

Introduction to our Policies, Mission Statement, Aims and Curriculum Statement

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Version Control

Number	Summary of Change	Date Implemented
1.0	Minor updates and typos - separation into individual policy docs.	30/09/16
1.1	Annual Review - New review date inserted.	25/07/2017
1.2	Minor wording Updates. Updated Medium/Short Term Planning	23/07/2019
1.3	Minor wording updates to Mission Statement, Long/Medium/Short Term Planning	24/07/2020

Signed:

Dated:

Introduction to our Policies, Mission Statement, Aims and Curriculum Statement

Introduction

The Policies for the Treehouse Pre-School have been composed having regard to the Revised Statutory Framework for the Early Years Foundation Stage (2014) and the Welfare Requirements contained therein.

1. Child Protection Policy & Procedure
2. Suitable People Policy & Procedure (including staff qualifications, training, support, skills and whistle blowing)
3. Child Settling In and Development Policy & Procedure (including Key Person)
4. Health Policy & Procedure (including Child Health and Health and Safety)
5. Managing Behaviour Policy & Procedure
6. Special Educational Needs Policy & Procedure
7. Information and Records Policy & Procedure
8. Fees Payment Policy
9. Early Years Pupil Premium Policy & Procedure
10. Complaints Policy & Procedure

To ensure our policies and procedures remain effective and our strategies meet the overall aims stated in the policies we will monitor and review them annually or, in response to any significant changes in legislation or staffing.

Details of the specific content of each Policy follow:

Policy	Contents:
Child Protection	Child Protection Background General Designated Safeguarding Officer Staff Requirements Dealing with possible abuse Record keeping Child collection statement Southcourt Baptist Church role Child Protection Procedure Confidentiality - Background Confidentiality Procedure Mobile Phones Cameras Social Networking Sites
Suitable People	Recruitment and Employment Procedure Staff Information and Ratios Student Placement/Volunteer Procedure Protecting Children from Smoking, Drugs & Alcohol Whistle Blowing - Statement of Intent & Aim What should be reported? Methods Concerns will be dealt with in the following way
Child Settling In and Development	Aims Settling In Procedure Child Development Statement
Health	Child Health - Background Exclusion Procedure for Illness/Communicable Disease Managing Medicines Policy Food Procedure First Aid/Accident Procedure Major Accident Procedure Minor Accident Procedure Health & Safety - Background Health & Safety Procedures Risk Assessment Procedure Equipment Safety Statement Fire Procedure Evacuation Procedure Child Collection Statement Non Collection of Child

Health (continued)	Lost/Missing Child Procedure Outing Procedure Policy for Visiting Siblings or Children
Managing Behaviour	Promoting Positive Behaviour Procedure Pre-school Rules Safe Handling Procedure Physical Intervention Guidelines
Special Educational Needs	Equality of Opportunity Procedure Supporting Children With Special Educational Needs Definition of Special Educational Needs The Role of the Special Educational Needs Coordinator (SENDCO)
Information and Records	Children's Records Setting Records Parental Involvement Procedure Admissions Policy Early Education Funding
Fees Payment	Fees Payment Policy
Early Years Pupil Premium	What We Believe In Provision Reporting
Complaints	Complaints Procedure Ofsted Contact Details

Mission Statement

- **To Play**
- **To Learn**
- **To Develop**

The Treehouse Pre-School is part of the work of Southcourt Baptist Church and its care within the community.

The group exists to provide a safe and secure environment for children of pre-school age in which they can learn and develop through play.

We aim to encourage each child to reach their full potential and to meet their individual needs.

AIMS:

As a group we aim

- Above all to show the love of Jesus to all who come into the group, by the way we live and the way we are with those around us.
- To accept that Parents/carers are the child's first educators, therefore, we aim to develop an effective partnership with parents and to build on what children already know and can do and to put extra support in place for the child as soon as possible where necessary.
- To build positive relationships with parents/carers, that will help all children to feel secure, included and valued.
- To show respect for all parents/carers beliefs and ideas.
- Within a secure, supportive environment, to offer equal opportunities, to be a partner in the development of children's experience, knowledge and understanding, awareness of moral values and capacity for enjoyment, in order that they can achieve their individual potential.
- That each child will know that they are loved, accepted and valued by the group.
- To include children from all cultures, religions, language and backgrounds and to include children with Specific Needs.

- To accept that children develop rapidly and at their own rate in the early years; physically, emotionally and socially and aim to provide a curriculum that will encourage and enhance their development.
- To create a firm basis for children's learning, by providing a rich and stimulating environment which will help them explore, experiment, plan and make decisions for themselves, thus enabling them to learn develop and make good progress.
- To provide stimulating resources and activities with appropriate intervention from adults to engage children in the learning process and help them progress in their learning.
- To underpin all future learning by supporting, fostering, promoting and developing children's ability to achieve the Early Learning goals.
- To effectively liaise with any professionals who are working with a pre-school child or family.
- That each child will develop and progress prior to moving onto another setting

Curriculum Statement

Long Term Plans

For our Long Term Planning we use the Early Years Foundation Stage.

This curriculum covers all areas of a child's development, enabling us to work through Foundation Stage Principles, A Unique Child, Positive Relationships, Enabling Environments, Learning and Development and work towards achieving the Early Learning Goals.

Personal, Social and Emotional Development is an area which we work on consistently due to the knowledge we have of the children in our target area.

Medium Term Plans

We currently assess the children's needs by using In The Moment Planning. Each child is a focus child once each term. During this time the Key Persons observe the children and assess their learning and development and Key Persons know from this any next steps they need to address with their key child. As the children reach these next steps, Key Persons review the same and implement a new next step to ensure progress. This way of planning ensures we are reflecting the children's different stages of development and individual needs. We may follow a theme for a Term or Half Term but the planning will be from the focus of the children not the current theme. We also have regard to the characteristics of effective learning as shown in the Early Years Foundation Stage.

Short Term Plans

Key Persons will use their knowledge of the children's interests and needs and will use this knowledge to ensure next steps and ensure opportunities offered are challenging and stimulating. Each morning activities will be provided based on the children's current interests and activities which may have been out already may be added to in order to further the children's learning. Children with Specific Needs are planned for weekly with specific activities carried out each time they are in pre-school.