



Prospectus

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Part of the NOTLEY GREEN COMMUNITY ASSOCIATION, a Registered Charity No 1058443



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Welcome to NGCA Ducklings Preschool

On behalf of the staff and parents committee at NGCA Ducklings, we are thrilled that you have chosen our preschool for your child. This prospectus aims to provide you with an introduction to Ducklings, our approach to supporting your child's learning and development and how we aim to work together to best meet your child's individual needs. This should be read alongside our Ducklings Childcare Terms and Conditions for a full description of our services.

NGCA Ducklings was established by the Notley Green Community Association (a registered charity set up to provide activities and services for the benefit of Great Notley garden village) in 1995.

In January 2020, we were rated Outstanding in all inspection areas by Ofsted for the fourth time running – keeping us in the top 17% of all Early Years Providers inspected in the UK for that year. We are still in the top 1% of preschool providers for having four 'outstanding' inspections in a row.

During the Spring term 2016, we were thrilled to be one of the first Pre-Schools in the area to be awarded the Good Beginnings Autism Friendly Bronze Award. We maintain strong in ability to support children with Autism.

Ducklings was the first Pre-School started in Great Notley and remains the only parent-run preschool in the area. As a charity, overseen by parent volunteers, we do not make any profit (any surplus is reinvested back into the preschool).

This means that the only ones who profit from our preschool are our children! The more we put in, the more they will get out of it.

Since we first opened in 1995, hundreds of parents have helped to oversee and support our excellent staff team to create a very special and unique learning environment for our children. We look forward to your help and involvement, which is vital to ensure this good work continues while your child is part of Ducklings.

Our mission: We believe that children thrive in an environment which values their own uniqueness, while providing support and opportunities to grow emotionally, socially and creatively. By building on each child's strengths, interests and curiosities, we guide each child to explore the world around them as well as develop new abilities and form close relationships.

On behalf of your parent's committee,

Tristan Woolfenden

Chairperson



2020

Welcome to NGCA Ducklings!

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them.

We provide every unique child with the opportunities to interact in positive relationships and an enabling environment.

Our aim is to:

- provide high quality care and education, so that every child makes good progress,
- provide a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child,
- work in partnership with parents and/carers and practitioners to help children to learn and develop,
- offer children and their parents a service that promotes equality and values diversity and
- add to the life and well-being of the local community.

Our promise – to ensure that every child:

- is in a safe and stimulating environment,
- is given generous care and attention, as we exceed the Ofsted required staff to children ratios,
- has the chance to join with other children and adults to live, play, work and learn together,
- is helped to take forward their learning and development by building on what they already know and can do,
- has a key person who makes sure they make satisfying progress,
- is in a Pre-School that sees parents as partners, helping each child to learn and develop and helping to shape the service it offers.



Key Information – At a glance

Opening times

NGCA Ducklings Pre-School is open term time only.

We are open 5 days a week offering sessional and all-day care.

Our session times are:

Mornings	9.00am to 12noon
Afternoons	12:30pm to 3.30pm
day	9.00am to 3.30pm (includes ½ hour Lunch Club)

Admission ages

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

Fees & Funding

As of September 2022, our fees are £18 per 3-hour session and £40 for 6½ hours all day attendance, including £4 for lunch club. Fees are payable half termly in advance and no refunds can be given for absences, unless requested by us. For your child to keep her/his place at our Pre-School, you must pay the fees.

From the term after your child's 3rd birthday you will be entitled to receive funding for up to 30 hours of Pre-School sessions per week. In certain circumstances funding is also available for 2-year olds through a referral from the local authority or children's centre. From 1 September 2017, up to 30 hours funding is now also available for qualifying parents who successfully apply for it. Where funding is not received, then our usual fees apply. More information can be found at <https://www.gov.uk/help-with-childcare-costs/free-childcare-2-year-olds>

Children must be collected promptly at the end of a session/day. Should a parent/carer fail to collect their child within 15 minutes of the session/day end and after being late three times a late collection fee of £25 will be charged, and a further £25 per 15 minutes thereafter. You are welcome to ring the bell and collect your child earlier if you need to.

Full details are available in our terms and conditions, which accompany our new starter registration forms. If your child has to be absent over a long period of time, please discuss appropriate arrangements with our Administrator.

Contact details

Address: Community Centre
Notley Green
Great Notley
Braintree
Essex
CM77 7US

Phone: 01376 340432 (General contact number)
01376 348414 (For use during sessions only)

Email: ducksadmin@ngca.org.uk



Meet our team



Julie Cook
Pre-School Supervisor

Certificate in Nursery Nursing (Level 3)
Designated Person for Safeguarding Children
Level 3 Award in Health and Safety
Level 2 Award in Food Safety in Catering
Behaviour Management
Paediatric First Aid
Trained to deliver Early Talk Boost
Level 3 award in Immediate Management of Anaphylaxis
CACHE Level 2 certificate in Understanding Mental Health First Aid and Mental Health Advocacy in the Workplace



Chris Saunders
Deputy Supervisor
and SENDCo

Certificate in Nursery Nursing (Level 3)
Trained SENDCo
Behaviour Management
Paediatric First Aid
Safeguarding Training
Trained to deliver Early Years Talk Boost
Level 3 Award in Immediate Management of Anaphylaxis



Emma Batchford
Deputy Supervisor

Diploma in Nursery Nursing (Level 3)
Deputy Designated Person for Safeguarding Children
Level 2 Award in Food Safety in Catering
Behaviour Management
Paediatric First Aid
Trained to deliver Early Talk Boost
Level 3 Award in Immediate Management of Anaphylaxis



Sara Cross
Pre-School Assistant

CACHE Level 3 Diploma in Child Care and Education
Paediatric First Aid
Safeguarding Training
Level 2 Award in Food Safety in Catering
Trained to deliver Early Years Talk Boost
Level 3 Award in Immediate Management of Anaphylaxis



Michelle Gibson

Pre-School Assistant

CACHE Level 2 Certificate for the Children and
Young People's Workforce (QCF)
Level 2 Award in Health and Safety
Level 2 Award in Food Safety in Catering
Paediatric First Aid

Level 3 Award in Immediate Management of Anaphylaxis



Maria Bell

Pre-School One to One Support

NVQ Level 3 Child Care and Education
Paediatric First Aid
Safeguarding Training



Joanna Yap

Pre-School Assistant (lunch cover/bank staff)

Paediatric First Aid
Safeguarding Training



Tiffany Maher

Administrator

Pre-School Assistant (lunch cover/bank staff)

Please note: this is just a selection of recent and significant training and qualifications. Parents are welcome to review our *Ducklings Staff Training and Qualifications Folder*, (kept on the windowsill above the coat hooks) for a more comprehensive list and additional details.

Starting at NGCA Ducklings – what you need to know

NGCA Ducklings timetable and routines

We believe 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 Pre-School are provided in ways that:

- help each child to feel that she/he is a valued member of the Pre-School,
- 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.

A typical 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.



Snack Time

At Ducklings Pre-School we make snack time a social time. We have a snack bar system; every child is able to choose when they would like their snack and come over with their friends. The children are encouraged to find their own name mat and are able to choose from milk or water and a selection of two fresh fruits, raisins and a wide range of healthy, nutritious snacks.

Do tell us about your child's dietary needs and we will do our best to make sure that these are met.

Parents/carers are asked to make a voluntary contribution of 60p a session towards our healthy snack menu and cookery activities, allowing us to provide children with a greater range of fresh foods, but please note all children receive the same menu regardless of this contribution being made.

The first few days

We want your child to feel happy and safe with us. To make sure that this is the case; our staff will work with you to decide the best way to help your child settle into NGCA Ducklings. Your child's key person and buddy take an important role in this. More information on this process can be found in *The Role of the Key Person* and *Settling In* policy if required, a printed copy is available from the supervisor.

We hope that you and your child quickly enjoy being members of our Pre-School and that you both find taking part in our activities interesting and stimulating. Our staff team are always ready and willing to talk with you about your ideas, views or questions, to make the Ducklings experience even better.

Clothing

We do provide protective clothing for the children when they play with messy activities, though some children don't like wearing them. We therefore encourage you to dress your children in clothes that you don't mind them getting dirty.

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.

Following demand from parents, we have Ducklings T-Shirts for £6.00 and Sweatshirts for £8.00 available to purchase, in Red, Blue or Jade Green. This clothing is not a uniform and therefore not compulsory but has proved popular with children and parents alike. For more information, please speak to Michelle who runs the Ducklings shop.



Your child's development – our approach

The provision for your children's development and learning is guided by the Early Years Foundation Stage. Our Pre-School reflects the four overarching principle themes of the Early Years Foundation Stage (Department of Education 2014). These are:

<p>A Unique Child</p> <p><i>Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.</i></p> <p>At Ducklings Pre-School we:</p> <ul style="list-style-type: none"> • understand and observe each child's development and learning, assess progress and plan for next steps • support children to develop a positive sense of their own identity and culture • identify any need for additional support • keep children safe • value and respect all children and families equally 	<p>Positive Relationships</p> <p><i>Children learn to be strong and independent through positive relationships.</i></p> <p>Positive relationships at Ducklings Pre-School are:</p> <ul style="list-style-type: none"> • warm and loving, and foster a sense of belonging • sensitive and responsive to the child's needs, feelings and interests • supportive of the child's own efforts and independence • consistent in setting clear boundaries • stimulating • built on key person relationships
<p>Enabling Environments</p> <p><i>Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.</i></p> <p><i>Enabling Environments value all people & learning</i></p> <p>At Ducklings Pre-School we offer:</p> <ul style="list-style-type: none"> • stimulating resources, relevant to all the children's cultures and communities • rich learning opportunities through play and playful teaching • support for children to take risks and explore 	<p>Learning and Development</p> <p><i>Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.</i></p> <p>At Ducklings Pre-School we teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.</p> <p>To enable them to foster the characteristics of effective early learning:</p> <ul style="list-style-type: none"> • Playing and exploring • Active learning • Creating and thinking critically

We follow the Non-statutory guidance from Development Matters [Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/422222/Development_Matters_-_Non-statutory_curriculum_guidance_for_the_early_years_foundation_stage.pdf)

Children's learning and development

At Ducklings we work in partnership with parents/carers, to promote the learning and development of all children in our care and ensure they are ready for school. The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress.

There are seven areas of learning and development that shape the educational programme at Ducklings Pre-School.

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

Ducklings Pre-School also supports children in four *specific areas*, through which the three prime areas are strengthened and applied. The specific areas are:

literacy

mathematics

understanding the world

expressive arts and design

Ducklings Pre-School educational programme involves activities and experiences for children, as follows.

Communication and language development involves us 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 us 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 us 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 us encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves us 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 us 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 us 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, design and technology.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.

Play is essential for children’s development, building their confidence as they learn to explore, to think about problems and relate to others. Children learn by leading their own play and by taking part in play which is guided by adults.

In planning and guiding children’s activities, Ducklings staff can reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning are:



How we provide for learning and development

- Observe the children as they act and interact in their play, everyday activities and planned activities, take photographs and learn from parents. We strongly believe that parents know their children best and we ask them to contribute to assessments by sharing information about what their children like to do at home and how they, as parents, are supporting their development.
- Observe what children can do to help identify where the child may be in their own developmental pathway.
- Consider ways to support the child to strengthen and deepen their current learning and development.
- Where appropriate, we use the development statements to identify possible areas in which to challenge and extend the child’s current learning and development.

Observations & Assessments

We assess how your 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 will ask you to contribute to assessments by sharing information about what your child likes to do at home and how you, as parents are supporting their development.

It involves the staff observing the children to understand their level of achievement, interests and learning styles and to then shape learning experiences for each child reflecting those observations. In their interactions with the children, the staff can respond to their own day-to-day observations about the children's progress and observations that parents and carers share.

At Ducklings, we use Tapestry, this is an online learning journey that builds a record of your Child's experiences during their time with us. This allows us to work with parents and carers to share information and record the children's play and learning both inside and outside in the garden.

We write periodic next step reports of your children's achievements based on our on-going development records, which forms part of your child's learning journey. We undertake these next steps reports towards the end of each term.

We actively encourage parents to add to their child's online learning journey by adding comments, photos and videos of activities that happen whilst children are exploring the world either at home or when they are out and about.

Progress check at aged two

When a child is aged between two and three, 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 areas of learning and development.

Your child's key person is responsible for completing the check using information from on-going observational assessments carried out during our everyday practice, taking account of the views and contributions of parents and other professionals.

The two-year check summary, if possible, should be completed in time to inform your child's Healthy Child Programme health and development review. Please inform us as soon as possible when your child's appointment is booked or if they have already had a review.

Learning Journey

Ducklings Pre-School keeps a Tapestry Learning Journey for each child. The children, staff and parents all working together on the learning journey is one of the ways in which the child, key person and parents /carers work in partnership.

Your child's learning journey helps us to celebrate together their achievements and to work together to provide what your child needs for their well-being and to make progress.

Your child's key person will work with your child and you to keep this record. To do this your child's key person and yourselves 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 development. Together, we will then decide on how to help your child to move on to the next stage.

Working together for your children

At Ducklings Pre-School, we maintain the ratio of adults to children in the Pre-School that is set through the Safeguarding and welfare Requirements. We also have student helpers and 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.

Key persons and your child

Ducklings Pre-School uses a key person approach. This means that members of staff have a group of children for whom she/he is particularly responsible for.

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 Pre-School, she/he will help your child to settle and support your child throughout their time at the Pre-School, she/he will help your child to benefit from the Pre-School's activities.

Your child will also be allocated a buddy keyperson who will be responsible for helping and supporting your child if your child's keyperson is absent for their session.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, our staff continue their professional development by taking part in further training to help them to keep up-to-date with the current framework in early years care and education.

The Pre-School 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, other publications and emails produced by the Alliance.

A current copy of Under Five is always available in the NGCA Ducklings room for you to read.

From time to time the Pre-School 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 by the local Children's Centre, watch out for information about these on the front and back door.

Children with special educational needs and disabilities

To make sure that Ducklings Pre-School meets the needs of each individual child, we take into account of any special needs a child may have. The Pre-School works to the requirements of the Special Educational Needs and Disability Code of Practice (2015).

The role of a Special Educational Needs Co-ordinator (SENCo) is to ensure that all the children, including those with special or additional needs are supported in working towards reaching their full potential and are able to access all areas of learning, this involves:

- liaising with parents and/carers, and outside professionals,
- advising and supporting the other practitioners working at NGCA Ducklings Pre-School,
- ensuring that appropriate Individual Education Plans are in place, acted upon and reviewed regularly to record progress.
- ensuring that relevant background information about a child with additional needs is collected, recorded and updated. This could include assessments made by outside professionals or information received by the Pre-School about a child during transition from another setting

Starting school or moving to another early year's setting is a major milestone in children's lives. The event should provide a happy and exciting start to a new experience. The SENCo helps prepare the child with additional needs and their parents /carers with transition by:

- supporting parents/carers and listening to them and
- encouraging and organising visits from the new school or early years setting to enable the child and new practitioners or teachers to meet the child in a familiar environment and to observe how supporting strategies such as visual timetables or choice boards are used within the Pre-School session.

Ducklings Pre-School's Special Educational Needs and Disability Co-ordinator (SENDCo) is:

Chris Saunders

The vital role of parents

As a parent-run Pre-School, we all have a part to play in the running of our preschool, from helping with the day-to-day management and policy making, to supporting fundraising activities and even volunteering in sessions. Our parent's committee consists of many current and former parents, who meet monthly to keep everything running smoothly.

Parents are regarded as members of our Pre-School 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 Pre-School, we also depend on the good will of parents/carers and their involvement to keep going. Membership of the Pre-School carries expectations on parents for their support and commitment.

How parents take part in NGCA Ducklings

Our Pre-School recognises parents as the first and most important educators of their children. Our staff team view 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 Pre-School 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 two,
- helping at sessions of the Pre-School,
- sharing their own special interests with the children,
- helping to provide, and look after the equipment and materials used in the children's play activities,
- being part of the management committee of the Pre-School,
- taking part in events and informal discussions about the activities and curriculum provided by the Pre-School,
- joining in community activities in which the Pre-School takes part and
- building friendships with other parents at the Pre-School.

How can you help?

Please consider whether you can contribute in one or more ways:

1. Parent Helpers

Parents can speak to the supervisor if they would like to help at a particular session or sessions of the Pre-School. A range of activities always benefit from additional help, whether it is preparing and clearing away snacks, reading stories, helping with craft or supervising play areas.

Helping at the session enables parents to see what the day-to-day life of the Pre-School is like and to join in, helping the children to get the best out of their activities.

2. Joining in

We also encourage parents to take part in sessions by sharing their own interests and skills with the children, either during a one-off visit or on a regular, ongoing basis.

Recent examples include:

- giving practical demonstrations of their work (e.g. gardening, nursing),
- sharing a particular skill (e.g. music, dance, foreign languages),
- sharing a different culture (e.g. celebrating national holidays, demonstrating customs),

We welcome parents to drop into the Pre-School to discuss ideas with staff or to see similar sessions in action.

3. Have your say in how NGCA Ducklings is managed

We encourage every parent to consider what role they might play in the management of Ducklings while their child is with us. Relaxed and often good fun, our Parent Committee meetings happen monthly and provide a great opportunity to feed ideas and thoughts into the running of the Pre-School.

All parents are welcome to attend when they are able, or contribute in other ways (for example, organising or attending fundraising events, contributing other professional services or skills as required, etc).

This management committee, whose members are elected by the parents of the children who attend NGCA Ducklings, manages the Pre-School on behalf of all the parents.

The committee is responsible for:

- managing the Pre-Schools finances,
- employing and managing the staff,
- making sure that the Pre-School has, and works to, policies and procedures that help it to provide a high-quality service and
- making sure that we work in partnership with parents.

Elections for the management committee take place at our Annual General Meeting each year.

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

To offer your help or ask any questions about the parents' committee, please contact our chairperson:

Tina Cassidy

duckschair@ngca.org.uk

Your current Parent's Committee officers include:

Chairperson Tina Cassidy

Secretary Stef Briggs

Treasurer Dawn Walters

Ofsted Nominated Person Ken Yap

Taking our responsibilities seriously

Policies

Our policies help us to make sure that the service provided by our Pre-School is of the highest quality and that being a member of the Pre-School is an enjoyable and beneficial experience for each child and their parents.

The staff and parents of the Pre-School 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 Pre-School to provide a quality service for its members and the local community.

Copies of NGCA Ducklings Pre-School's policies and procedures are available to view, they are in a red folder on the windowsill above the coat hooks at the Pre-School, please ask Julie Cook if you would like printed copies of specific policies. Our main policies are also available on our website www.ngcaducklings.org.uk with a list of all the policies we adhere to.

Information we hold about you and your child

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:

- processed fairly, lawfully and in a transparent manner in relation to the data subject (you and your family),
- collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes,
- adequate and, where necessary, kept up to date,
- 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,
- 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 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 regard to your data.

Safeguarding children

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

Our employment practices ensure children against the likelihood of abuse in our Pre-School 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 that 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.

The Designated person for Safeguarding Children at Ducklings is:

Julie Cook

The Deputy Designated person for Safeguarding Children at NGCA Ducklings is:

Emma Batchford