

Bradway Pre-school is a registered provider of Pre-school Education. Our aim is to offer a high quality Pre-school setting in a secure and happy play environment.

Bradway Pre-school offers a specifically designed two stage learning journey for young children. Our sessions are designed to foster developmentally appropriate learning, which meet the differing needs of children in our morning and afternoon sessions.

Children may start morning sessions at 2 providing they are happy about being left. Children are eligible to transfer to our afternoon sessions one year before school entry. Children are eligible for a full day the September before they start Primary School.

Morning sessions run Monday to Friday between 8.50am and 11.30am. Morning children also have the option of staying for lunch and can then be collected at 12.30pm. You would need to send your child with their lunch. Afternoon sessions run from 11.50am to 2.50pm Monday to Friday. We also have a Breakfast Club which runs from 8.20am to 8.50am. We are open for 38 weeks per year during term time.

Pre-school is often your child's first experience of independence so parents are welcome to stay until he or she settles. For some children this may take several weeks, but please feel free to call in or phone at any time for reassurance.

We are a member of the Early Years Alliance and follow its guidelines and are registered with the Sheffield Young Children's Service. We are registered as an eligible provider of Foundation Stage Education. Registration is dependent on a satisfactory annual inspection of all aspects of our service.

Our latest Ofsted inspection took place in November 2016 and our provision was judged to be 'Good in all areas'.

Bradway Pre-school is the trading name of Bradway Pre-school CIO, a charitable incorporated organisation, registered charity number 1156043

Staff

The staff team:

Heather Linley – Manager, Early Years Practitioner
Sarah Colton – Afternoon Supervisor, Early Years Practitioner
Cathryn Smith – Afternoon Supervisor, Early Years Practitioner
Joanne Janes – Early Years Practitioner
Adele Wathall – Early Years Practitioner, Special Educational Needs Co-ordinator
Victoria Briddon – Pre-school Assistant
Diane Watkinson – Pre-school Assistant
Lauren Graham – Pre-school Assistant
Penny Ross – Administrator, Pre-school Assistant
Rosemary Wallace – Pre-school Assistant
Katie Barrett – Pre-school Assistant

Our staffing levels (adult to child ratio) exceed the statutory requirements set by the Department for Education

We are always looking to improve the quality of care and education we offer and have an ongoing programme of training and evaluation of staff. The whole team, under the leadership of Heather Linley, also ensure the smooth running of the pre-school, making sure high standards of education and safety are maintained.

Fees & Nursery Grant

From the term after a child turns 3, they will be able to claim 15 hours Nursery Grant for 38 weeks per year.

Some parents will also be eligible to claim 30 hours free childcare.

You can apply for 30 hours free childcare if –

1. The child you are applying for lives with you.
2. You earn at least £115 per week and your total taxable income is less than £100,000 per year.
3. Your partner needs to be working and earns at least £115 per week and less than total taxable income of £100,000 per year.

We offer 10 places of 30 hours free childcare. These are allocated firstly to those children who are already at pre-school and who will be attending the afternoon and full day sessions the year before they start school, and secondly to those new to pre-school. The 30 hours can be split between settings and details can be found at HMRC. Funded hours are between 8.50 am and 2.50 pm.

If spaces for the 30 hours free childcare are full, then your child can be put onto the waiting list.

Our hourly charging rate is £5.00. Private fees are as follows;

Breakfast Club	£ 3.00
Morning Session (8.50am to 11.30am)	£12.50
Lunch Session (11.30am to 12.30pm)	£ 5.00
Lunch Session for morning children Claiming 3 hour grant (12.00pm to 12.30pm)	£ 2.50
Afternoon Session 11.50am to 2.50pm	£15.00
Full Day Session 8.50am to 2.50pm)	£30.00

Fees are payable on a termly basis at the beginning of each half term. This then spreads the cost of fees payable for that term into two instalments. The exception to this is for Breakfast Club which will be invoiced at the end of each month for the sessions your child has attended.

Admissions

Bradway Pre-school is open to every family in the community. We accept children from our waiting list in order of their date of birth.

It is our policy to offer a morning session (8.50-11.30) to 2 to 3 year olds and an afternoon session (11.50am to 2.50pm) to 3 to 5 year olds which enables children to access the 15 hours free nursery education funded by the Local Authority.

Parents/Carers are asked to specify their choice of days and sessions. As places are allocated, it is possible that those lower down on the waiting list may not be offered their preferred choice. It is also possible that if demand is high, that we will be unable to offer the full 15 or 30 hours to all eligible children, as places are subject to availability.

When applying to join the Pre-school, it is important that parents include all relevant information on the application and registration forms. This is especially important with regard to essential medical information.

When your child has been enrolled, you will receive a letter containing notification of the days your child will be attending Pre-school. You will also be advised to make an appointment to visit. When you visit Pre-school, you and your child will have a chance to see the Pre-school and also join in with a session and ask any questions.

Attendance/Absence

The local authority funding agreement states that children who are in receipt of free nursery entitlement should attend regularly. Although Pre-school, unlike school, is not compulsory, if attendance is poor, the authority may withhold nursery funding for your place. They allow children to take up to 4 week's holiday in a funding year and have 2 week's off due to illness before they withhold funding. In the event of this happening, parents/carers will be held liable for Pre-school costs and Bradway Pre-school will issue an invoice.

Pre-school require notice of holidays and absences and need to be informed of illness on the first day your child is ill. On such occasions, please telephone Pre-school and inform a member of staff. If you are billed for your sessions, we will try to arrange replacement days as refunds for absences are not given.

Illnesses/Accidents

Pre-school has a list of excludable diseases and follows the recommendations made in the Health Protection Agency Guidance on Infection Control in Schools and other Child Care Settings.

If your child becomes ill whilst in our care, we will contact you, or whoever you have specified to come and collect your child. Please keep us updated on any charges with these phone numbers. Any accidents will be recorded in the accident book and parents and staff will sign the book at the end of the session. If your child arrives ill, staff will assess them and they may be refused attendance

If an emergency occurs whilst your child is in Pre-school, medical assistance/advice will be sought from the emergency services and Pre-school will pass duty of care to paramedics in order to maintain ratios. Parents will be informed.

Minor injuries will be treated by staff and a record will be made in the accident register for parents to sign at the end of the session.

All staff have a current Paediatric First Aid Certificate.

Parents/carers may also be requested to sign a Home Accident Form which is routinely used to record any injuries which a child may have sustained outside of Pre-school.

Medications

Because of the short length of time that your child is in Pre-school each day, parents should be able to administer medicines before and after the sessions. Parents should inform Pre-school staff of any medication given prior to attendance.

If it is necessary for children to be given prescribed medication, including inhalers, during session times, parents/carers will be required to complete and sign a Medication Consent Form. Inhalers should be clearly labelled with the child's name and will be kept in a locked cabinet where they can be reached at all times. Children who cannot administer the inhalers themselves, will have the medication administered by a member of staff trained to do so. Any medication given is recorded in the Medicines Log Book for parents to sign at the end of the session.

Clothing

In order to feel free to explore and experiment, children need to be dressed in clothes that are easily washable. If possible, please send children to Pre-school in clothes that they can put on/take off themselves as this will help them to become more independent.

We have a non-compulsory uniform which consists of a light blue polo shirt and/or a navy sweatshirt. These are usually in stock and can be purchased from a member of staff.

Embroidered pale blue polo shirt - £7.50 (size 3/4 or 5/6 years)

Embroidered navy blue sweatshirt - £9.00 (size 3/4 or 5/6 years)

We ask that children wear clothing such as jogging bottoms, leggings or skirts to increase children's independence when using the toilet. Also, if required, could you please supply pull ups/nappies and a change of clothes in a named bag.

As children participate in many activities that can, from time to time, be messy, we would advise that you do not send your child in their best clothes. Aprons are provided for messy tasks such as painting and every care is taken with your child's clothes, but it is almost inevitable that sometimes mishaps do happen. Please name all clothing. We cannot be held responsible for unnamed items of clothing going missing.

In the summer months, please send your child with a hat and top/t-shirt that covers the shoulders. We also request that you apply sunscreen before your child comes to Pre-school. There are sun creams on the market that last up to ten hours.

Our sessions are structured to always include access to outdoor play and we request that children attend in suitable clothes/footwear (coats/wellies) during inclement weather.

We advise parents not to send children to Pre-school wearing jewellery. If children have pierced ears, their earrings should be stud types and not hoops. These will be removed if staff feel there is a risk to your child or others during specific activities.

Nappies/Pull-ups

No child is excluded from participating in our Pre-school who may, for any reason, not yet be toilet trained and who may still be wearing pull-ups/nappies or equivalent, although Pre-school has limited changing facilities. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time. We keep a record of when children have been changed.

We do request that parents provide pull-ups, wipes and spare clothes for any 'accidents'.

Food and Drink

Please do not send children to Pre-school with food or sweets in pockets or bags. This could be a danger to children attending Pre-school, some of whom have severe allergies.

Children are provided with food and drink whilst at Pre-school. At snack times, children are provided with a variety of snacks and with a choice of either milk or water to drink.

Children have access to a water dispenser throughout the session.

Packed Lunch / Healthy Eating

Our aim is to promote a healthy lifestyle within Pre-school. As well as the physical outdoor exercise the children will gain on a daily basis, we know the food they eat also has a very positive impact on their future. Whilst we cannot dictate what parents/carers provide, we can help advise and give guidance to help support their decisions. To meet the nutritional standards, we recommend that you provide one from each of the following food groups in your child's lunch box:

- Starchy foods eg. Sandwiches, wraps, pasta salads or crackers
- Fruit, vegetables or salad
- Dairy products eg. Yoghurt, cheese

- Meat, fish, veggie protein option eg chicken, tuna, ham, quorn, quiche

Children's lunch boxes must not include any sweets, fizzy drinks or nut/nut products and we will remain strict in ensuring these are not given to the children (nut products are due to the chance of severe allergic reaction).

It is Pre-school's practice when serving children snacks of grapes / cherry tomatoes etc to cut them into halves, or preferably quarters, to reduce the risk of choking hazards and request that when such items are included in children's lunch boxes, that they are chopped and ready to eat.

All lunch boxes should be clearly labelled and packed suitably. We recommend a small ice pack is placed inside the lunch boxes to help keep food as fresh as possible – especially in warmer weather or if it includes a dairy product.

Collecting your Child from Pre-school

Please ensure you collect your child promptly, as arriving late can sometimes cause distress. If there is a chance you may be late or a different person is collecting your child, for safety reasons, please let a staff member know (collectors **must** be over the age of 16 years).

The grounds and premises are subject to the Local Education Authority and Pre-school's No Smoking policy.

The First Days / Settling In

A child who is tense or unhappy will not play or learn properly, so it is important for parents and staff to work together to help all our children feel confident and secure in Pre-school.

We realise how daunting it can be for young children in their first few days at Pre-school and we are happy for you to stay for a while with your child to settle them in, but we encourage a gradual 'stepping back' response which normally helps the child settle more happily. If, when you go, your child will not settle and the staff cannot comfort them then we will ring you and ask you to return. We recommend, in the initial stages, that your child brings something familiar with them to help them settle – a comfort toy for example. If your child has a dummy, we encourage the child to remove the dummy during the session. However, we understand that you must always do what you feel is best for your child.

Parents/Carers are welcome to stay for as long as you feel it is necessary to help your child settle. It takes some children longer to settle, and parents should not feel worried if their child seems to be taking longer than other children.

Key Worker

At Pre-school, we operate a key worker system. All children are assigned a member of staff who will be their key person.

Key workers ensure that the needs of each child are recognised within the Pre-school. They liaise with parents/carers and observe and monitor each child's progress.

Opportunities for parent consultations are provided at open events. However, you are welcome to discuss your child's progress by arranging a mutually agreeable time.

Behaviour

We aim to provide a calm, caring atmosphere in which every individual is equally valued. Good behaviour is always praised and rewarded. Children who display unwanted behaviour will be given positive support, encouragement and a clear explanation of expectations.

The Pre-school Daily Routine

A morning / afternoon session for children in Pre-school first of all involves the children finding their named coat peg in the cloakroom and hanging up their coat. They then enter the Pre-school room, find their name card and wait for registration. Group register will be taken by the manager / assistant manager.

Throughout all sessions, there is a balance of planned key worker structured activities and free play where the children choose what they would like to do.

Children's Development and Early Learning

What does the Early Years Foundation Stage mean for my child?

'Early years providers must guide the development of children's capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them'

(Statutory Framework for the Early Years Foundation Stage)

The Early Years Foundation Stage (EYFS) has been revised and updated from April 2017. Setting statutory standards for learning, development and care for children from birth to five, the EYFS will reassure parents that by using registered childcare, they are doing the best for their child, who will be safe and well looked after. There is an emphasis on working closely with parents to encourage them to be more involved with their child's development, both at home and when they are at Pre-school.

The Early Years Foundation Stage is based on four overarching principles:

- **A unique child** – every child is a competent learner from birth who can be resilient, capable and self assured.
- **Positive relationships** – children learn to be strong and independent from a base of loving and secure relationships with parents / carers
- **Enabling Environments** – the environment plays a key role in supporting a child's development where experiences respond to their individual needs and there is a strong partnership between practitioners and parents / carers
- **Learning and Development** – children learn and develop in different ways and at different rates

These principles shape the practice in early year's settings and are interconnected.

How do we do this?

We make sure that our environment incorporates the three characteristics of effective teaching and learning:

- **Playing and exploring** – children will have opportunities to investigate and experience things and 'have a go'
- **Active learning** – children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements
- **Creating and thinking critically** – we encourage and support children to have and develop their own ideas, make links between ideas and develop strategies for doing things

Curriculum

All children in our group are supported in developing their potential at their own pace. Our curriculum is tailored to meet the needs of the children by offering a high level of adult input and developmentally appropriate play activities.

We work towards all areas of learning outlined in the Statutory Framework for the Early Years Foundation Stage. Setting the standards for learning, development and care for children from birth to five produced by the DfE.

Bradway Pre-school will work with parents/carers to promote each child's development across the three prime areas and four specific areas of learning and development:

What are the Prime Areas of Learning and Development?

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

What are the Specific Areas of Learning and Development?

- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design

Further information can be obtained from:

DfE publications (2017) Statutory Framework for the Early Years Foundation Stage Setting the Standards for Learning, Development and Care for Children from birth to five

Continuous Provision

Activities which are available at each session include:

- An adult led activity
- Outdoor play, eg. Climbing frame/slide, bikes, cars, scooters, hoops, ball games, mud kitchen etc
- Art and craft activities
- Book corner
- Name recognition
- Home corner / role play
- Construction
- Small world play

- Music
- Malleable materials, eg. Playdough, clay
- Writing / drawing
- Puzzles / jigsaws
- Maths activities, eg. Number, shape, measure, space
- Water play
- Sand play
- Computers / ICT
- Story time
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Reports and Records

Key workers keep a developmental record for each individual child and these are based on observations made whilst children are at play.

The developmental record used by Bradway Pre-school includes the developmental milestones which were originally set out in the Early Years Developmental Matters in the Early Years Foundation Stage and also in the DfE document, Early Years Outcomes, both of which were non-statutory guidance for nursery practitioners.

Our observations will be linked to the stages of development and this will help us assess, using best fit judgments, about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age. These records also help staff to plan activities that are suited to the children and to inform parents of progress.

When a child is aged between two and three years, the EYFS stipulates that their progress must be reviewed and a short written summary in the Prime Areas of Learning shared with parents/carers in conjunction with your health visitor if possible.

The timing of this progress check will obviously depend on when a child starts at Pre-school, how often they attend and how well they have settled.

Be assured, there is no obligation for any child to reach a particular standard and we do not 'tick off' lists of 'goals' to be achieved.

Children are not expected to do things at a set age, but at a rate that suits each child's development

How do I find out how my child is doing / progress

Open Weeks for parents/carers are held in the summer term and six weeks after a child starts. Parents can speak to their child's key worker when a mutually convenient appointment is arranged.

Development records and folders are made available at parent events and at the end of each half term, but they are freely available on request.

Keyworkers are available on a daily basis to talk to.

Transition to School

Pre-school staff attend regular meetings with reception teachers in school, which, we feel, puts us in an ideal position to prepare children for full time education.

Development records held by Pre-school will be passed on to your child's reception class teacher.

Please note Bradway Pre-school is completely independent of Bradway Primary School and attendance at the Pre-school does not guarantee a place at Bradway School.

Please note: - If it is not your intention to send your child to Bradway Primary School, kindly arrange to inform our Administrator as soon as possible after joining Pre-school

Home to Pre-School Records

Forms are provided in reception for you to complete. Please feel free to tell us of anything your child may do at home that they have not done before, something they may have repeated from pre-school, a birthday or special event, somewhere exciting they have visited or if you have had visitors to your home. Please do not think minor things are insignificant. This is used on your child's development record. Parents know their child best and it is very helpful to us to have a rounded picture of your child.

All of our staff are more than happy to discuss any concerns you may have regarding your child at any time.

Pre-school Committee

Bradway Pre-school is a non profit making Charitable Incorporated Organisation and is run by an elected voluntary management committee who ensure that major decision making is in the hands of parents who use the group. The committee hold regular meetings and all parents / carers are encouraged to be involved. The committee is legally responsible for the running of Pre-school, reviewing both policy and practice and for the employment of staff. The Pre-school manager is responsible for the day to day running of the Pre-school and reports to the committee.

The committee Annual General Meeting is held each October when a new committee is elected for the following year. A 10% representation of parents/carers using Pre-school must attend for the AGM to be valid. Your support in attending the AGM is greatly appreciated, as without a committee, the Pre-school cannot run.

We constantly need support for fundraising and other events. These are major source f income for the Pre-school and are planned throughout the year, allowing us to buy new toys, books and equipment. Sponsored activities, raffles, Christmas party and Easter party are just a few of the fundraising activities that are held each year.

We see Pre-school as a social group for both children and parents/carers alike. You may well find you develop new friendships and skills yourself through helping out and getting to know other families with children of a similar age. The success and long term future of the Pre-school depends on your support- so get involved with your child's best interests at heart.

Anyone wishing to join the committee may do so by seeing any of the existing committee members or a member of staff.

Our current committee members are:

Tim Heyes – Chairperson

Lucy Shaw

Michelle Rigby

Dave Sandilands

The Role of Parents

Bradway Pre-school has an 'open door' policy at all times. We regard the partnership between parents and Pre-school as vital in making a difference to each child's life. We depend on the goodwill, support and commitment from parents, as we expect parents' expectations of our setting to be fulfilled as much as possible.

We fulfil these expectations by making parents feel:

- Valued and respected
- Informed
- Consulted
- Involved
- Included at all levels

How Parents take part in the Setting

We recognise that working in partnership with parents is a very valuable and important part of Pre-school. We aim to form a good relationship with parents and families so that information regarding their child can be exchanged easily and comfortably between the staff and parents.

Bradway Pre-school recognises parents as the most important educators of their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place for children, such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with staff.
- Sharing their own special interests with the children in our setting.
- Helping to provide, make and look after equipment and materials used in the children's activities.

Parents are asked to support the Pre-school by helping on a voluntary basis to play with the children. Helpers are subject to a Disclosure and Barring Service (DBS) Enhanced Disclosure before they may attend and these are currently free for volunteers – please see the Pre-school manager for further details.

Pre-school is a registered charitable incorporated organisation, managed by a committee and run by dedicated staff for the benefit of the children in our community.

Security and Safety

The safety and security of children is given a high priority at our Pre-school. When all the children have arrived and are settled the main doors are latched and access is only granted by ringing the bell. Non-parental visits are normally by appointment. Outdoor play is supervised by a minimum of two staff at all times. Parents are assured that Bradway Pre-school meets all of the current safety standards.

We have a password system, which can be used in the event of an emergency. Someone other than the main parent or carer and who is not known to staff can use this. **We do still ask that we be informed before any such collections in order to maintain the security of your child.**

Book Loan Scheme

We believe that reading with your child/children every day is an extremely important factor in their development. Children are read to every day at pre-school, either in small or large groups, and they sometimes become 'attached' to a favourite book. Should there be a particular book/books at pre-school that your child expresses interest in, we are happy to loan this book to you for a few days. We also use props and puppets to support some stories and we are happy to loan these. Unfortunately any damage or loss must be paid for. If any parent wishes to read their favourite book/books to the children we would be very happy for you to come along and do so.

Safeguarding

The welfare of your child is very important; consequently we will follow up any matters which are cause for concern. In most cases, we would discuss our concern with you before taking any action.

It is our duty as carers for your children to refer to Ofsted and the Local Safeguarding Children's Board if we have reason to suspect that your child is being subjected to any form of abuse.

Our safeguarding officers are Heather Linley and Sarah Colton.
Our safeguarding committee member is Dave Sandilands.

Safety

We aim to make Pre-school a safe and stimulating environment. A register is taken when the children arrive at Pre-school and any visitors must sign in and out in a visitor's book. Entrances are locked during session time. When the children are outside, the gate is locked and they are supervised at all times.

Should your child be collected by someone who does not normally do so, then please inform the Pre-school staff as Pre-school keep a record of all nominated authorised collectors. Please make sure that your child is collected on time as children can become distressed if you are late.

Fire drills are held on a regular basis.

Training

Staff are required to undertake training to promote both professional and personal development. All staff are also required to undertake a paediatric first aid training and food hygiene training.

Our member to the Pre-school Learning Alliance ensures that we are always in touch with new ideas in the field of child care. We receive a monthly magazine and also have access to a wide range of professionally produced publications.

Policies and Procedures

(See Appendix B for full list of Policies and Procedures)

All our policies and procedures are designed to offer the best possible experience for the children and families in the group. They are reviewed on a regular basis and any comments are always welcomed. A book containing our comprehensive policies and procedures is available in Pre-school.

Information Sharing

Information given about children will only be shared in accordance with the legal framework of the General Data Protection Regulation (GDPR), Human Rights Act 1998 and with respect to Privacy Notice and Pre-schools Confidentiality and Client Access to Records Policy and Information Sharing Policy.

Information we hold about you and your child and General Data Protection Regulations (GDPR) 2018

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 regards to your data.

Bradway Pre-school is registered with the Information Commissioner's Office.

Ofsted

We are inspected by Ofsted and our latest report is available at all times. Alternatively, Inspection Reports may be viewed via Ofsted's website at www.ofsted.gov.uk/publications

Complaints

If you have a concern about anything at Pre-school, please discuss it in the first instance with the Pre-school Manager. If you are still dissatisfied, you can make a formal complaint to the Chair of the Management Committee, to the Pre-school Learning Alliance or directly to our regulatory body: Ofsted Early Years, Piccadilly Gate, Store Street, Manchester, M1 2WD.

Tel : 0300 123 1231

Equal Opportunities

Bradway Pre-school is committed to providing equality of opportunity for all children and families, and we work in accordance with all relevant legislation, including:

Disability Discrimination Act 2009
Race Relations Act (Amendment 2000)
Sex Discrimination Act 1986
Children and Families Act 1989/2004/2014
Human Rights Act 2004
Disabled Persons Act 1986
Care Standards Act 2000
Equality Act 2010

Our Equal Opportunities Policy covers equality in all areas of pre-school practice, including: Admissions, Employment, Festivals, The Curriculum, Resources, Special Needs, Discriminatory Behaviour, Remarks, Language and Food.

Bradway Pre-school is compliant with the principles of the General Data Protection Regulations (2018).

Waiting List

If you are interested in your child taking up a place with Bradway Pre-school, then please complete an application form and return it to Pre-school. We will let you know the spaces available when your child is due to start.

We ask for a £10 administration fee when you return the application form and your child's name is put onto our waiting list. This will be refunded when your child starts at Pre-school and has been with us for one half term.

Please contact our Administrator on 07910 207339 for further details.

The main findings from the Bradway Pre-school Ofsted Report – November 2016

The quality of the provision is good.

Children make good progress in their learning and development, including those in receipt of additional funding and those who speak English as an additional language. Children are developing a positive attitude towards learning, helping to prepare them for starting school.

Staff observe and assess children's interests and progress effectively as they play. They plan carefully to support the next steps in children's learning. Staff follow children's lead well, allowing them to make choices and decisions. Children are self motivated. They are developing good communication and language skills.

The key person system is firmly embedded and is used effectively to ensure that all children feel safe and secure in their surroundings. Behaviour is good. Staff set clear boundaries and are consistent in their expectation that children treat each other with respect and kindness.

Effective support, regular supervision and continuous professional development opportunities help staff to increase their knowledge and skills. This helps to enable the enthusiastic staff team to work together successfully to maintain good standards for the children in their care.

The Pre-school environment is bright and stimulating. Children are offered a wide range of resources to support their learning. They are highly motivated and explore freely during indoor and outdoor play. Children are comfortable and confident with adults and peers. Children learn about healthy lifestyles. They enjoy a range of healthy and nutritious snacks. Outside, children explore playground equipment, play hide and seek games and ride on vehicles and bicycles.

Good links with the local school mean that information about children's achievements is shared effectively, promoting continuity of care and learning.

Children benefit from a wealth of opportunities that support their all round development. They make consistently good progress from their starting points.

Children are confident, keen and resourceful learners, who show a lively interest in new experiences. They are developing good independence and key skills, helping prepare them well for their next steps in learning and eventual move onto school.

Bradway Pre-School
Supporting Children with Special Educational Needs

Policy statement

We provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEN¹.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is:
Adele Wathall/Heather Linley
- The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEN support to ensure early identification of children with SEN.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
- We, where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.

¹ This includes disabled children with special educational needs

- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide human resources to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2015)
- SEND Code of Practice for the Early Years (2014)

Bradway Pre-school

Policy File Contents

- Absence Management
- Accidents and Incidents (Recording and Reporting)
- Administering medicines
- Admissions
- Animals in the Setting
- Arrivals and Departures
- Biting
- British Values
- Children's records
- Children's Rights and Entitlements
- Code of Conduct for Parents/Carers
- Confidentiality and Parent Access to Records
- Data Protection
- Employment
- Fees/Grant Funding
- Fire Safety and Emergency Evacuation
- First Aid
- Food and Drink
- Food Hygiene
- Guidelines for Committee Members
- Health and Safety General Standards
- Information Sharing
- Looked After Children
- Maintaining Children's safety and security on the Premises
- Making a Complaint
- Managing Children who are Sick, Infectious or with Allergies
- Maternity
- Missing Children
- Nappy Changing
- No Smoking
- Notifications to Ofsted
- Online Safety, including Mobile Phones, iWatches and Cameras
- Parental Involvement
- Prevent Duty
- Privacy Notice
- Promoting Positive Behaviour / Bullying
- Provider Records
- Risk Assessment
- Role of the Key Person and Settling In
- Safeguarding Children
- Staff Personal Safety
- Staffing
- Student Placements
- Supervision
- Supporting Children with Special Educational Needs
- Transfer of records to School
- Supervision of Children on Outings and Visits
- Uncollected Children
- Valuing Diversity and Promoting Inclusion and Equality
- Whistleblowing

- Working in Partnership with Other Agencies