

Little Sparks

Statement of Purpose



March 2022

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1.Provider Details and Address for Service

Little Sparks

Statement of purpose and all other documents and policies are available on the website.

Provider details:

LLANGATTOCK SCHOOL GOVERNING BODY

CHAIR-Mrs Karen Jones

EARLY YEARS GOVERNOR-Mrs Nell Cawley

RESPONSIBLE INDIVIDUAL

Mrs Kathryn Marshall

Little Sparks
Llangattock Church in Wales Primary School
Llangattock
Crickhowell
Powys
NP8 1PH

Telephone: 01873 810608/07399770175

Website: www.llangattock.powys.sch.uk

Little Sparks is registered by
Care Inspectorate Wales (CIW)
Government Buildings,
Picton Terrace,
Carmarthen,
SA313BT

2.Foreword

This brochure is intended to introduce you and your child to 'Little Sparks', a setting for 3 and 4 year olds who may attend through their entitlement to educational provision.

'Little Sparks' is a 3 and 4 year old setting, which is attached to Llangattock Church in Wales Primary School. We run one session each day and are able to take up to 16 children within each session. We pride ourselves on the provision we are able to offer, which includes a dedicated 3 and 4 year old outdoor area, a community garden and large playing field.

SETTING LEADER and PERSON IN CHARGE:

Hannah Osmond (In setting)

Kate Dykes (Working from home from November 2021, on Maternity Leave from January 2022)

Tel: 01873 810608/07399770175

SETTING ASSISTANTS:

Danielle Gallop

LUNCH TIME ASSISTANT

Chelsea Viveash

EARLY YEARS ADVISORY TEACHER: Natalie Thumwood

Education Department

EARLY YEARS GOVERNOR: Mrs Nell Cawley

3. Our aims and objective

- Encourage children to develop social skills, confidence, self-esteem and independence.
- Create a relaxed atmosphere in which children can learn whilst playing and communicating together.
- Develop language and numeracy skills by talking with children and encouraging them to participate in group activities.
- Provide children with opportunities to hear and use Welsh in the setting.
- Treat the children with care, warmth and respect.
- Support all children so that they develop to their full potential.
- Give all children equal opportunities regardless of race, colour, religion, nationality, special needs or social background.
- Prepare the children through play activities for their time in school.
- Work in partnership with you as parents/carers to promote these aims.

4. Admission Arrangements

From the beginning of the term following a child's third birthday we can offer up to 10 hours free provision as funded by the Welsh Assembly Government and a further 20 hours in line with the Childcare Offer. Children may attend Little Sparks the term after they reach their 3rd birthday.

Our opening hours are; Monday, Tuesday and Friday 9am - 1pm and Wednesday and Thursday 9am - 3pm term time only. We offer 10 hours a week of Early Years provision and 14 hours a week of the Childcare Offer.

Children will be offered places by Powys County Council Admissions Policy. Little Sparks is accessible to all children regardless of gender, culture, disability and religion in accordance with our Equal Opportunities Policy.

In order to accomplish this staff will ensure the setting is:

- Widely known in the local community. Notices will be displayed in appropriate places.
- Arrange informal visits to the group for new parents, carers and children prior to admission.
- Be flexible about attendance patterns to accommodate the needs of individual children and families to ensure the child can access their entitlement.
- Monitor the gender and ethnic background joining the group to ensure no accidental discrimination is taking place.

5.Starting at Little Sparks

- Following your confirmation from the admissions unit in Powys County Council, we advise you to register well in advance of the start date. You can contact the setting on 01873 810608 for registration forms or email little sparks@llangattock.powys.sch.uk
- We work in partnership with parents allowing your child to settle at his/her own pace. We can offer flexible arrangements if needed.
- Before starting at Little Sparks, you will be asked to complete the registration forms and sign a contract.
- Parents are asked to send in a piece of fruit daily which should be prepared appropriately for your child. E.g. grapes halved or quartered, apples pre-cut.
- Children will need a healthy and balanced packed lunch if they are accessing hours past 12pm
- If your child is attending until 3pm, we ask parents to send a second snack
- We would ask that a pair of wellington boots and a coat are kept in the setting at all times as we use the outside areas including our woodland regularly.

6.Registration & Collection and Legal Requirements

All parents have to sign the Parent/Carer/Setting contract prior to admission to 'Little Sparks. We also ask parents to give permission for any necessary emergency medical advice and treatment needed during the period the child is in the setting.

When children arrive at the setting, it is essential that children are registered in the appropriate way. Parents/ guardians must sign their child in and out of the setting. Children will be handed over to their parent/carer at the end of the session. If anyone else is collecting your child we need to have all the information and authorisation to allow this to happen. A child will not be allowed to leave the premises with a different adult unless this has been authorised by the parent/carer.

If a parent/carer is unexpectedly delayed, and will be late picking up their child, please contact the setting as soon as possible.

7. Clothing

Little Sparks does not have a uniform, but encourage children attending the setting to wear suitable clothing. Everyday children will have access to paint, glue, water and other 'messy play' activities, so inexpensive, easy to wash, inexpensive clothing and shoes would be best. As we are encouraging independence clothes which are easy to pull on/off, with as few buttons, zips and fasteners as possible would be best.

8.A Healthy Setting

We are a healthy setting, and therefore encourage all our children to develop healthy lifestyles.



All children are offered a drink and snack during their session; milk and water is provided by the setting and parents and carers are invited to provide a range of healthy fruits which the children eat at snack time. Water is freely available throughout each morning too.

All children are taught about good hygiene practices, and self-care and independence is encouraged at all times.

As part of the daily programme, we encourage physical activity both inside and out to develop a positive attitude towards exercise.

We promote an 'I can' attitude within the setting, and actively work towards providing a positive attitude towards skill development.



9. An Environmentally Friendly Setting

Children within Little Sparks actively recycle waste paper and plastic and compost fruit waste at snack time. We use recycled materials for craft whenever possible too.

We grow herbs in our garden, plant flowers within our outdoor area, and help to ensure that our grounds remain litter free.

We like to care for the wildlife within our grounds too by making bird feeders in winter and planting wild flowers to encourage wildlife into our grounds.

10. Your Child's Pre-school Experience

This is your child's first official contact with the setting and we aim to make it a most worthwhile, enjoyable one.

The two hour sessions will be split up into a number of activities, some of which your child will initiate with the adults supporting alongside and some of which will be led by an adult.

Adult led activities may include:

- stories
- focused physical activities
- music, singing, and rhymes
- specific craft activities

- gardening and outdoor investigations
- playing structured games that require adult support
- forest school

Child led activities may include:

- building with construction toys
- role play and small world play
- explorative art & craft activities
- water play and sand play
- outdoor activities
- mark making activities
- physical play



11. General Session Routines



| | |
|-------------------|---|
| Self-registration | Children are welcomed into the setting. They find their name card and put it onto the self-registration board. |
| Registration Time | Children gather together in the carpet area. They sing "Bore da Ffrindiau" and respond with 'yma' when their names are called. They sing 'Sut mae tywydd heddiw' to find out what the weather is like and a child is chosen to select the weather symbol. We have a small focus on number during our registration time. Children are involved with counting how many children and adults are present. time on the carpet gives the children the opportunity to share their how they're feeling or share their news. |
| Activity time | Children are supported by an adult in their free choices within the continuous provision both indoors and outdoors. The main focus is on the children's holistic development with adults encouraging children to feel safe, secure confident, curious and independent within their play environment. During this time, children are invited to join in various focused sessions with an adult, which include craft, listening games, cooking and number activities. |
| Snack Time | The setting operates a 'Snack bar' system. Children are able to eat their snack when they are hungry. The children go to the toilet and wash their hands, and are encouraged to be independent in self-care. |
| Lunch Time | Children who stay for lunch bring in a healthy, balanced packed lunch. At 12 o'clock children go to the toilet and wash their hands, and are encouraged to be independent in self-care. They sit together for their lunch. It is a social time where good manners and Welsh phrases are encouraged. Nothing is rushed - it is the children's time to relax and enjoy sharing a snack together. Snack time develops their social and self-help skills, communication skills and relationships with each other and the staff. |
| Outdoor Play | Children within the setting have a large enclosed outdoor space. They have access to wheeled toys and balls, role-play resources, outdoor construction, sand and water and a grassed area with play equipment. |
| Carpet Time | During this time, the children listen to a variety of stories and engage with songs and rhymes |
| Activity Time | Children engage in a variety of pupil/adult led activities. (Only pupil led activities between 11am and 3pm) |

Throughout each week, the children also have the opportunity take part in Music and Movement, ICT and Welsh as a Second Language and visits to the school woodland.

12.The Foundation Phase

Three and Four Year-Old Education

The child centred educational experiences are delivered through a play-based approach and are structured into areas of learning which deliver the requirements of the Welsh Government's Framework for Children's Learning 3 to 7 year-olds in Wales. The children's development and learning is also guided by the Powys Foundation 3+ Progression of Skills. The skills have all been taken from the Welsh Government Guidance documents for each area of learning. Additionally, the three-year-old children experience activities that include reference to the 3+ Literacy and Numeracy Frameworks.

The areas of learning and experience in the Foundation Phase are Personal and Social Development, Well-being and Cultural development, Language, Literacy and Communication Skills, Mathematical Development, Welsh Language Development, Knowledge and Understanding of The World, Physical Development and Creative Development.

The documents and information relating to the Foundation Phase are available from Welsh Government website:

<http://gov.wales/topics/educationandskills/earlyyearshome/foundation-phase/?lang=en>

<https://hwb.gov.wales/curriculum-for-wales>

Information about learning though play can also be found by following this link on the Wales Pre-school Providers Association website.:

http://www.walesppa.org/what_is_the_foundation_phase

The 'Little Sparks' staff aim to enhance the education and well-being of children by providing a stimulating, safe and happy environment in which each child feels confident and secure, enabling them to reach their full potential to thrive and learn. Their role is to ensure that a broad, balanced and relevant curriculum for the children is provided with opportunities for learning that support all aspects of their development.

Personal and Social Development, Well-Being and Cultural Diversity Skills- This area of learning is about emotional well-being, knowing who you are, fitting in and feeling good about yourself. It is also about developing respect for others, to communicate with others and nurturing a positive attitude to learning. Children are also encouraged to become independent.

Language, Literacy and Communication Skills - This area of learning is to encourage children to extend their vocabulary and fluency by talking and listening, through songs, rhymes and stories. Children are encouraged to express themselves either verbally or non-verbally using body language. Children are shown that writing has a purpose and, when ready, to make marks and symbols on paper.

Mathematical Development Skills - This area of learning is to use practical activities so that children will become familiar with sorting, sequencing, patterns and counting activities. As they develop their mathematical understanding, they will use mathematical language to describe shape, position, size, volume and number.

Welsh Language Development Skills - The Setting team aims to ensure that each child receives a firm foundation in Welsh in order to enable him/her, in due course, to attain full bilingualism. Children are exposed to daily incidental Welsh language through simple phrases such as "Sut wyt ti?", songs, rhymes and visual representations, i.e. weather symbols. Parents and carers are encouraged to reinforce these at home.

Knowledge and Understanding of the World - In this area of learning children are developing the crucial knowledge, skills and understanding that help them make sense of the world. The early years team endeavour to provide a safe, stimulating environment so that the

children may investigate and experiment with a range of natural and manufactured materials, both in the indoors and outdoors.

Physical Development Skills - This area aims to improve skills of coordination, control, manipulation and movement. It helps children gain confidence in what they do and enables them to feel the positive benefits of being healthy and active.

Creative Development - Being creative enables children to make connections between one area of learning and another and so extends their understanding. This area includes art, music, dance, role-play and imaginative play.

13. Indoor play

In our setting, indoor play centres around different areas including;

*role play *small world *construction
*investigation *mark making *books
*number and shape *sand and water *malleable play

In their play, children have the opportunity to explore on their own and to co-operate with others to develop their ideas and imagination and to question and seek answers. At other times, the adult will direct and lead in the play activities to develop children's thinking and further their knowledge and understanding.

14. Outdoor Play

As well as taking our indoor experiences outdoors, we also recognise that children need to have opportunities outdoors that are very different from those available indoors.

All pre-school children should have the opportunity to develop physically by running and jumping in a larger space. As well as providing resources such as bicycles, bats, balls and hoops, the children have regular access to a number of outdoor play areas which foster physical development and creativity.

*pre-school play area *the community garden
*outdoor apparatus *woodland area

15. Working together with parents and carers

Parents and families have been a child's educator from birth. During this time, amazing developments have taken place. We wish to work closely with parents and families to ensure that this progress continues when their child attends pre-school.

We ask parents and carers to share with us all appropriate information about their child so that we are aware of their likes and dislikes, their particular strengths and their different personalities.

We see parents and carers frequently and we encourage them to share with us things that have happened outside of the setting so that we can build on the familiar, making the children feel secure. We will discuss with parents and carers the things their children are doing during the session, so that we can work together and parents can discuss more easily with their child events that have occurred during the day.

We recognise and actively join in with a range of celebrations each year, from Diwali to Chinese New Year. This develops children's understanding and tolerance of different cultures and religions. Visits out into the community are also carefully planned to support learning.

16. Emergency procedures

We aim that all staff hold a current Paediatric First Aid certificate and maintain the ratio of 1 trained staff member to 10 children. In the event of a child needing to receive emergency medical treatment,

parents/carers will be asked to sign a permission slip to allow staff to either administer first aid or seek medical treatment.

In the event of an emergency evacuation, staff will follow the evacuation procedure and notify all parents/carers if children are unable to return to the setting.

17.Children's Additional Needs

Many children have additional needs at some time during their childhood. At Little Sparks we welcome those with additional needs and our building meets the requirements of the 'Disability Discrimination Act'.

The setting will support parents and carers in accessing any services that are available to support their child whatever their need. Please see our Special needs policy.

18.Complaints

From time to time a parent may have a concern that could be deemed a complaint. This should be first discussed with the setting leader, if the parent/carer would prefer to do this outside of normal setting hours and in confidence, a convenient time will be arranged. The setting leader will make every attempt to resolve the matter and will communicate the outcome to the complainant within 14 days of the complaint being made. Should this not offer a satisfactory outcome, the next stage is the Formal Complaints procedure.

19.Health and Safety

As the setting is in a school environment, all health and safety requirements have to be met. All staff have attended Child Protection and First Aid Training. All staff have up to date DBS checks in place.

20.Policies

To operate successfully Little Sparks has all appropriate policies and procedures in place. All policies are available for parents and carers to read at the setting and copies will be provided on request.

21.Charges

The charges for 2021-22 are as follows:
Each additional hour is charged at £4.50

22.Evaluation and Monitoring

The quality of care in the setting is reviewed and monitored on an ongoing basis with an annual evaluation on the quality of care undertaken formally. Parents, carers and children are asked to feed into the annual process in a formal way via a questionnaire and informally on a regular basis.

23.Continuing Education at Llangattock Church in Wales School

Little Sparks staff welcomes your child to our pre-school education. We feel very privileged that we have been approved as a provider for pre-school education and have met the rigorous standards of the Care & Social Service Standards in Wales and the Inspectorate for Wales, Estyn.

Applications to the school are open to all children and must be applied for in accordance with the Llangattock Church in Wales School Admission Policy, available from the School office, or website. If you wish to discuss your child's educational needs, please do not hesitate to contact the school and speak to the Head Teacher, Mrs Kathryn Marshall.

The Statement of Purpose and all policies, procedures will be reviewed at least annually. Any changes to the Statement of Purpose and changes to the service, CIW will be informed

Review date: July 2022