Prospectus

Name of provider	Beavers Lodge Playgroup		
Address	Salisbury Road, Hounslow TW4 6BE		
Tel No.	020-8577-3112	Email	playgroupbeaverslodge@gmail.com

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;
- offers children and their parents a service that promotes equality and values diversity.

Parents

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

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

*As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment.

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, 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 satisfactory progress;
- is in a setting that sees parents as partners in helping each child to learn and develop;
- 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 2021). Our provision reflects the four guiding themes and principles of the Early Years Foundation Stage.

Overarching principles

Four guiding principles shape practice in early years settings. These are:

• every child is a **unique child**, who is constantly learning and can be resilient,

capable, confident and self-assured

• children learn to be strong and independent through **positive relationships**

• 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 practitioners and parents and/or carers.

• importance of **learning and development**. Children develop and learn at

different rates. (See “the characteristics of effective teaching and learning” at

paragraph 1.15). The framework covers the education and care of all children in

early years provision, including children with special educational needs and

disabilities (SEND)

(EYFS framework 2021)

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

Personal, social and emotional development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

- Explain the reasons for rules, know right from wrong and try to behave accordingly;

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;

- Form positive attachments to adults and friendships with peers;

- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;

- Demonstrate strength, balance and coordination when playing;

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

- Use a range of small tools, including scissors, paint brushes and cutlery;

- Begin to show accuracy and care when drawing.

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

- Make comments about what they have heard and ask questions to clarify their understanding;

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

- Anticipate – where appropriate – key events in stories;

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;

- Read words consistent with their phonic knowledge by sound-blending;

- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;

- Spell words by identifying sounds in them and representing the sounds with a letter or letters;

- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;

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- Subitise (recognise quantities without counting) up to 5;

- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;

- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;

- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques,

experimenting with colour, design, texture, form and function;

- Share their creations, explaining the process they have used;

- Make use of props and materials when role playing characters in narratives

and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;

- Sing a range of well-known nursery rhymes and songs;

Perform songs, rhymes, poems and stories with others, and – when

appropriate – try to move in time with music.

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 - children investigate and experience things, and 'have

a go'

• active learning - children concentrate and keep on trying if they encounter

difficulties, and enjoy achievements

• creating and thinking critically - children have and develop their own ideas,

make links between ideas, and develop strategies for doing things

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 likes 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 forms 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 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 a safe nurturing environment.

The staff who work at our setting are:

Name	**Job Title**	**Qualifications and Experience**
Sonali Mukherjee	Manager	EYPS. PGCE. 25 years of working experience in Early years setting
Salimah Merchant	Deputy Manager/SENCO	CACHE Level 3 NVQ in Children's care, learning and development. Has 20 years of experience in Early Years setting.
Lenka Mekasova	Early Years Practitioner	CACHE Level 3 NVQ in Children's care, learning and development. Has over 17 years' experience working in Early Years and working with parents. Trained in Forest school as well as PIP – to provide parents with positive parenting strategies.
Sasikala Subramanium	Early Years Practitioner	CACHE Level 3 Diploma for children and young people's workforce (QCF)- 12 years of experience. Works as a 'healthy Early Years' practitioner
Gurpal Kaur	Early Years Practitioner	CACHE Level 3 NVQ in Children's care, learning and development.

		Has over 23 year experience working in early years. Works as a 'physical literacy' lead practitioner
Jelena Lanina	Early Years Practitioner	CACHE Level 3 Diploma for the Children and Young People's Workforce (QCF). 12 years of experience of working with children in early years.
Humera Zain	Early Years Practitioner	CACHE Level 3 Diploma for the Children and Young People's Workforce (QCF). 12 years of experience of working with children in early years.
Monika Aggarwal	Early Years Practitioner/ Inclusion Support Staff	CACHE Level 3 Diploma for the Children and Young People's Workforce (QCF). 7 years of experience of working with children in early years.
Kaladevi Kanapathipillai	Casual Bank Staff	3 years of experience of working with children in early years.
Shreya Bose	Casual Bank Staff	3 year experience of working with children in Early Years

We are open for	38	weeks each year.
We are open for	All week days	each week
The times we are open are	9 am-12 pm and 12.45 pm-3.45 pm. (Sessions) + We can offer full day as well if needed.	

We provide care and education for young children between the ages of			2
and	5	years.	

How parents take part in the setting

Our setting recognise 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;
- being part of the management of the setting;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities in which the setting takes part; and
- building friendships with other parents in the setting.

The parents' rota

The setting has a dated rota which parents can sign if they would like to help at a particular session or sessions of the setting. Helping at the session enables parents to see what the day-to-day life of the setting is like and to join in helping the children to get the best out of their activities. Parent are included on the snacks rota which is displayed on the notice board for parents to check. Parents are sent reminders electronically too.

Joining in

Joining the rota is not the only means of taking part in the life of the setting. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents can share the following skills/interests in the setting: to play the clarinet for the children, show pictures of the local carnival held in their neighbourhood, and show the children their collection of shells, or read cultural stories to the children.

We welcome parents to drop into the setting to see it at work or to speak with the 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, our 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 current copy of Under Five is available for you to read.

From time to time the setting holds learning events for parents. These usually look at how adults can help children to learn and develop in their early years. Courses on similar topics are held locally by the Pre-school Learning Alliance; watch out for information about these.

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(s).

Snacks

The setting makes snacks a social time at which children and adults eat together. We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met. Parents are asked to bring bread and fruit for snacks on the date as per the rota on the notice board.

Policies

Copies of the setting's policies and procedures are enclosed with this prospectus or are available for you to see at the setting. The policies are also available in 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 management committee and 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.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

Our employment practices ensure children are protected 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	Salimah Merchant

The management of our setting

A management committee -- manages the setting. The decisions are taken place at our Annual General Meeting. The committee is responsible for:

- managing the setting's finances;
- employing and managing the staff;
- making sure that the setting has, and works to, policies that help it to provide a high quality service; and
- making sure that the setting works in partnership with the children's parents.

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

Fees

The fees are £18 / session] payable monthly/weekly/daily/half-termly/termly in advance. 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 Sonali Mukherjee, the manager of the setting.

For your child to keep her/his place at the setting, you must pay the fees. We are in receipt of Early Education funding for three and four year olds; Early entitlement funding for disadvantaged two year olds and thirty hours funding for some of the children, where terms and conditions apply. Where funding is not received, fees apply.

Starting at our setting

Observation period

We want your child to be happy and making progress in our setting. We observe the child's interest and needs before we formally set up a start date for the child. We invite the interested parents to bring their children to the setting on agreed dates for observation.

The first days

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. The setting has a policy about helping children to settle into the setting: a copy is enclosed in this prospectus or is available from our office. The copies of all our policies are available on request.

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.

Our website address is: https://beaverslodgeplaygroup.co.uk/

Our facebook page is: https://www.facebook.com/profile.php?id=100063516642150