn together.
- Is helped to take forward his/her learning and development by being helped to build on what he/she already knows and can do.
- Is in a setting that sees parents/carers as partners in helping each child to learn and develop.

The Early Years Foundation Stage

Provision for the development and learning of children from birth to five years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage*.

- *A Unique Child*
  Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- *Positive Relationships*
  Children learn to be strong and independent through positive relationships.
- *Enabling environments*
  Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between educators, parents and/or carers.
- *Learning and Development*
  Children develop at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities (SEND).

How we provide for learning and development

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Learning and Development comprise:

- Prime Areas
  - Personal, social and emotional development
  - Physical development
  - Communication and language
- Specific Areas
  - Literacy
  - Mathematics
  - Understanding the world
  - Expressive art and design

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what is expected that children will know, and be able to do, by the end of the reception year of their education.

We refer to non-statutory curriculum guidance to support our professional judgement as we assess each child's progress and level of development as they progress towards the Early Learning Goals. We have regard to these when we assess children and plan for their learning by creating a curriculum that is ambitious and meets every child's needs.

Our educational programmes support children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

- Self regulation
- Managing self
- Building relationships

Physical development

- Gross motor skills
- Fine motor skills

Communication and language

- Listening, attention and understanding
- Speaking

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Number
- Numerical patterns

Understanding the world

- Past and present
- People, culture and communities

Expressive arts and design

- Creating with materials
- Being imaginative and expressive

Our approach to learning and development and assessment

Learning through play

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves, and activities planned and led by educators.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- Playing and exploring – engagement
- Active learning – motivation
- Creating and thinking critically – thinking

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

Assessment

We assess how young children are learning and developing by observing them. We use information that we gain from observations of the children, to understand their progress and where this may be leading them. We believe that parents know their children best, and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents/carers, are supporting development.

We may make periodic assessment summaries of children's achievements based on our on-going observations. These help us to build a picture of a child's progress during their time with us and form part of children's records of achievement/learning journeys. We undertake these assessment summaries at regular intervals, as well as at times of transition such as when they go on to school.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents/carers with a short-written summary of their child's development in the three prime areas of learning and development – personal, social and emotional development; physical development; and communication and language – when a child is aged between 24 – 36 months. Your child's key person is responsible for completing the check using information from on-going observations carried out as part of our everyday practice.

Records of achievement/learning journeys

We keep a record of achievement/learning journey for each child. Your child's record of achievement/learning journey helps us to celebrate together his/her achievements and to work together to provide what your child needs for his/her well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and they will collect information about your child's needs, activities, interests and achievements. This information will enable your child's key person to identify your child's progress.

Working together for your children

We maintain a ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. These help 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
Wendy Flagg	Preschool Manager
Carly Gillman	Preschool Deputy Manager Preschool SenCo
Chloe Flagg	Early Years Educator
Rachael Slade	Early Years Educator
Faye Lye	Early Years Apprentice
Kirsty Jarvis	Early Years Educator

We are open for 38 weeks each year.

We are open for 5 days a week.

The times we open are 9.00am – 3.30pm.

We provide care and education for young children between the ages of 2 and 4 years.

How parents/carers take part in the setting

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

- Exchanging knowledge about their children's needs, activities, interests and progress with our staff
- Contributing to the progress check at age two
- Sharing their own special interests with the children
- Joining in community activities, in which the setting takes part
- Building friendships with other parent/carers in the setting

Key person and your child

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

The settings timetable and routines

Our setting believes that care and education are equally important in the experience that we offer children. The routines and activities that make up our day in our setting are provided in ways that:

- Help each child to feel that he/she 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. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to all areas of learning and development, including their health and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided indoors.

Clothing

We provide protective clothing for the children when they play with messy play activities. We encourage the 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. As a setting we have a uniform that the children wear. This consists of a green sweatshirt and polo shirt with the preschool logo on, either black or navy leggings or jogging bottoms and simple Velcro fastening shoes. The sweatshirts and polo shirts are available to buy from The School Wear Shop https://www.swschoolwear.co.uk/shop/pcategory/schoolwear/schoolwear-countessgythafoundationunit/

Policies

Copies of all our policies can be found on the Countess Gytha Primary School website, under the preschool tab in the top right-hand corner of the home screen. Our policies help us to make sure that the service we provide is of high quality and that being a member of the setting is an enjoyable and beneficial experience for each child and his/her parents.

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 we collect is:

1. Processed fairly, lawfully, and in a transparent manner in relation to the data subject i.e. 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 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 regarding 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 that people looking after children are suitable to fulfil the requirements of their role and to help protect 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/carers ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies, where necessary, to help families in difficulty.

Special educational needs

To make sure that our provision meets the needs of each individual child, we take account of any special educational 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 Carly Gillman.

The management of our setting

The setting is governed by Countess Gytha Primary School Governing Body.

Starting at our setting

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you about your ideas, views or to respond to any questions.

Updated: November 2025

Next review date: November 2026