

Treetops



'Where learning is child's play'

Prospectus



***Treetops, Maunsell Way, Hedge End,
Southampton, Hampshire, SO30 2TL***

Tel: 01489 797131

Website: www.treetopshedgeend.co.uk

Email: admin@treetopshedgeend.co.uk

Ofsted Registration EY422106

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; 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.

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 parent helpers;
- 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.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (DFE 2012). Our provision reflects the four guiding themes and principles of the Early Years Foundation Stage.

A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self assured.

Positive Relationships

Children learn to be strong and independent through positive relationships.

Enabling Environments

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

Learning and Development

Children develop and learn in different ways, the framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

How we provide for development and learning

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

The Areas of Development and Learning comprise:

Prime Areas

- personal, social and emotional development;
- physical development;
- communication and language

Specific Areas

- literacy
- mathematics
- understanding the world
- expressive arts and design

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



The 'Development Matters' guidance sets out the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

Personal, social and emotional development

Our programme supports children to develop:

- making relationships
- self confidence and self awareness
- managing feelings and behaviour



Physical development

Our programme supports children to develop:

- moving and handling
- health and self-care

Communication and language

Our programme supports children to develop:

- listening and attention
- understanding
- speaking

Literacy

Our programme supports children to develop:

- reading
- writing

Mathematics

Our programme supports children to develop:

- numbers
- shape space and measure

Understanding the world

Our programme supports children to develop:

- people and communities
- the world
- technology

Expressive arts and design

Our programme supports children to develop:

- exploring and using media and materials
- being imaginative



Our approach to learning and development and assessment

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the Early Years



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

Characteristics of effective learning

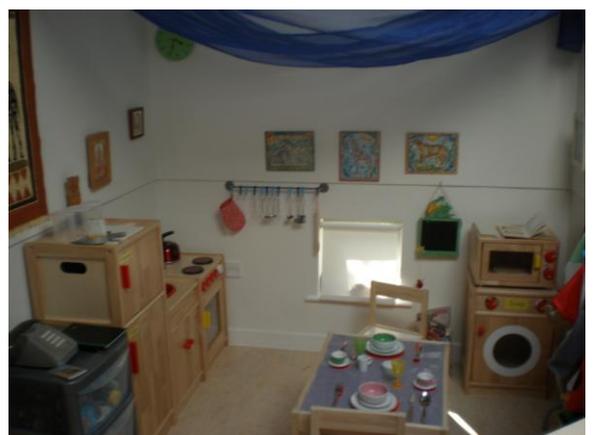
We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Development Matters guidance to the Early Years Foundation Stage as:

- 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 is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.



We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime learning and development areas of the EYFS: personal, social and emotional development; physical development; and communication and language; when a child is aged between 24 -36 months. The key person is responsible for completing the check using information from ongoing observational assessments carried out as part of our everyday practice, taking into account of the views and contributions of parents and other professionals.

Records of achievement

The setting keeps a record of achievement for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents 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. 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.

Working together for your children

In our setting we maintain the ratio of adults to children in the setting that is set through the Safeguarding and Welfare Requirements. We also have volunteer parent helpers where possible to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

The staff who work at our setting are:

Name	Job Title
Wendy Lowton	Manager (Child Protection Officer) (Health & Safety Officer)
Sue McGowan	Deputy Manager (Child Protection Deputy) (Health & Safety Officer)
Debbie Pitter	Deputy Manager (Behaviour Management) (Child Protection Deputy)
Kirsten Hanslip	Practitioner
Sheila Swinger	Practitioner
Tracy Daniels	Practitioner (Special Educational Needs Co-ordinator)
Vicky Hall	Practitioner
Clare Holden-Brown	Practitioner

Opening Times

8.00 am – 3.30 pm Monday to Friday

Sessions are of minimum 3 hour duration and have the following optional start & finish times.

Monday, Tuesday, Wednesday, Thursday, Friday:

Morning Session:

8.00 am – 12.00 pm, 8.30 am – 12.30 pm

9.00 am – 12.00 pm, 9.30 am – 12.30 pm

Afternoon Session:

12.00 pm – 3.00 pm, 12.30 pm – 3.30 pm

All day sessions are available.

We are open for 39 weeks each year.

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

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;
- contributing to the progress check at age two
- helping at sessions of the setting;
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- 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.

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

Key persons 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/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, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance.

The setting's timetable and routines

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

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

The session

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

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

Snacks and meals

The setting makes snacks 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 and provide milk or water to drink. Do tell us about your child's dietary needs and we will make sure that these are met.

We promote healthy eating so if your child stays all day you will be required to send in a packed lunch. We would like your support in sending in a healthy lunch in a lunch bag containing an ice block to keep it cool.

Policies

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

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 of the setting work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community. We value input from parents and if you would like to be involved in reviewing our policies please see the Manager Wendy Lowton.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm' and there may be circumstances where information is shared with other professionals or agencies without parental consent.

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 (2001).

Our Special Educational Needs Co-ordinator is

Tracy Daniels

Behaviour Management

Our member of staff who oversees Behaviour Management is Debbie Pitter.

We always praise good behaviour. When children behave in an inconsiderate manner we help them to understand the outcomes of their action and support them in learning how to act more appropriately taking into account their age and stage of development.

Home Visits

We offer home visits for all children. The child's key person and another member of staff can visit the child in their home environment, which we believe can really help with the transition into Treetops.

The management of the setting

The setting is owned and governed by Wendy and Philip Lowton

Fees

The fees are £4.60/hour payable half-termly in advance. Fees must still be paid if children are absent for a short period of time. If your child has to be absent over a long period of time, talk to Wendy Lowton who is the manager.

Fees will be requested by letter during the first week of each half term.

Fees are payable in full within 7 days of receiving the letter unless otherwise agreed by the Manager. Should fees remain unpaid after 7 days the following action will be taken:

1. A letter will be sent requesting payment of outstanding fees within 3 days
2. A final reminder will be sent requesting outstanding fees
3. Should the fees continue to remain unpaid then the child will forfeit their place at Treetops and legal advice will be sought

We are in receipt of Nursery Education funding for children from the term after their third birthday when they become entitled to 15 hours free Early Years Education.

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.

Clothing

We provide protective clothing for the children when they play with messy activities.

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

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 note that attendance at Treetops does not guarantee a place at Berrywood Primary School.

As we may have children at Treetops from time to time who have an allergy to nuts we request that you do not send your child to Treetops with any food containing nuts or traces of nut products.