



Prospectus 2026/2027

Dryden Road

Ipswich

Suffolk

IP1 6QD

01473 748333

Website: www.acorn2oakpreschool.co.uk

Email hello@acorn2oakpreschool.co.uk
Tanya@acorn2oakpreschool.co.uk (Manager Only)

**We are rated
GOOD
by
OFSTED**

Welcome to Acorn2Oak Preschool and thank you for registering your child with us.

Here at Acorn2Oak Pre-school 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 Acorn2Oak, 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.

We aim 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; and
- 🌰 offer children and their parents / carers a service that promotes equality and values diversity.

Parents/ Carers

- 🌰 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.

We are a committee run, charity registered preschool that can only operate with parental involvement on our management committee. Any support you could provide will be greatly appreciated.

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 their learning and development by being helped to build on what they already know and can do.
- 🌰 has a personal key person who makes sure each child makes satisfying progress.
- 🌰 is in a setting that sees parents / carers as partners in helping each child to learn and develop; and
- 🌰 is in a setting in which parents / carers 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 2021):



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.



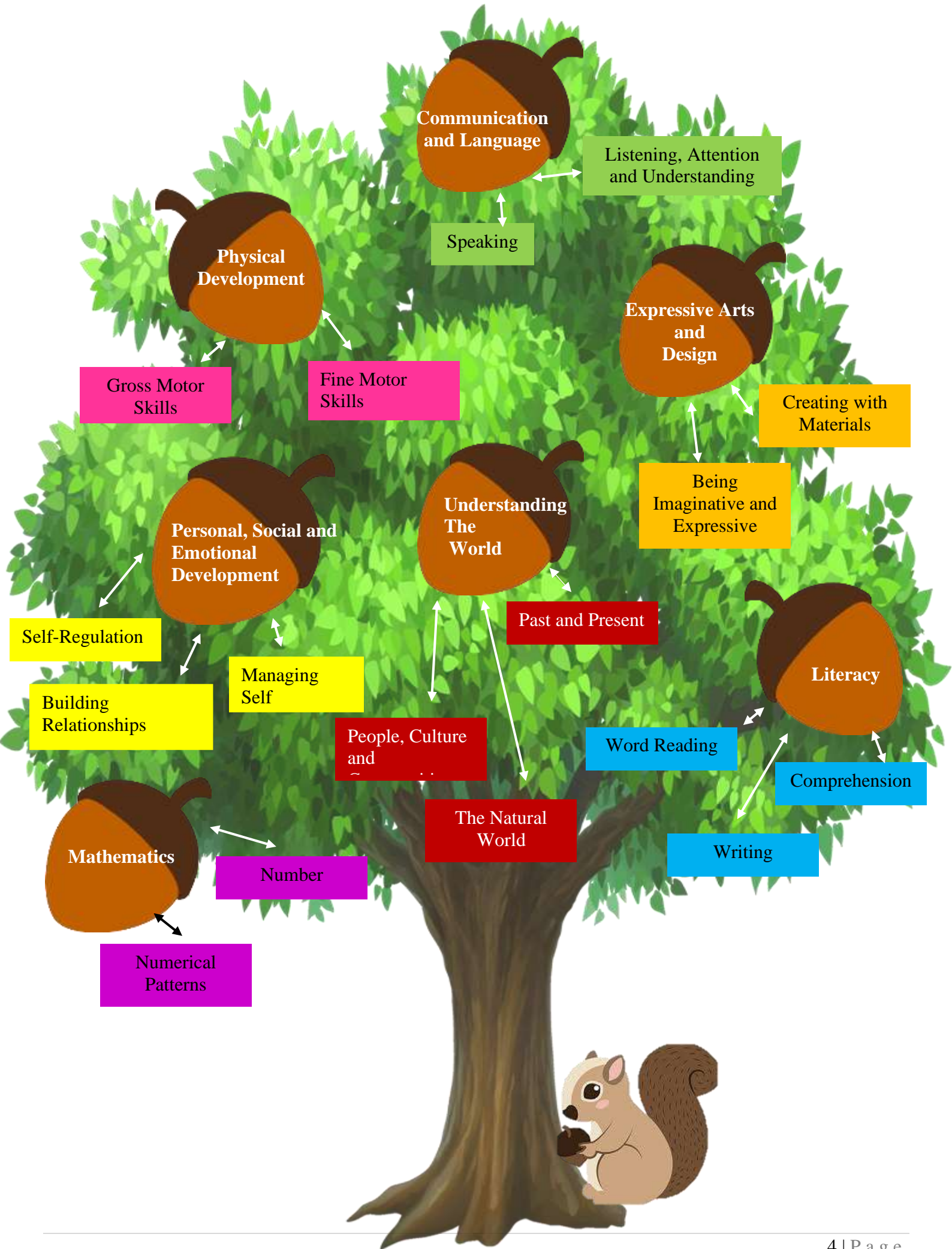
Learning and Development

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.

Our Learning Tree



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/I 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 / carers 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.

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 / carers and other professionals.

Records of achievement

We keep a record of achievement for each child, through our use of a Tapestry online Journal and by keeping an evidence folder for their work. Your child's record of achievement helps us to celebrate together their 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 will collectively record 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 and more often than not exceed these. This helps 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.

Our opening hours are Monday to Friday 8am until 4 pm term time only (school terms are set by Suffolk county council), We register children between the ages of 2 and 5 years.

How parents/ carers take part in the setting

Our setting recognises parents / carers as the first and most important educators of their children. All our staff see themselves as partners with parents / carers in providing care and education for their children. There are many ways in which parents / carers 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.
- 🍌 being part of the management of the setting where appropriate.
- 🍌 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.

We welcome parents to drop into the setting to see it at work or to speak with any member of 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, they will help your child to settle and throughout your child's time at the setting, they 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 Early Years Alliance, through *Under 5* magazine and other publications produced by the Alliance. The current copy of *Under 5* is available for you to read.

Our 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 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 day

We organise the day so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the day. We cater for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

Snacks and meals

We make snacks and meals a social time at which children and adults are together. Snack consists of a choice of fresh fruit and vegetable and will carry a small (voluntary) cost per session.

Clothing

We provide protective aprons 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 adjusting their own clothing. 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 and in the lobby area.

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

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:

The data is we collect is.

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant, and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and, where necessary, kept up to date.
5. 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.
6. 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 or organisational measures.

Safeguarding children

We 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.

Additional needs

To ensure that we meet 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 details are up in the lobby area

The management of our preschool

Our preschool is a charity and as such is managed by a volunteer management committee - whose members are elected by the parents of the children who attend our setting. The elections take place at our Annual General Meeting. The committee make up the registered person with Ofsted and are responsible for:

- 🌰 managing our finances.
- 🌰 employing and managing our staff.
- 🌰 making sure that we have, and work to, policies that help us to provide a high-quality service; and
- 🌰 making sure that we work in partnership with parents.

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

We also have a parent support group called 'The Friends of Acorn2Oak Preschool', This group is made up of the parents of the children who attend the setting and staff members who help to plan and execute fundraising activities to raise vital funds for the preschool.

Fees

The fees are payable monthly and are due by the 7th of each month. Fees must still be paid if children are absent without notice for a short period of time. If your child is absent over a long period of time, talk to our manager who may be able to help.

For your child to keep their place at Preschool, you must pay the fees. We are in receipt of nursery education funding for two, three and four year olds; where funding is not received, then fees apply.

Starting at Acorn2Oak Preschool

The first days

We want your child to feel happy and safe with us. To make sure that this is the case, we will work with you to decide on how to help your child to settle into the setting.

We hope that you and your child enjoy being members of our preschool and that you both find taking part in our activities interesting and stimulating. We are always ready and willing to talk with you about your ideas, views, or questions.
