



Prospectus

Welcome to Little Adventurers Forest School and thank you for considering placing your child in our care. Little Adventurers Forest School is an Ofsted “Outstanding” registered outdoor pre-school using the Forest School ethos to educate young children from 2-5 years old through stimulating and creative play in a natural environment. Qualified and experienced staff are always close by to extend a child’s learning and development. The majority of our time is spent in the open air, so it is essential for children to wear appropriate clothing and adequate layers.

We know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best.

This prospectus aims to provide you with an introduction to Little Adventurers Forest School, our routines, our approach to supporting your child’s learning and development and how we aim to work together with you to best meet your child’s individual needs. This should be read alongside our Childcare Terms and Conditions for a full description of our services.

Our setting aims to:

- Provide high quality care and education for children below statutory school age
- Work in partnership with parents to help children to learn and develop
- Add to the life and well-being of the local community.
- Offer children and their parents a service that promotes equality and values diversity.

Parents

You 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.

Children's development and learning

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 helpers.

- Has the chance to join in 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.
- Is in a setting in which parents help to shape the service it offers.

The Early Years Foundation Stage

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2014):

- *A Unique Child*
Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- *Positive Relationships*
Children learn to be strong and independent through positive relationships.
- *Enabling Environments*
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, parents and carers.
- *Learning and Development*
Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

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 children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

- *Prime Areas*
 - Personal, social and emotional development.
 - Physical development.
 - Communication and language.
- *Specific Areas*

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

The *Early Years Outcomes* (DfE 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

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.

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.

Our approach to learning and development and assessment

Learning through play

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves, and activities planned and led by practitioners.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- 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.

Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short-written summary of their child's development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Records of achievement

We keep a record of achievement for each child. 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 in partnership 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. Together, we will then decide on how to help your child to move on to the next stage.

Working together for your children

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We also have volunteer parent helpers, where possible, to complement these ratios. This helps us to:

- Give time and attention to each child.
- Talk with the children about their interests and activities.
- Help children to experience and benefit from the activities we provide.
- Allow the children to explore and be adventurous in safety.

The staff who work at our setting are Tina Feuz, Cindy Bamford, Rachel Fletcher, Tari Attenborough, Jen Perham, Maria Oancea, Rachel Sanders, Christine Carr, Kerry Wheatcroft, Claire Rayment, Nicola Marriott, Kate Hawkes, Paige Smith, Mark Farnworth, Lindsey Goodall, Rachel Butler, and Maria Pearce. The staff hold a variety of qualifications including two with QTS, one with a BA Honours Degree in Early Years and another with Early Years Professional Status. Currently eleven members of staff hold Paediatric First Aid certificates.

We are open for	38	weeks each year.
We are open for	4	days each week
The times we are open are	9.30am - 2.30pm	
Extended hours available	8.45am – 3pm	

we provide care and education for young children between the ages of 2 and 5 years:

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of our staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with our staff.
- Contributing to the progress check at age two.
- Helping at sessions of the setting.
- Sharing their own special interests with the children.

- Helping to provide and look after the equipment and materials used in the children's play activities.
- 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.
- Building friendships with other parents in the setting.

The parents' rota

Our setting has a rota which parents can join sign if they would like to help at any sessions. Helping at the session enables parents to see what the day-to-day life of our setting is like and to join in helping the children to get the best out of their activities.

Joining in

Joining the rota is not the only means of taking part in the life of the setting. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents could visit the setting to play a musical instrument for the children, show pictures of the local carnival held in their neighbourhood.

We welcome parents to drop into the setting to see it at work or to speak with the staff.

Key person 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 the childcare that 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/I] will help your child to benefit from our activities.

Learning opportunities for adults

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to date with thinking about early years care and education. We also keep up-to-date with best practice, as a member of the Pre-school Learning Alliance, through *Under 5* magazine and other publications produced by the Alliance. The current copy of *Under 5* is available for you to read. From time to time we hold learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

The setting's timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children. Each day the children help to prepare their morning snack, if they choose to, which is then usually cooked on an open fire. We also offer a daily adult led activity which we encourage the children to try. We usually end the day with a story and bring singing into the day during snack-time.

The routines and activities that make up the day in our 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.
- 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, 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. Children are given the freedom to follow their interests through child-initiated play with adults close at hand to guide and extend their learning as and when required. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them, the current government guidelines recommend that pre-school aged children have at least three hours of physical exercise/ play per day. As well as being outdoors we have access to cosy pop-up tents where, should they choose, they can snuggle up with a blanket to look at a book or climb into a sleeping bag to have a rest should they require it.

Snacks and meals

We make snacks and meals a social time at which children and adults eat together. We plan the menus for any snacks provided so that they provide the children with healthy and nutritious food, in the colder months we have hot chocolate and sometimes a warm snack mid-morning. Please tell us about your child's dietary needs and we will plan accordingly. Children bring a morning snack and a packed lunch from home if they are staying for the full day or doing the afternoon session. Please place an icepack in the lunchbox to help keep it cool during the warmer months. During the winter months some children choose to bring warm pasta, rice, baked beans or spaghetti hoops in a food flask to eat at lunchtime.

Clothing

Upon registration a fee of £40 is payable which is used to supply your child with their own heavy duty Didriksons waterproofs. Parents are expected to provide all other appropriate outdoor wear for their child as listed below.

Kit List

A warm and dry child is a happy child! Please provide your child with for the following preferably in a large waterproof bag, with their name on all items:

- **Rucksack**, with side pockets, and waterproof cover. Deuter/ Jack Wolfskin are excellent quality.
Packed a with plastic bag containing lightweight change of clothes (extra sets if potty training) - socks,

pants, trousers, long sleeved top, spare fleece and gloves, spare plastic bag; packed lunch, water bottle, tissues and wipes at sides. Please remember in the winter to pack as many spare layers as your child is wearing as if they get wet, they usually need all layers replacing. Alternatively, a dry sac within a rucksack can be used.

- **Waterproof dungarees and jacket** – supplied by Little Adventurers. It is important that even in dry weather your child still has their waterproofs as this enables them to play in puddles, mud and sit on damp ground etc. They also protect from scratches and prickles!

Colder weather

- Thermal base layer - leggings, not tights! Long sleeve top and thick socks (ideally polyester/merino not cotton as this holds moisture).
- Second long sleeve top
- 1-2 warm fleece/wool jumper.
- Cosy trousers i.e., tracksuit pants, fleece leggings (NOT jeans).
- Two pairs of mittens (age 2-3s) including one waterproof pair- we recommend Didriksons Biggles Kids Zip-up Mittens, gloves can be worn age 4+. One size fit all 'magic gloves' work well.
- Warm hat and fleece snood (these are very warm).
- Neoprene or fleece lined wellies, or waterproof snow boots. Warm Wellies are a very good make and seem to keep the children's feet warm, if you go a size bigger than they are in to allow room for thick socks. www.warmwellies.co.uk - 10% discount available with the code LAFS10. Sorel are a good brand for snow boots. We usually put in a bulk Warm Wellies order in October to cut down on the postage cost for parents.

Warmer weather

- Long trousers and top (these are still necessary to prevent scratches and stings).
- Jumper (as it can be cool at the beginning of the day).
- Suncream (please apply at home) and sunhat.
- If you feel your child needs insect repellent, please apply in advance.
- Wellingtons/ waterproof walking boots if wet.

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.

Policies

Our staff can explain our policies and procedures to you. Copies of which are available on our website or in the parents' information box.

Our policies help us to make sure that the service provided by our 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.

Our staff and parents 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 our setting to provide a quality service for its members and the local community.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure children are protected against the likelihood of abuse in our setting, 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.

Special needs

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

Our Special Educational Needs Co-ordinator is Tina Feuz

The management of our setting

The setting is owned and governed by Cindy Bamford and Tina Feuz

Our setting has a parent support group. This group is made up of the parents of the children who attend the setting. In our setting we share with this group, some of the tasks involved in managing the setting.

Fees/ Government funding

The fees are £6.25 (from September 2020) per hour payable monthly in advance. We offer a £6.25 a day discount for children attending more than one full day per week, discount applies to day 2 and 3. We also accept Government tax free childcare payments and workplace childcare vouchers. Fees must still be paid if children are absent although if we have availability, they can attend a different day at our discretion. If your child has to be absent over a long period of time, talk to Tina Feuz or Cindy Bamford who are our managers.

For your child to keep her/ his place at our setting, you must pay the fees or apply for the government 15- or 30-hour funding for 2-/ 3-/ 4-year-olds.

All children are entitled to 15 free hours per week at the start of the term after their third birthday and this can be applied for through us, the 2-year-old funding and 30-hour funding are applied for through the Government websites. When using Government funding we require you to attend a minimum of 5 hours per week at Little Adventurers Forest School. We require a half term's notice for changing funded hours.

Starting at our setting

Please email littleadventurersforestschool@yahoo.com to arrange a visit and for registration details.

The first 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 on how to help your child to settle into the setting. Our policy on the Role of the Key Person is available to view at Little Adventurers Forest School or a copy is available from Tina Feuz/ Cindy Bamford.

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