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Little Chimps Prospectus

September 2013

In September of 2007 a new section of Cheeky Chimps (Little Chimps) opened. This purpose built section was extensively refurbished to accommodate all children aged between 2-3 years.

To ensure that each child has enough space and attention Little Chimps will only take a maximum of 12 children per day with a staff to child ratio of at least 1:4 so every child will have an exceptionally high level of care.

Through Little Chimps we aim to meet the diverse needs of all children. Using the 'Early Years Foundation Stage'. We will organise structured and free play activities to help each child to learn through play and participation. This will help each child to maximise their potential whilst having fun and enjoying what they do. All children will be able to choose from a variety of different activities and equipment throughout the day. We also have a large, secure grassed area outside where the children can run and play without fear of grazing knees, elbows etc. This area can also be used for exploration and bug hunting etc. We also have a huge sand pit and an area for digging and pretend gardening. There is also a playground with slide, swings etc and a large decking area for times when the grass is too wet for playtimes.

Our Setting Aims To:

- ensure the safety of each child
- help each child to feel that he/she is valued
- provide high quality care and education for children below statutory school age
- work in partnership with parents/carers to help children learn and develop
- add to the life and well-being of the local community
- offer children and their parents a service that promotes equality and values diversity

Learning and Development

Every staff member at Cheeky Chimps works in accordance with 'Development Matters in the Early Years Foundation Stage' (EYFS) which the government put into place in September 2012.

The EYFS highlights that every child is unique and therefore has different needs to be met by the setting. We start by gathering detailed information about each individual child by using Enrolment Forms, an 'All about Me' document and formal discussions with parents/carers. The information gathered is used to help each child settle as quickly as possible and to ensure that all their individual needs are met.

When your child starts Little Chimps they will be allocated a key person. A key person has special responsibilities for working with a small number of children, giving them reassurance to feel safe and help them to become familiar with the setting.

A key person aims to meet the needs of each child in their care and will talk to parents and share records of their child's development and progress.

The document used to track each child's progress during their time with us at Cheeky Chimps is the 'Unique Child Profile' (UCP). While in our care we will observe, take notes and take photos of the children, this information will be used as evidence when highlighting each child's achievements. Each child will also have an ongoing personal 'Learning Journey' this is to ensure that all children are constantly working towards new skills and achievements. We are more than happy for parents/carers to look through and contribute towards their child's UCP. Every Child will also have a 2 year check while with us, this focus' on the three prime areas of learning and will be discussed with you.

Development Matters in the Early Years Foundation Stage reflects typical phases of development as each child develops at their own rate and in their own way therefore it is designed to be fully inclusive of all children's needs, recognising the need to respond to differences of ethnicity, culture, religion or belief, home language, family background, special educational needs (SEN), disability, gender or ability. There is significant flexibility to provide the seven areas of learning and development in a way that takes each child's needs and circumstances into account. If a member of staff has any concerns about your child's learning and development we would discuss this with parents/carers and if permission is given a referral would be made to the necessary agency for further help and advice.

Within the EYFS there are four principles that underpin all of the guidance, these are:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

There are also the characteristics of effective learning which support children across all areas these are:

- Playing and exploring – engagement
- Active learning – motivation
- Creating and thinking critically – thinking

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

There are seven areas of development and learning within the EYFS, these are broken down into the three prime areas:

- Personal, Social and Emotional Development (PSED)
- Physical Development (PD)
- Communication and Language (CL)

And the four specific areas:

- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

Please see attached documents for more information.

You can also visit www.foundationyears.org.uk which provides guidance for parents, or take a few minutes to look through our copy located in the cloak room.

If a member of staff has any concerns about your child's learning and development we would discuss this with parents/carers and if permission is given a referral would be made to the necessary agency for further help and advice.

Parent Involvement

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
- Included at all levels

Parents can offer to take part in a session by sharing their own interests and skills with the children. We welcome parents to drop into the setting to see it at work or to speak with the staff.

We recognise that whatever age children begin they will have a range of different experiences. They will have learnt a great deal, particularly from their families, and will have varied interests and skills. Children are constantly encountering new experiences and seeking to understand them in order to extend their skills, develop their confidence and build on what they already know. They learn in many different ways. We plan learning experiences of the highest quality, considering both children's needs and achievements and the range of learning experiences that will help them make progress. Well-planned play in an atmosphere of care and feeling valued is a key way in which children learn.

Conditions of attendance

Your sessions should be booked on a half-termly basis, ideally using the same sessions, on the same days, throughout that period.

We aim to provide an educational service that enables children to get the very best start to their schooling through play and enjoyment. We have a highly organised and professional approach to our curriculum and feel that we can only achieve the best results if the children attend on a regular basis. We do not see ourselves as child carers, but more as your child's first teachers. Our aim is to inspire your children to go on to pre-school and primary school full of confidence and trust for their teachers and fellow classmates.

Payments can be made on a weekly basis or a with a 5% discount for the full amount at the start of each half-term. Each child's attendance in our group is conditional upon the continued payments of any necessary fees. There is an additional fee each day for lunchtime supervision. Lunch time places are usually only available for children who are staying for a full day. If this is inconvenient please speak to our pre school leader who may be able to help.

We have to keep strict staff/child ratio's at all times during opening hours for this age group (one adult to four children). Any child who needs closer attention or care may require additional funding so that extra staff can be arranged, this will enable us to provide the quality of care that we strive for.

Session times are:

- Morning 8.30 am - 12:30 am
- Afternoon 1:30 pm - 5:30 pm
- Lunchtime 12:30 pm - 1:30 pm

If a child is staying all day they will require a packed lunch in a suitable container with a cooling device. We can only offer the lunchtime session if your child attends the morning session.

Settling in

Our aim is to ensure that all the children are safe and happy whilst away from their familiar surroundings. We want to encourage them to trust other adults (male and female) and recognise them as a source of authority, information, enjoyment and friendship, and to be able to share their new experiences with their parents afterwards.

From the onset, we will offer our support in helping each child to settle, for as long as it takes. Support and advice will be offered to parents whose children are finding it difficult to settle in and we will always have time to update each parent/carer if they need information about progress made or any problems.

Every child needs to learn in an environment where they feel comfortable and at ease in their surroundings and with the people responsible for caring for them. Our settling in procedures help parents to help their children feel comfortable which will help them to benefit from our activities and enjoy themselves, whilst still realising that their parents will return at the end of the day.

Toilet Training

We ask parents/carers to provide a bag containing nappies, wipes and spare clothes.

If a child is ready to start potty training we are happy to assist you. We do request that the training should also be carried on at home.

Photographs

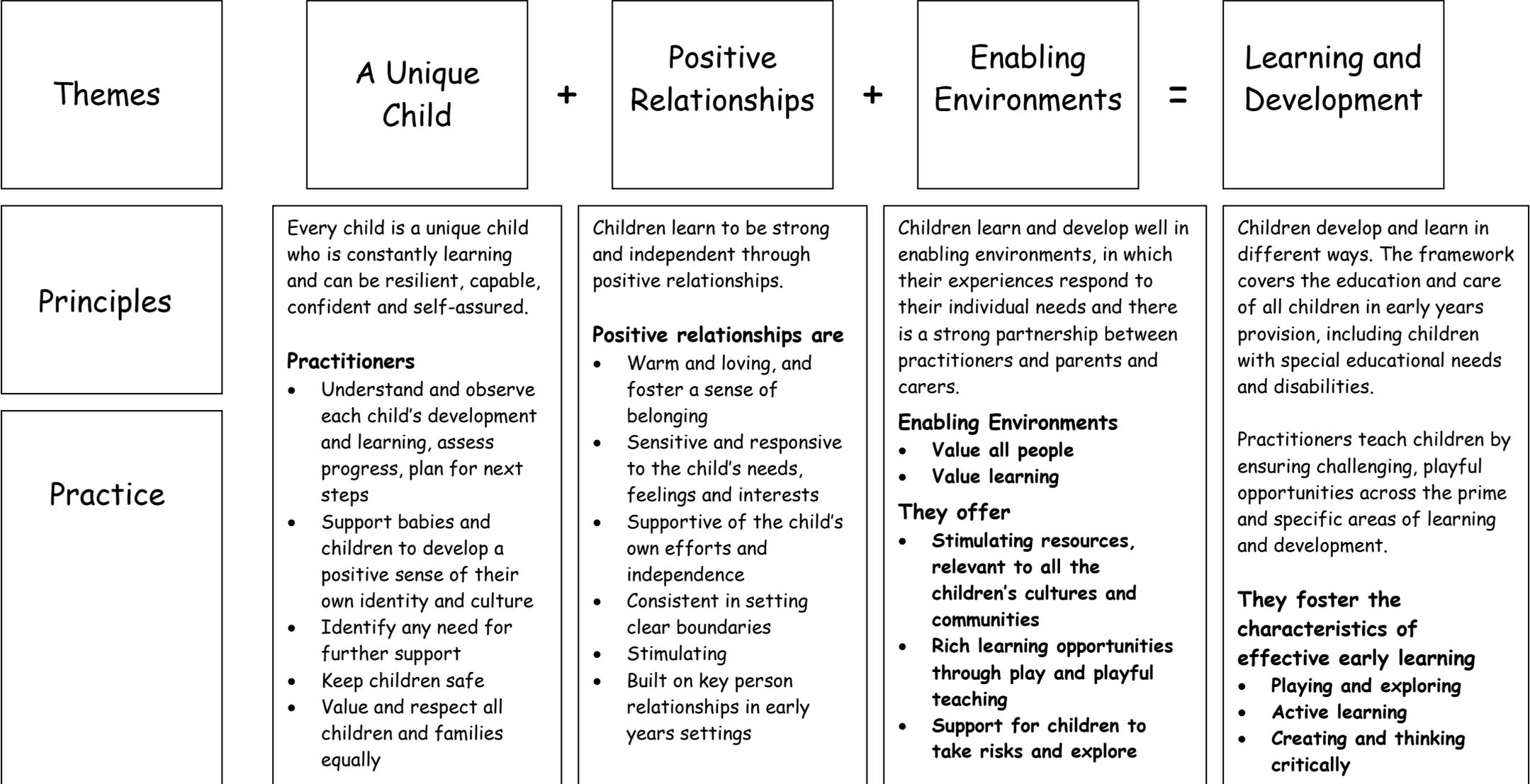
We will take photographs of all the children involved in activities and will use them for projects and displays, memories of outings, curriculum evidence, etc. Other parents or users of the building may see these pictures. If you do not want your child to be photographed please inform a member of staff. If we want to use any photographs for advertising, our website etc then we will ask for written permission from you on each occasion.

Food and Drinks

Healthy snacks will be provided either side of lunchtime. We provide milk and water for the children to drink, as well as their own drink from home. We are not able to reheat or cook food so please be aware of this when deciding what to provide.

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

The four themes of the EYFS underpin all the guidance. This document - development matters - shows how these themes, and the principles that inform them, work together for children in the EYFS.



Characteristics of Effective Learning

Playing and exploring – engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas
Making links
Choosing ways to do things

Area of Learning and Development

Aspect

Prime Areas

Personal, Social and Emotional Development

Making relationships

Self-confidence and self-awareness

Managing feelings and behaviour

Physical Development

Moving and handling

Health and self-care

Communication and Language

Listening and attention

Understanding

Speaking

Specific areas

Literacy

Reading

Writing

Mathematics

Numbers

Shape, space and measure

Understanding the world

People and communities

The world

Technology

Expressive Arts and Design

Exploring and using media and materials

Being imaginative