

Early Years Prospectus

Welcome to the YMCA Taunton Preschool and thank you for registering your child with us.

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

This prospectus aims to provide you with an introduction to YMCA Taunton Preschool, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. This should be read alongside our Childcare Terms and Conditions for a full description of our services.

Our setting aims to:

- provide high quality care and education for children below statutory school age;
- work in partnership with Parents/Carers to help children to learn and develop;
- add to the life and well-being of the local community; and
- offer children and their Parents/Carers a service that promotes equality and values diversity

Parents/Carers

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

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children;
- has the chance to join in with other children and adults to live, play, work and learn together;
- is helped to take forward their 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/Carers as partners in helping each child to learn and develop; and
- is in a setting in which Parents/Carers help to shape the service it offers

The Early Years Foundation Stage

Provision for the development and learning of children from birth to 5 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* (DfE 2025):

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/Carers.

Learning and Development

- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early 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 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 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 (DfE 2023) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

- building relationships
- managing self: and
- self-regulation

Physical development

- gross motor skills; and
- fine motor skills.

Communication and language

- listening and attention and Understanding
- speaking

Literacy

- comprehension
- word reading; and
- writing.

Mathematics

- numbers; and
- numerical patterns.

Understanding the world

- past and present;
- people, culture and communities; and
- the natural world.

Expressive arts and design

- creating with materials; and
- 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 statutory guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners.

Characteristics of effective learning

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

- playing and exploring - engagement;
- active learning - motivation; and
- 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 to plan for each individual child. We believe that Parents/Carers know their children best and we will ask you to contribute by sharing information about what your child likes to do at home and how you, as Parents/Carers, are supporting development.

We share with parents our planning and next steps for their child, ensuring that activities are stimulating and allow the children to grow in their development.

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 observational assessments carried out as part of our everyday practice, taking account of the views and contributions of Parents/Carers and other professionals.

Records of Development on EYLog

We keep a record of development for each child. Your child's EYLOG record of development helps us to celebrate together their wow moments and to work together to provide what your child needs for her/his well-being and to make developmental progress.

Your child's key person will work in partnership with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests, developments and achievements. This information will enable the key person to identify your child's stage of progress. Together, we will then decide on how to help your child to move on to the next stage.

Working together for your children

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. 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/I] provide; and
- allow the children to explore and be adventurous in safety.

The staff who work at our setting are:

Name	Job Title	Specialisms
Sarah Milton	Early Years and Young people Manager	Communication
Zoe Shattock	Deputy Preschool Manager	Equality Needs Co-ordinator (ENCO) Special Educational Needs co-ordinator (SENCO)
Carly Fitzgerald	Pre School Assistant	Forest School Phonics, School readiness
Ben Brain	Pre School Assistant	Forest School, physical education, activities & events
Megan Coles	Pre-School Assistant	
Lauren Gough	Pre School Assistant	
Lauren Clutsam-Lane	Pre School Apprentice	
Jacob Summerhayes	Pre School Apprentice	

We are open for 39 weeks each year

We are closed Bank Holidays, School Holidays, ½ day each for Christmas Play & Graduation Ceremony

We are open for 5 days each week

The times we open 8am – 4pm

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 of 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
- observations on EY Log

- contributing to the progress check at age two;
- sharing their own special interests with the children;
- 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/Carers in the setting.

Joining in

Joining the rota is not the only means of taking part in the life of the setting. Parents/Carers can offer to take part in a session by sharing their own interests and skills with the children. Parents/Carers have visited the setting to talk about their job in the emergency services, show pictures of the local carnival held in their neighbourhood, and show the children their collection of shells.

We welcome Parents/Carers to see our setting at work or to speak with the staff. If you are interested in joining our Board of Trustees, please do speak to us.

Key person and your child

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

Learning opportunities for adults

As well as gaining childcare qualifications, our staff take part in further continuous professional training to help them to keep up-to date with thinking about early years care and education. We also keep up-to-date with best practice, as a member of the Early Years Alliance, through *Under 5* magazine and other publications produced by the Alliance.

The setting's timetable and routines

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

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

The session

We organise our sessions throughout the day 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). These activities take account of children's changing energy levels throughout the day and we cater for children's individual needs for rest and quiet activities.

Snacks and meals

We make snacks and meals a social time at which children and adults eat together. We plan the snacks so that they provide the children with healthy and nutritious food, we provide water and milk to drink. Please tell us about your child's dietary needs and we will plan accordingly.

We encourage health and wellbeing in everything we do, therefore we request that all lunchboxes meet appropriate dietary needs and chocolate bars / fizzy drinks / sweets are NOT provided. Information is available and we will be pleased to discuss this with you should you require further guidance.

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.

Please bring in wellies and suitable outdoor clothing for your child to be appropriately dressed for the season, bearing in mind that we play to learn in our external environment in all weathers.

Policies

Our staff can explain our policies and procedures to you. Copies of which are available on request or via the website.

Our policies help us to make sure that the service provided by our setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his Parents/Carers.

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 [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 protect children from 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 when necessary, to help families in difficulty.

Our Designated Safeguarding Lead is Sarah Milton, Early Years and Young People Manager

Our Deputy Designated Safeguarding Lead is Zoe Shattock, Deputy Pre-school Manager

Special needs

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE Apr 2015).

Our Special Educational Needs Co-ordinator is Zoe Shattock

Our Equality Needs Co-ordinator is Zoe Shattock

The management of our setting

Our Pre-school setting forms part of our charity YMCA Taunton, which is managed overall by the C.E.O. – Clare Langley. The C.E.O. is responsible directly to the Board of Trustees who are volunteers. Any elections take place at our Annual General Meeting. The registered person with Ofsted (Nominated Individual) is Clare Langley whose Pre-school responsibilities are:

- For all matters relating to the setting's Ofsted application and registration and is the primary Ofsted contact
- Managing our finances
- Employing and managing our staff
- Making sure that we have, and work to, policies, resources and an environment that help us to provide a high quality service
- Making sure that we work in partnership with Parents/Carers and other professionals

The Pre-school is managed by the Early Years & Young People Manager – Sarah Milton who is responsible to the C.E.O. Sarah Milton's Pre-school responsibilities are:

- Deliver and ensure a high standard of learning, development and care for children aged 0-5 years meeting all Ofsted & statutory regulations
- Designated Safeguarding Lead
- Ensure that the pre-school provides a safe, caring, stimulating educational environment, both indoors and outdoors
- Creating, monitoring and evaluating practices, policies and process that support children's education, development and wellbeing
- Manage staff and volunteers
- Develop partnerships with parents/carers to increase involvement in their child's development
- Work with other professionals for the benefit of children and families

The Pre-school management is deputised by the Preschool Deputy Manager – Zoe Shattock who is responsible to the Early Years & Young People Manager. Zoe Shattock's Pre-school responsibilities are:

- Ensure the Pre-school is managed effectively in the absence of the Early Years & Young People Manager
- Deputy Designated Safeguarding Lead
- Support the Early Years & Young People Manager in the execution of their duties
- Risk Assessments and control measures to ensure the safety of the children and staff in the Preschool environment
- Ensure the Special Educational and Equality Needs of each child is managed and supported

The Annual General Meeting is open to the Parents/Carers of all the children who attend our setting. It is our shared forum for looking back over the previous year's activities of our Charity and shaping the coming year's plan.

Fees

The fees are £5.60/hour for 2-4 year olds payable monthly. 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 your child's key person.

For your child to keep her/his place at our setting, you must pay any fees due. We are in receipt of nursery education funding for two, three and four year olds; where funding is not received, then fees apply.

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, our staff will work with you to decide on how to help your child to settle into the 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 questions.



Here for young people
Here for communities
Here for you

YMCA enables people to develop their full potential in mind, body and spirit. Inspired by, and faithful to, our Christian values, we create supportive, inclusive and energising communities, where young people can truly belong, contribute and thrive.

FAMILY & YOUTH WORK

HEALTH & WELLBEING

HOUSING

TRAINING & EDUCATION

SUPPORT & ADVICE