



OUR LADY'S PRESCHOOL (Est. 2011)

312 High Street, St Mary Cray. BR5 4AR

Ofsted Reg: EY431739

07983 660 589

www.ourladypreschool.net

ourladypreschool2011@gmail.com

Welcome to Our Lady's Preschool

Early Years Prospectus for Parents

Thank you for registering your child with us.

At Our Lady's Preschool, we know how precious your child is and believe that early childhood should always be filled with wonder. We work to deliver the highest quality of care and early years education to help all our children to achieve their full potential.

Our preschool setting offers a warm, inclusive space where our children feel safe, valued, and excited to learn. Through hands-on experiences, imaginative play, and gentle guidance, we help our children to build the foundations for a bright future.

This prospectus provides you with an introduction to our setting, our routines and our approach to supporting your child's learning and development. Also, how we aim to work together with you to best meet your child's individual needs.

Our setting aims to:

- provide high-quality care and early years education for children aged 2-5.
- work in partnership with parents to help their child develop and learn to their full potential.
- offer children and their parents a service that values diversity and promotes equality.
- add to the life and wellbeing of the local community.

Our parents

You are regarded as members of our setting, with full participatory rights. These include a right to be valued and respected; kept informed; consulted; involved; and included at all levels. We expect that our parents will abide by our parental commitments and treat our educators and premises with respect.

We work to ensure that each and every child:

- is in a warm, safe and stimulating environment;
- is given generous care and attention, with our high ratio of qualified educators to children, as well as volunteer helpers;
- is supported to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has the chance to join in with other children and adults to live, play, work and learn together;
- 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 develop and learn

What makes our setting special

We believe that exceptional early years education requires meaningful, individual attention. While the law sets a minimum standard for safety and safeguarding, our commitment to excellence means we **regularly choose to operate above statutory staff-to-child ratios:**

- **Highly Qualified Team:** Standard rules require half of a preschool team hold formal early years qualifications. Here, our lead practitioners are fully qualified early years educators, and our assistants are in training, ensuring your child learns from true experts in child development.
- **100% First Aid Trained:** While statutory guidelines require one Paediatric First Aider to be onsite, every member of our practitioner team holds a valid Paediatric First Aid certificate.
- **Enhanced Key Person Attention:** By keeping our groups smaller and our team larger, your child receives deeper emotional security, more focused learning support, and an environment where their unique voice is truly heard.
- **Calmer, Safer Space:** Excellent ratios naturally reduce incident rates, lower ambient noise levels, and create a calm, nurturing learning atmosphere where our children feel entirely safe to explore, take risks, and thrive.

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 **Early Years Foundation Stage (EYFS) statutory framework** (DfE 2012. Revised September 2023).

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.	DEVELOPMENT AND LEARNING 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 learning and development and assessment

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps our children to continue to build on this by providing interesting activities and resources that are appropriate for their age and stage of development.

The 7 Areas of Development:

Prime Areas 1. Personal, social, and emotional development. 2. Physical development. 3. Communication and language.	Specific Areas 4. Literacy. 5. Mathematics. 6. Understanding the world. 7. Expressive arts and design.
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For each area, the level of progress that a child is expected to have attained (what they know and are able to do) by the end of the reception year of their education, is defined by the Early Years Foundation Stage **Early Learning Goals**.

The Early Years Outcomes (DfE 2013) guidance sets out the likely development a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess our children and plan for their learning. Our programme supports our 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 • early reading; and writing.
Mathematics • numbers; and • 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.

Learning to play together. Playing to learn together

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

Key characteristics of effective learning

We make sure to provide a supportive and enriching learning environment. We employ the characteristics of effective learning, as outlined in the Early Years Foundation Stage (EYFS), designed specifically to support children's active engagement and development:

- **Playing and Exploring:** Our children are encouraged to respond to new experiences and have their own interests and fascinations. This approach allows them to explore and learn through play, which is a natural and effective way for all children to learn.
- **Active Learning:** Our children are involved in activities that require them to engage actively, such as problem-solving, making choices, and taking considered risks. This engagement helps them develop their thinking skills and resilience.
- **Creating and Thinking Critically:** Our children are encouraged to think critically and creatively about their experiences and challenges. This includes making predictions, testing ideas, and considering how to improve their approaches.

These characteristics are not only important for our children's immediate development but also for their long-term success in school and life. By focusing on these aspects of

learning, we create a nurturing and stimulating environment that supports our children's growth and development.

Child Protection & Safeguarding

- **Designated Safeguarding Lead (DSL):** Our named lead (Preschool Manager, Dannielle Glancy) and deputies oversee all student welfare concerns. A list of all three of our DSLs is displayed within the preschool and detailed on our website (Our Team).
- **Staff Training:** All our educators receive annual, updated child protection and radicalisation awareness training.
- **Reporting Procedures:** We have clear, strict processes guiding staff on logging and escalating welfare concerns.
- **Mobile Phones & Devices:** We impose a strict ban on all external mobile phones and devices (we securely maintain and store those used by our educators for our online Learning Journals), protecting our children from unapproved cameras and recording equipment.

Staffing & Safer Recruitment

- **Vetting Checks:** All our educators undergo Enhanced Disclosure and Barring Service (DBS) background screening.
- **Staff Ratios:** Our ratios strictly meet and regularly exceed mandatory EYFS age category limits.
- **Qualifications:** Our experienced and qualified staff hold valid, approved early years educator credentials.

Health, Safety & Wellbeing

- **First Aid:** 100% of our onsite practitioners hold a Paediatric First Aid (PFA) certificate.
- **Medication Administration:** Prescription medicines require formal, signed parental consent before dosing. Our practitioners are qualified to administer with consent.
- **Accident Records:** Our educators document all injuries and immediately notify parents or guardians.
- **Healthy Eating:** We are advocates of healthy eating and provide healthy snacks that comply with national early years nutrition standards. All allergies/intolerances are . We have a strict no nut policy, including in packed lunches.

Security & Operational Safety

- **Access Control:** Our observant team, secure entry doors and security cameras (surrounding the perimeter of the premises) prevent unauthorised access to play and learning spaces.
- **Collection Policy:** Our educators only release children to pre-authorized adults using a secure password system.
- **Risk Assessments:** Daily indoor and outdoor environment safety checks are conducted to remove potential hazards.

We hope this prospectus helped you to understand our setting and our aims. We take our commitments to you and your child to heart.

If you have any queries or would like to understand more, please talk to us. Our Preschool Managers, Anne Marie Glancy and Dannielle Glancy, or any one of our team, are happy to talk, and will always do our utmost to help you and your child.

Anne Marie Glancy

Our Lady's Preschool Founder, Owner-Manager