

Kiddylinguistics

Multilingual Preschool



Prospectus

Our contact details:

Kiddylinguistics Multilingual Preschool

Culham After school Club LTD

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Ofsted Number - 2510434

Welcome!

Welcome to Kiddylinguistics Multilingual Preschool and thank you for registering your child with us.

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 Kiddylinguistics family, 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. Our setting aims to:

- provide high quality care and education for children below statutory school age in English, French, German and Spanish;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of the local community; and
- 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; and
- 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; and
- 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 2017):

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 all of the children with interesting activities that are appropriate for their age and stage of development in English, French, German and Spanish.

Multilingualism through immersion:

The Early Years Foundation Stage will be taught in English, French, German and Spanish via our Preschool Assistances, which means that the children will not just learn these languages but will in fact be **learning through** them. This is what is meant by true **bilingualism through immersion**.

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; and
- managing feelings and behaviour.

Physical development

- moving and handling; and
- health and self-care.

Communication and language

- listening and attention;
- understanding; and
- speaking.

Literacy

- reading; and
- writing.

Mathematics

- numbers; and
- shape, space and measure.

Understanding the world

- people and communities;
- the world; and
- technology.

Expressive arts and design

- exploring and using media and materials; and
- 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; and
- 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.

We make periodic assessment summaries of children's achievement based on our on-going development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different group or when they go on to school.

Learning journals

We keep a learning journal for each child via Tapestry. Your child's learning journal 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; and
- allow the children to explore and be adventurous in safety.

Staff working at our setting:

Name	Job Title	Qualifications and Experience
Ruth Mullen	Founder	CACHE Level 3 Play work CACHE Level 3 Early Years Educator working with children in all age ranges since 2012. Fluent French speaker
Mira Blumhagen	Manager	CACHE Level 3 Early Years Educator working with children since 2012 and Preschool age since 2016. Native German Speaker
Cecilia Martinez	Deputy Manager	Profesora De Educacion Infantil Equivalent to Level 5 early years studies. Cecilia started working with pre school children in 2011 in her native Argentina. Native Spanish speaker
Marion Hecht	Forest School Assistant	CACHE Level 2 Play work. Marion has worked with children of all age ranges since 2007. Native German speaker
Claire Wentworth-Fitzwilliam	Preschool assistant	Educated and raised in Switzerland Claire is French / English bilingual. She has worked with children of all ages supporting French learning via play.
Ludmilla Gerring	Preschool assistant	CACHE Level 3 Early Years Educator. Working with preschool children since 2010. Native German and Swedish speaker.
Veronika Hirsch	Preschool assistant	Working with children since 2016, Veronika started with the preschool as a Volunteer. Veronika is currently working towards her Level 3 Forest School Leader qualification. Native German speaker
Helene Jones	Preschool assistant	Helene has been working with children since 2017 within primary and preschool. is currently studying towards her CACHE Level 3 Early Years Educator. Helene also works with the reception children in Europa. Native French speaker
Blanca Mendez Chapela	Preschool Support Teacher Special Educational Needs support	Maestra Especialidad De Educacion Infantil Equivalent to Level 6 early years studies Blanca is a Early Years teacher educated in Argentina. She has been working with preschool children since 2008. Native Spanish speaker

Our opening times:

Preschool

We offer care for children 3 – 4 years old

Open Monday – Friday 08.30 – 15.10

We follow the European schools academic calendar. See [here](#) for dates.

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;
- 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; and
- building friendships with other parents in the setting.

Parent Helpers:

If parents would like to help at a particular session or sessions of the setting please do contact us at info@kiddylinguistics.com. 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.

Parents can offer to take part in a session by sharing their own interests and skills with the children. 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 will help your child to benefit from our activities.

Buddies:

Your family will also be allocated a buddie who will work along the key person. The role of the buddy is to step in if the Key person is not available. Buddies are normally allocated after the key person when the child is settled this will allow us to make an assessment of the needs and likes of your child.

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. 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. 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; and
- 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 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 are often in French, German or Spanish, 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(s).

Snacks and meals:

Children staying for lunch club require a packed lunch in addition we will have snack time midmorning and in the mid-afternoon. We ask parents to provide a fruit or vegetable for both snacks (if relevant) that can be shared with the other children at preschool. We make snacks and meals a social time at which children and adults eat together.

Clothing:

We provide protective clothing for the children when they play with messy activities. 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 in the entrance hall of preschool.

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 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 Code of Practice (2001).

Our Special Educational Needs Coordinator is Mira Blumhagen

The management of our setting:

The setting is owned by Ruth Mullen

Fees:

Deposit amount £50.00
Children aged 3 year and above

Full day at Preschool 08.30 – 15.00 Monday –Friday	£45.10
Pre-school Session 08.30 -11.30 12.00 – 15.00 Monday – Friday	£12.12
Bolt on for language immersion and focused language exposure per sessions	£5.38
Hot Lunch	£3.10
Midday Club 11.30 – 12.00	£7.00
ESUK Staff Supervision 15.00 – 15.45	£5.50

The fees are paid half termly in advance. Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time please talk to the Manager.
For your child to keep her/his place at our setting, you must pay the fees.

Other charges:

Early arrival/late collection fee of £5.00 per additional 15 minutes.

Late payment fee of £20.00, plus daily interest of 3% above the Bank of England base rate charged on the outstanding amount.

Nursery Education Funded Hours.

We are registered with the Oxfordshire County Council to provide Early Years Education Funded Hours for three and four-year olds, 15 hours and 30 hours.

The current rate of Early Years Education Funding is £4.04 per hour. These hours, once agreed and claimed from the Oxfordshire County Council, will be reduced from your termly bill.

Starting at our setting:

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 and Settling-in is available to be read in the preschool entrance hall as a hard copy. If you would like an electronic copy please email info@kiddylinguistics.com

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.