



Early Years prospectus

The Cabin, 125 Park Avenue, Shelley, Huddersfield. HD8 8JZ

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Our setting aims to:

- Provide a friendly, safe and caring environment where children can work towards their individual learning goals.
- Support children in their transition to school.
- To build strong and supportive relationships with the whole family.
- To value individuality and difference in everybody.
- To ensure that the environment can contribute to positive learning and development.
- To promote children to be active in their own learning.
- To lead children to develop positive image of themselves and others and to their learning.
- To learn through play and have fun as we get ready for school.
- To provide a well-planned curriculum & provide a high standard of preschool care and learning.
- To allow access to outdoors, whatever the weather.

Our mission statement:

The Cabin is committed to ensuring every family is part our setting.

We will provide a safe, caring and stimulating environment that supports each child's individual learning journey.

We allow children to express themselves through play as they make meaning of the world around us. Our practitioner's commitment to the importance of learning through play and outdoor provision give children the opportunity and confidence to shine in all areas of development.

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 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.

The parent's rota (stay and play)

The setting has a stay and play rota, which 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. 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 have visited the setting to play their instruments for the children and to share personal experiences of our various themes. 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.

Working together for your children

In our setting we maintain the ratio of adults to children in the setting that is set through the 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.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. We see ourselves 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;
- 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.

Staff training and qualifications

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 practitioners who work at our setting are:

Louise Rotchell	Manager & SENCO	Level 5 Diploma in Leadership & Management for Children & Young People's workforce Safeguarding co-ordinator Looked after children co-ordinator Behaviour co-ordinator
Lisa Firth	Deputy Manager & Safeguarding Support (MATERNITY LEAVE OCT 2022)	Level 5 Diploma in Leadership & Management for Children & Young People's workforce
Sam Wybrow	Preschool assistant	NVQ 3 early years
Rhio Mellor Smith	Preschool assistant & Safeguarding support (DEPUTY MANAGER, MAT COVER OCT 2022)	Level 4 Advanced Childcare Practice and Management
Sarah Bullas	Preschool assistant (trainee)	
Naomi Wilby	Out of School Club co-ordinator	NVQ 3 early years
Suzanne Thomas	Playworker	
Tracey Pearson	Playworker/Bank staff	
Charlotte Dunstan	Preschool assistant/playworker (trainee)	Working towards NVQ 3 early years (started Dec 2022)
Hayley Morrell	Business manager/bank staff	NVQ 4 Foundation degree in early years

Opening times

We are open for approx 38 weeks a year (we follow the same term dates as Shelley first school) See website for details: www2.kirklees.gov.uk/community/education-learning/SchoolProfile/termdates

Our opening hours are 9.00-11.30 (am session), 11.30-12.45 (lunch club), 12.45-3.15 (pm session).

We are registered for children aged 2 ½ to school starting age.

Sessions cost £11.65 and lunch club costs £5.00. (a healthy packed lunch must be provided- guidance will be given)

15 hours funding (NEF) is available for children aged 3 years (available the term after the 3rd birthday) We are flexible in the hours available. 30 hours funded places are available to eligible families, please see <https://www.gov.uk/30-hours-free-childcare> for further information.

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.

We offer free flow access to the outdoor area during busy sessions, but always offer a period of outdoor play in each session. We operate a 'whatever the weather' attitude to outdoor play (see our outdoor play policy), and we believe there is no such thing as bad weather (however we will not access outdoors if it is unsafe and there is a risk of injury, such as thunder and lightning/extreme ice/freezing fog). 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 area. Please ensure that you dress your child appropriately/provide suitable clothing for the weather. All children will be given the opportunity to play outside.

Snacks

To ensure the children's learning and play is not disrupted we offer a rolling snack. Snack is prepared and available throughout the morning and afternoon sessions for the children to access as and when they choose. We plan the menus for snacks so that they provide the children with healthy and nutritious food. Dietary requirements and allergies are catered for, your child's keyperson will go through our menu with you to arrange suitable alternates where required. Please ask if you would like a copy of our menu.

Illness

We follow the guidance from the Health Protection agency to prevent illness spreading in the setting. Please see the following link for exclusion periods, your GP should offer the same advice:

www.hpa.org.uk

Common illnesses/exclusion periods:

Vomiting and diarrhoea - 48 hours absence following the last episode of illness.

Chicken Pox- Approximately 5-7 days - or once the blisters have formed scabs.

Common cold- No exclusion needed unless temperature is above 38 degrees or they are unwell/ unfit to attend.

Temperature- a temperature is often associated with other illnesses, and we recommend they remain at home until it returns to normal.

Hand, foot and mouth- children may attend when they are well in themselves.

Head lice- treatment needs to be given before attending the setting.

Shingles- there is no exclusion period, children may attend as long as they are physically well and the rash can be covered.

Conjunctivitis - treatment/GP visit required before attending setting as it can be highly contagious.

Covid 19- 3 days absence following a positive test result.

Medication

- We will only administer medication that has been prescribed for the child and in its original packaging, and prescribed for the current condition such as antibiotics (including eye drops) or antihistamines.
- Wherever possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. Children taking prescribed medication must be well enough to attend the setting.
- If a child has not had a medication before, the child must have a full 48 hours at home on the medication to ensure there are no adverse effects.
- With any illness requiring antibiotic medication, children must remain at home for a full 48 hours on the medication to allow it to begin to take effect.

- If parents give their child medication prior to coming to the setting (ie calpol), we will monitor the child and call the parent if their condition deteriorates when the medication is out of their system. At this point the parent may be asked to take the child home for further care.
- These procedures are written in line with current guidance in 'Managing Medicines in Schools and Early Years Settings'
- Medication will only be administered if a medication form has been filled in and signed by a parent/carer. Forms can be requested by email if parents wish to fill them in before arriving at the setting.

Accidents and incidents

If your child had an accident/incident whilst at The Cabin, a trained first aider will deal with it and inform you of what happened, how it was dealt with, any visible marks or injuries and any after care required. This will be recorded on a form for you to sign.

Our accident forms are reviewed and risk assessments are carried out on the result/reoccurring accidents that occur.

Behaviour

We believe in the importance of praise and recognising children's efforts. We use a 'smile board' to offer instant rewards, and to encourage children to work together to achieve a goal. Please ask a member of the team to explain the 'smile board' system. We will only ever raise our voices to be heard over noise or to prevent an accident/incident occurring. Physical intervention will only be used to prevent serious harm to others. Corporal punishment will never be used or threatened. We encourage children to think about how they are feeling and to understand their own emotions.

Starting at our setting

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. We always ask for the parent/carer to stay with the child for the first session. We recognise that every child is different and we will work with every family to ensure they have a smooth transition to our setting.

Safety and security

To ensure the safety of the children at all times we would like to ask all parents to close doors and gates behind them. We lock our external gate prior to playing outside, and we have policies relating to security/visitors to the setting. We have risk assessments in place, and we are all vigilant in reporting breakages/damage. We ask parents to report any potential risks to management also.

Smoking is strictly forbidden on the premises and in the setting.

Policies

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

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 and parents of the setting work together to adopt the policies and everyone 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. Please see the list below, and feel free to request a copy of any policy:

Overarching safeguarding
Sick children
Child protection
Children with long term medical needs
Allegations against a member of staff
Positive behaviour
Disclosure from a child
Bullying
Lost child
Rough and tumble play and fantasy aggression
Mobile phones and social networking
Collection
Play and learning
Safe recruitment
Uncollected child
Suitable people
Whistle blowing

Alcohol and other substances
Student/placements
Looked after children
Staff training
Provider records
Partnership with others
E safety for children
Medication
Parents and carer
Admissions- 4 year olds in OSC
Fire prevention
Overarching inclusion
RIDDOR
Concerns and complaints
Uniform
Premises and security
Staff sickness
Confidentiality
Sleeping child policy
Information sharing
Severe weather (ice/snow)
Admissions
Listening to children
Outings
Transition and continuity
Health and safety overarching
Emergency evacuation
Risk assessments
Supporting children with SEN
Equality of opportunity
Accidents

Clothing

We provide protective clothing for the children when they play with messy activities, however there may be occasions where your child still gets paint/mud etc on their clothing. We recommend dressing your child in 'old' clothes. We will not accept responsibility for children's clothing becoming stained/dirty. We do buy child friendly/washable paints.

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 do provide outdoor waterproof trousers, however we only have a limited supply and we do not have enough for every child; please let us know if you wish for your child to wear these.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices safeguard 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 that may need it.

It is important for parents to understand that we will always do our best to speak to parents about our concerns, but there may be occasions where it is in the best interests of the child to speak to duty and assessment service within the safeguarding sector. This would be if we had immediate concern over the child's wellbeing.

The safeguarding co-ordinator is LOUISE ROTCHELL(supported by LISA/RHIO). Please speak to Louise for more information or see our related policies.

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 LOUISE ROTCHELL. Special educational needs relates to behaviour management also. If we have concerns about your child's development stage or progression we will talk to you to discuss how we can support you and your child, this may involve accessing support from outside agencies. We will always conduct observations that help us to assess areas where children need support, we may put

a play plan in place to support children- parents will input their views into this. We will always endeavour to discuss our observations with you; however we may sometimes access advice from specialists without naming you or your child if we feel that this is needed. The children's welfare is our priority, and one aspect of this is ensuring children are progressing well. If you have concerns about your child's progression, please speak to us about it and we will be happy to offer guidance and support.

The management of our setting

A parent management committee - whose members are elected by the parents of the children who attend the setting - manages the setting. The elections take place at our Annual General Meeting. The committee is responsible for managing the setting's finances, supporting with the employment and management of 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. The annual meeting usually takes place in September.

We have regular committee meetings at The Cabin (approx. 4-5 per year). Everyone is welcome. However there may be subjects that discussed by committee only due to confidentiality, these will be left until the end of the meeting if non-members attend.

Fees

The fees are £11.65 per session payable termly in advance. Fees must still be paid if children are absent without notice for a short period of time. If your child requires to be absent over a long period of time, please arrange a meeting with the manager to discuss further options.

Invoices must be kept upto date, admin charges for late payments may be applied. If a payment plan is not agreed/met, your place may be withdrawn. We are in receipt of nursery education funding for three and four year olds; where funding is not received, then fees apply. Lunch time club is £5.00 per session. Please see our fees and payment policy.

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. We follow the early years foundation stage (EYFS, 2021) Please see the following website for more information or speak to a member of our team.

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The EYFS seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **partnership working** between practitioners and with parents and/or carers;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (2021) From September 2008 the Early Years Foundation Stage became law. This brings together Birth to Three Matters and the Curriculum Guidance for the Foundation Stage. Our provision reflects the four key themes and 16 commitments of the Early Years Foundation Stage.

A Unique Child

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support.

Keeping Safe: Being safe and protected, discovering boundaries, making choices.

Health and Well-being: Growth and developing, physical and emotional wellbeing.

Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key Person: Secure attachment, shared care, independence.

Enabling Environments

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together.

The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.

The Wider Context: Transitions and continuity, multi-agency working, the community.

Learning and Development

Play and Exploration: Learning through experience, adult involvement, contexts for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.

Areas of Development and Learning.

In planning and guiding children's activities, we will reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- **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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

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 practice guidance Early Years Foundation Stage 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 practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

For each area, the practice guidance sets out 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 practice guidance also sets out in 'Development Matters' 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.

Educational programmes will involve activities and experiences for children, as follows.

- Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

There are seven areas of learning and development that must shape educational programmes in early year's settings.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the *prime areas*, are:

- communication and language;
- physical development
- Personal, social and emotional development.

We will also support children in four *specific areas*, through which the three prime areas are strengthened and applied. The specific areas are:

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

Planning

A copy of our topic for the half term is kept in the hallway; there is also information about the curriculum we follow and the EYFS. Phonics- we focus on a sound/letter every 2 weeks, and practice a song from jolly phonics. This will support your child's understanding of the links between letters and sounds (phonics) and will aid their learning at school.

French club

We have French club every Monday morning at The Cabin. Christelle Lambrou, a native, experienced French teacher attends The Cabin and introduces the French language to the children. If you wish for your child to attend French club, please speak to a member of staff to find out if a space is available.

Transitions

We have positive links with Shelley first school, as this is our main feeder school. Usually from Easter time we take small groups of children to the reception class to meet the teachers and learn about the school and familiarise themselves with the setting. The reception teacher will also visit us and tell stories, play games and interact with the children during our normal sessions. We welcome other schools to visit us also if we have children feeding into different first schools. You will be asked to sign a form to give consent for your child to take part in transitional visits.

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 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.

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.

Chatter nights

We hold chatter nights twice a year, which is an opportunity for parents and carers to come in, have a look at their child's development folder and discuss how their child is doing with their keyworker.

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. We are always ready and willing to talk with you about your ideas, views or questions.