

Littleport Community
Preschool



Welcome to Littleport Community Pre-School



Prospectus 2025

**Littleport Community Pre-School
Parsons Lane
Littleport
Cambridgeshire
CB6 1JT**

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Littleport Community Preschool is a charity which is part of, and operates within, Littleport Community Primary School as Fledglings Class. We offer early years education for children aged 3 years of age to school entry.



The preschool is situated within the Littleport Community Primary School. We have our own enclosed outdoor areas which have been purposefully designed for preschool children.

We are open 5 days each week during term-time, sessions include:

- AM session- 9:00am to 11.55am
- PM session- 12.05pm to 3.00pm*
- Full day session- 9.00am to 3.00pm*

*PM and full day sessions require packed lunches to be sent in.

Both funded and non-funded sessions are available at the Preschool. All children will automatically receive their free 15 hours of government funding the term following their 3rd birthday. In addition to this, we also accept:

- 30 hour funding codes offering children 5 full day sessions a week (after 3rd birthday)
- Childcare Vouchers.

To help towards the cost of childcare, please check your eligibility for tax free childcare or 30 hours funding here: <https://www.childcarechoices.gov.uk/>

Vision Statement

At Littleport Community Preschool, our vision is to cultivate a nurturing and **inspiring** setting, where every child discovers the joy of learning through an **ambitious** curriculum. Our commitment is to empower young minds with the skills, values and confidence in order to thrive as a **well-rounded** learner in an **inclusive** environment. Our children are encouraged to take **pride** in all that they do. In so doing, in EYFS the preschool's core values are drivers for our curriculum.

Play is a natural language of children and it is through this that they explore the world, build social skills and develop cognitively. A whole school priority is to improve vocabulary development for all children, our focus in EYFS is to enhance adult-child interactions to extend children's vocabulary. Therefore, play is at the heart of our ethos and is interwoven throughout our curriculum. We pride ourselves on building strong relationships with the children and understand how to capitalise on children's interests, facilitating meaningful learning experiences so that all children make progress.

Our setting is designed to be a vibrant and engaging space, which we consider to be the 'third teacher', fostering curiosity and independence. Our flexible and adaptive spaces accommodate diverse learning styles, allowing each child to progress at their own pace while building essential skills. Our outdoor environment, also provides a motivating and inspiring context for learning.

Learning opportunities are carefully planned and include the interests of the children so they can lead, take ownership and become immersed in their learning. We support the children to develop their skills progressively in exciting, fun and creative ways to achieve the highest standards possible.

We aspire to empower every child to reach their full potential and develop a strong sense of self in our early years setting.

Our Team

Manager - Miss Katherine Swindells (EYFS Lead & Designated Person for Child Protection)

Class teacher – Miss Sarah Wheelan

Preschool Level 3 practitioner – Mrs Karen Wells (Equalities Named Co-ordinator)

Preschool Level 2 Practitioner – Miss Summer Wilkinson

Preschool Practitioner – Mrs Alice Horn

Starting at Littleport Community Preschool

We arrange our waiting list in order of date of birth. In addition, our policy may take into account the vicinity of the home to the setting and siblings already in attendance in the setting. Parents are encouraged to visit the preschool with their child before the settling in sessions. Settling in sessions are a collection of three one-hour visits where the child will be able to stay for an hour independently (three different occasions) to play, familiarise themselves with the setting and the staff. These sessions are also designed to ensure it is the right setting for your child and to ensure that we are better placed to allocate a keyworker before the start date. We will also arrange a home visit (wherever possible) ahead of your child starting with us.

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 during the settling in stage and offer additional support to your child if/when needed.

Daily Routine	
Timings	Activity
9.00am	Children arrive for AM session Self-registration
9.10am	Circle Time
9.15am	Free-flow (children play and explore) Rolling snack (children can access fruit and drink)
11.45am	Tidy-up Circle Time AM children get ready for home time
11.55am	AM children go home Full-day children prepare for lunch
12.05pm	PM children arrive Lunch
12.40pm	Circle Time
12.45pm	Free-flow
14.50pm	Tidy-up Circle Time Ready to go home
15.00pm	Home time

Early Years Foundation Stage

Littleport Community Preschool follows the Statutory Framework for the Early Years Foundation Stage published by the Department for Education and Skills which sets the standards for learning, development and care for children from birth to five.

Children start to learn about the world around them from the moment they are born. The care and education offered by Littleport Community Preschool helps the children to continue to do this by providing all of the children with engaging and purposeful activities that are right for their age and stage of development.

Our provision reflects the four guiding principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2024)

(https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf)

- 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 1.18). The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

Children in Early Years Education will be supported to make progress in seven areas of learning, further broken down into 17 sub-areas.

Areas of Learning		
The prime areas are developed and applied in the specific areas		
The Prime Areas	Personal, social and emotional development.	Self-Regulation
		Managing Self
		Building Relationships
	Physical Development	Gross Motor Skills
		Fine Motor Skills
	Communication and language	Listening, attention and understanding
		Speaking
The Specific Areas	Literacy	Comprehension
		Word Reading
		Writing
	Numeracy	Numbers
		Numerical Patterns
	Understanding the World	Past and Present
		People, Culture and Communities
		The Natural World
	Expressive art and design	Creating with Materials
		Being Imaginative and expressive

We also use the 'Characteristics of Effective Learning' as measure of the child's progress. We work with the child to develop these:

- **Playing and exploring** - Engagement
- **Active learning** - Motivation
- **Creating and thinking critically** - Rationale

The 'Development Matters' document sets out the likely stages of progress a child makes toward the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our curriculum support children to develop the knowledge, skills and understanding they need to make progress towards these goals.

Staff at Littleport Community Preschool monitor each child's progress and the Key Worker records their achievements on the child's Learning Journal (via Tapestry), which will be shared with their parents. Staff also use this information including the child's next steps to inform planning.

For more information on the Early Years Foundation Stage and useful tips on what you can do to support your child, please visit: [What to expect in the Early Years Foundation Stage- Parent Guide](https://foundationyears.org.uk/files/2021/09/What-to-expect-in-the-EYFS-Parent-Guide) (<https://foundationyears.org.uk/files/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>)

We work closely to support children with additional needs. This may involve communicating with local authority and other outside agencies to put strategies in place.

Key Workers

The preschool has a key worker system. This means that each member of staff has a group of children for whom they are particularly responsible. Your child's key worker will be the person who works with you and your child during their time at our setting. Your child's key worker will be an important person in your child's time at preschool, which is why our 'taster sessions' are so important in establishing who your child develops an initial bond with.

In addition to the key worker system, **all practitioners will be involved in all of the children's learning and play.**

Our Pedagogy

Our pedagogy is a combination of adult-led activities and 'In the Moment' (Anna Ephgrave).

Research shows that children learn best when they have autonomy and freedom of choice, and the 'In the Moment' approach supports the idea that real and purposeful learning can occur with skilful interactions from the adult when children are happy and engaged in their play. Our adult-led activities within this combined model allow children to be introduced to new ideas and knowledge which they can then explore independently.

Our enabling environment allows children to freely explore and access the resources, toys and activities on offer. We provide new learning opportunities and experiences to the children and we capture their interests. This establishes what they already know and we build on this knowledge through sustained shared thinking and scaffolding learning which enriches their cultural capital

Our Curriculum Goals for our children include:

- Being able to play considerately with others
- Develop an understanding of how to look after themselves and keep themselves safe
- Being independent in their own self-care
- Having an awareness of themselves and learn how to be respectful and accepting of others
- Developing a deep understanding/knowledge of our 10 core stories, songs and rhymes
- Being able to follow a recipe from start to finish eg play dough, cupcakes
- To be happy, confident, independent, curious, engaged, resilient, empathetic, creative and good communicators.

School readiness

By the time they transition to Primary School we aim for children to be able to do the following:

- Listen and join in with repeated phrases from a story whilst maintaining focus and attention for the whole activity.
- Speak in sentences of 4-6 words.
- Put on their own coat and do up their own zip.
- Recognise their own written name.
- Identify initial sounds in words.
- Count to 5 using 1:1 correspondence.
- Go to the toilets independently.
- Be able to eat whole foods for snack such as a whole, unpeeled apple.

Assessment

We assess how young children are learning and developing by observing them, frequently throughout their sessions. We use information that we gain from observations and discussions 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 will ask you to contribute to our assessment by sharing information about what your child is able to do at home and how you are supporting their development at home.

This will all be documented on our online platform – Tapestry - which we will use to keep you updated on your child's learning and you will be able to contribute to your child's learning journey. You will be provided with a log in once your child joins our pre-school.

Policies and Procedures

Hard copies of our policies and procedures are available on request and selection of them can also be found on the [School Website under the Preschool Tab](#)

The preschool's policies help us to make sure that the service provided by our team is of a high quality and that attending our setting is an enjoyable and beneficial experience for each child and their family.

Behaviour Management

Children will be encouraged to behave in accordance with our behaviour policy and the behaviour policy of the school.

They will be encouraged to be **ready, respectful and safe**. This particularly means that children are kind and polite to each other and staff, they can take turns and they are able to make good choices.

As a Cambridgeshire setting, we follow a therapeutic approach to behaviour management. All of our team have undertaken training in Understanding Children's Behaviours and Interactions. Please refer to our behaviour policy for more information.

Clothing and Uniform

Preschool uniform is available to order at www.brigade.uk.com/parents/. Please refer to our website for further information [School Uniform - online ordering | Littleport Community Primary School](#) - It is best to dress children in clothes that are easily washed or not too new. **PLEASE LABEL** everything.

All children require a pair of named wellies that will remain in the setting as well as weather dependent clothing e.g summer hats, scarves, gloves.

The preschool encourages children to gain the skills which will help them to be independent. As such, we ask for clothing which is easy for children to take off themselves either for changing or going to the toilet (including shoes).

Lunchboxes

At Littleport Community Primary School, we promote healthy eating, healthy lifestyles and oral hygiene. Through our curriculum, we teach our children the importance of eating healthy and exercising. We also discuss the importance of oral health; brushing our teeth at least twice a day and what food and drinks are good/bad for our teeth.

In accordance with [NHS Guidance \(Change4life\)](#) we suggest that lunchboxes contain:

- **One main** e.g sandwich, pitta, wrap, bagel, pasta
 - Add some **fruit, vegetables, or salad**
 - Add a **dairy** item e.g yoghurt, cheese
 - Add a **little something** as a treat e.g rice cake, raisins, small cake or biscuit
 - Add a **drink**- ideally water
- Get your children involved in helping to choose and prepare their lunchboxes!

Snack

We ask that you provide a contribution towards our snack times and bring it with you on your child's first session of each week. This will then become part of the communal snack for all children. We hope that throughout the week your child will be given the opportunity to try a wide variety of food. **Please ensure that these arrive in their original packaging.**

Yes please 😊		No, thank you
Apples	Pineapple	Sweets
Pears	Carrot	Chocolate
Bananas	Cucumber	Crisps
Strawberries	Pepper	Nuts
Blueberries	Celery	Biscuits
Oranges	Kiwi	Grapes
Tangerines	Raspberries	Popcorn

Please ensure you inform staff (and on registration forms) of any dietary needs.

Health and Safety

- Children should not attend preschool with any infectious illnesses
- Adults and children are expected to wash their hands after using the toilet and handling food
- All surfaces are regularly cleaned.
- Staff are paediatric first aid trained
- Children are within sight and or hearing at all times
- Equipment is checked regularly - unsafe items discarded
- Children practise fire drills alongside Primary School children
- Our premises is a no-smoking and no-dogs zone
- Registers are kept for both adults and children and are available in the event of an emergency
- Children should not bring their own toys, bottles, sweets or chewing gum to preschool
- At the end of every session, children will only be released to persons authorised on their enrolment forms. If someone else is to collect them, staff are to be made aware and the person collecting will require a password (recorded on enrolment forms)

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. We have a duty of care to all of our children and staff are well trained in knowing what to do if they have a safeguarding concern or if a child makes a disclosure.

Our DSL for preschool is: Miss Katherine Swindells

Through safer recruitment and employment checks, we protect children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Please refer to our safeguarding and child protection policies for more information.

Complaints

Our setting believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. Please see or ask for our complaints procedure.

Fees

Fees are payable half-termly in advance. Fees must be paid if children are absent due to illness, holiday etc as the space is still being held for them. If your child has to be absent for a long period of time then please speak to the manager (a small retainer may be requested to hold the space).

A child's place may be lost if fees are not paid by the deadline and no additional sessions can be started until all fees are up to date.

The fee per session is £18.50

Please refer to our Fee Policy for further information.