



Centre Prospectus



Welcome To Aughton Early Years Centre

Aughton Early Years Centre originally opened as a small village Junior and Infant School on the 4th of April 1910. In 1973, it then re-opened as a Nursery School and has remained a well-established and highly regarded provision for the children in our community. Over the years, there have been extensions to the building, and in 2001, a day-care service was established. The school was then designated as a Children's Centre in October 2003 and remained so until the services transitioned into the wider Early Help Locality in 2025. The Centre also offers a range of additional services, including provision for children to access an extended day. We are recognised as providing a high quality service within the Rotherham authority and regularly receive local, regional and national visitors.

Our Centre is a warm, welcoming environment with a family friendly ethos. We have high expectations of all our children and recognise that they each develop in their own ways at different rates. Governors and staff are strongly focused on keeping children safe and raising standards, and are keen to work collaboratively and in partnership with parents/carers and communities as this is hugely influential to a child's well-being, development and learning.

We sincerely hope both you and your child enjoy your time with us. If there is anything within this prospectus you would like to clarify or discuss further, please do not hesitate to contact us, we will always ensure there is a member of staff available to speak to you.

Our Vision

To work together to provide outstanding care, education and support for children 0 to 5, their families and communities within a safe, nurturing, and challenging environment that enables all to thrive and achieve their full potential as life-long learners.

Our Mission Statement

The Centre provides a broad, balanced, inclusive curriculum, which embraces, promotes and values diversity, is tailored to meet children's individual needs and is skilfully supported by a professional dedicated team.

Our well-resourced, unique environment helps children to learn as far as possible through practical first hand experiences to problem solve, take risks, and become resilient independent learners.

Our curriculum offers learning opportunities which embrace and affirm each child as individual and unique, fostering their natural curiosity and sense of exploration. We are committed to building positive relationships based on respect, trust, honesty with children, their families and our local community, which then enables us to provide guidance and encouragement to improve outcomes for all children.

Our Aims

- To have a relentless pursuit of excellence, maintain a family friendly welcoming ethos, where all are valued as learners together
- To drive a broad and rich curriculum which underpins the EYFS and improves outcomes for our young children and their families
- To engage all children in the highest quality of teaching and learning, raising attainment for all ability levels
- To work in partnership with parents/carers to provide a high quality, integrated education and care service for young children ensuring:
 - the provision of a qualified, professional staff team
 - consultation and transparency
 - outstanding teaching, resources and service
 - effective partnerships with voluntary agencies, health & social care, other educational establishments and employers locally and nationally are maintained
- To provide a nurturing, happy, caring and stimulating environment where everyone feels safe, secure, valued, included and respected
- To foster high quality leadership and skill development at all levels to ensure effective succession planning
- To work collaboratively with external agencies to aid early identification and timely intervention for vulnerable children and children in need, including those with special educational needs and/or disability
- To provide opportunities for continual professional development for all Centre staff by participation in appropriate training that meets their individual needs and those of the Centre
- To value and empower children, parents and staff by recognising and celebrating our successes and achievements
- To develop a culture of ambition, achievement and reflection
- To be committed, as staff and governors, to the dissemination of good practice as a high quality training resource and adhere to the code of conduct and all Centre policies
- To ensure sound financial health through robust and rigorous business management
- To embed quality improvement processes that focus on ensuring outstanding learning.

The Early Years Foundation Stage

The Early Years Foundation Stage is a statutory framework which specifies requirements for learning and development, safeguarding children and promoting their welfare. The seven areas of learning are interconnected and shape activities and experiences for the children across all our bases. Staff have a secure and in-depth knowledge and understanding of child development and know that the three prime areas of learning are crucial in order for a child to then be able to learn, form relationships and thrive. Our Centre places great emphasis on children becoming secure in these three areas;

Prime Areas:

- Communication & Language
- Personal, Social & Emotional Development
- Physical Development

The three prime areas are then strengthened and applied through four specific areas;

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

Characteristics of Effective Learning

Our practitioners know how young children learn and that this underpins learning and development across all areas in the Early Years Foundation Stage. In order for children to make significant progress in their learning, staff provide a workshop style environment and join in children's play to encourage:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Our Curriculum

At the Centre, our main focus is to build positive relationships with children and their families to enable us to quickly identify interests and characteristics of effective learning. Our approach to planning enables us to provide a tailored curriculum to meet children's individual needs, building upon and extending what they already know, understand and can do. We feel it is important to offer children practical first-hand opportunities to learn, using natural open-ended resources wherever possible which will challenge them to use their imagination, create, problem solve and take risks.

Our play-based curriculum spans 4 key elements;

1. Curriculum Calendar
2. Curricular Goals
3. Forest School
4. Stories, Songs and Rhymes

We have created a bespoke **curriculum calendar** that maps core learning experiences progressively through 6 half-terms. It is broad and rich; inspired by seasonal change, sensory experiences, cultural differences within our community and beyond, and embeds the necessary knowledge, skills and attitudes for all children to meet the demands of future learning. The calendar outlines in detail, the intent and implementation of key learning objectives and vocabulary, which we feel are specific to the needs of our children. This includes a focus on; lifecycles, festivals and celebrations of people around the world, national events, keeping healthy, environmental sustainability, and identifies key artists and visitors. In conjunction, we have also formulated reference documents that outline the small steps and clearly defined end points we expect children to reach in the seven areas of learning. Practitioners plan and resource activities and engage children in high quality interactions to develop skills and extend vocabulary in order to deepen their understanding. Staff have meaningful conversations with children, giving them time to listen, process and reply, recognising this as the foundation for the development of communication and language. We are also an Elklan accredited 'Communication Friendly Setting'.

Our **curricular goals** reflect each of the seven areas of learning and development in the Early Years Foundation Stage (EYFS) and take into account what the children need to know to prepare them for their future success. The milestones have been carefully set by all staff who have high aspirations for children and feel that our curriculum offer supports achievement for all. Practitioners know that not all children develop at the same rate and time, and we offer well-differentiated support to ensure progress. The goals are representative of the many different things we feel children have the opportunity to achieve whilst learning with us, and are the essential building blocks for what they will be expected to achieve in later key stages.

C & L - R	Children can orally retell a favourite story
PSED	Children are confident to make choices and show resilience when facing new challenges
Physical	Children can balance with control
Literacy (W)	Children can correctly form two letters of their first name
Number (M)	Children will know and understand the concept of numbers 1 – 5
UTW	Children can identify the 5 flowers; sunflower, poppy, snowdrop, daffodil, bluebell, and name their basic parts
EAD	Children can recite 8 songs or rhymes

All children take part in **forest school** and curriculum-linked outdoor learning. We want to help them gain respect for and appreciate nature. Children are encouraged to explore in all weather, take risks, and learn skills using tools and firecraft in our extensive garden. Practitioners observe and support children's curiosity about the natural environment, enabling them to decide what they are interested in and what they want to do. This helps them to build resilience, gain confidence, and be active and physically persevere in the

outdoors. Staff also select a particular area of learning and use the special nature of outdoors as a vehicle. For example, collecting leaves to then look at more closely and sort/classify according to different criteria to aid the children's mathematical development.

As a Centre we passionately believe that high quality **stories, songs and rhymes** should punctuate every day to support language and communication skills. We know that opportunities to hear and sing songs, chant rhymes, and take part in storytelling, lay the foundation for learning to read and spell. Rhythm and rhyme and the use of instruments is integral to our thoughtfully designed pre-phonics progression model where children take part in a range of exciting activities to particularly develop their listening and attention as a valuable early reading skill.

We have a huge range of high quality texts including traditional stories, and have embedded a reading spine which incorporates;

- Essential reads to build imagination and language
- Core texts supplemented by other high quality books, including non-fiction and poetry
- Activities to deepen understanding and meaning of the story; role-play, drawing/writing, and music
- The development of oral storytelling skills
- Picture books that are repetitive/like songs, classics, seasonal etc

The books are carefully sequenced to complement our curriculum, following seasonal events for example, and include tiered vocabulary.

- **Tier 1:** basic high frequency words in everyday conversations i.e. yellow, rain, tree
- **Tier 2:** words found in a range of print, stories, and less so in conversation that require explicit teaching i.e. danced, crept, silent
- **Tier 3:** low frequency subject specific words which need to be taught explicitly in context.

Assessment

Children are regularly assessed in the Centre to monitor their progress and to enable staff to plan for their next steps in learning. As parents/carers, we want you to be closely involved in your child's education and we ask you to inform staff about your child's interests and achievements. Your child's progress will be shared regularly with you and you will also be invited to attend parents' meetings.

In FS1, we use a planning model where your child will be a 'focus child' once each term. During their focus week, staff will record their experiences on a learning journey sheet. A copy of these sheets will be given to you and you are encouraged to speak to your child's key person about the observations made of your child's progress.

You can discuss or ask to see information about your child's progress at any time. We will also liaise with other early years providers if your child attends another setting or is with a childminder. Assessment information is passed on to primary school, with whom we work particularly closely when your child is in Foundation Stage One. When your child leaves the Centre he/she will be presented with a 'Learning Journey' showing some of the activities and interests that have been important and enjoyable during his/her time with us.

Our Bases

Our Centre comprises 3 bases - Young Children's Base (includes 0-1, 1-2 and 2-3 age provision), Pre-school and Foundation Stage 1. The details of each base:

Young Children's Base

0-1, 1-2 & 2-3 rooms are a day-care provision which operates all year round with the exception of bank holidays, 5 INSET training days and a week during the Christmas period.

The times of the sessions are:

Morning session 7.45am-12.45pm, Afternoon session 12.45pm-5.45pm

Full day 7.45am-5.45pm

All Year Round

Starting in the 0-1 & 1 - 2 Room

Prior to your child's start date, 3 visits will be arranged that are convenient to you. These visits give you and your child the opportunity to build relationships with staff and become familiar with the room. At the first visit a comprehensive information sheet about your child will be completed with a member of the room staff. Extra sessions can be arranged if required.

What your child will need when starting in the room

- A small bag (not one with drawstrings)
- A full change of clothes
- Appropriate seasonal clothing (coat, hat, gloves)
- Any comforters

Starting in the 2 - 3 Room

You and your child will be invited to 3 visits into the 2 - 3 room prior to them starting at the Centre. Extra visits can be arranged to ensure a smooth transition for your child. These visits give you and your child the opportunity to build relationships with staff and to become familiar with the room.

What your child will need when starting in the 2 - 3 room

Your child will be provided with a home-made cloth bag with a name tag attached to keep their belongings in. We ask you to bring;

- A pair of wellingtons
- A change of clothes, and plenty of pants/trousers/leggings/socks if your child has just started toileting
- Appropriate seasonal clothing (coat, hat, gloves)

We ask parents to label items of clothing especially hats, jackets and coats to avoid any lost items.

Young Children's Base Holiday Entitlement

Holiday entitlement is 1 week (of usual attendance) free in a twelve-month period starting in September each year (pro-rata for mid academic year start dates). Full fees are payable for any occasional absences due to additional holidays or sickness.

Pre-School

This is a term-time only provision for 2-3 year olds, therefore closed during traditional school holidays in line with Rotherham Local Authority.

The times of the sessions are:

Morning sessions 8.45am-11.45am

Afternoon session 12.15-3.15pm

Full day 8.45am-3.15pm (including lunch)

Term Time only

Starting in Pre-school

Your child will have their 2 visits during the first week of September and will then usually start on their allocated day during the first/second week of term. You are welcome to do more visits if you wish, please speak to staff if you are worried about your child settling.

What your child will need when starting in Pre-school

- A small bag (not one with drawstrings)
- A change of clothes, and plenty of pants/trousers/leggings/socks if your child has just starting toileting
- Please provide nappies/pull-ups
- Appropriate seasonal clothing (coat, hat, gloves)

We ask parents to label items of clothing especially hats, jackets and coats to avoid any lost items.

Pre-school Holiday Entitlement

Full fees are payable if your child does not attend (i.e. sickness) as there are no holiday allowances as this a term time only service.

Foundation Stage 1 Base (FS1)

This is a term-time only provision for children aged between 3 - 4 years old, therefore closed during traditional school holidays in line with Rotherham Local Authority.

The times of the sessions are:

Breakfast Club (additional) 7.45am – 8.45am

Morning session 8.45am - 11.45am

Lunch (only with full days) 11.45am – 12.15pm

Afternoon session 12.15pm - 3.15pm

Tea Club (additional) 3.15pm - 5.45pm

Term Time only

FS1 Base Holiday Day-care

This runs during some of the FS1 base holidays according to demand. There are a limited number of places available to children on a 'first come, first served' basis. Meals are served at the same time as in the FS1 base and a snack is provided in the morning and afternoon. Activities are led by qualified Early Years Practitioners.

Starting in FS1

To enable us to settle all children individually we admit them over a short period and therefore your child may not start as soon as the school term begins. If this causes a problem for you please contact the Centre to discuss another possible start date. When your child first starts you are welcome to stay with them during this settling-in period. However, do not worry about leaving if your child doesn't settle well, and please keep talking to staff about how both you and your child are feeling.

What your child will need when starting in the FS1 Base

Your child will be provided with a home-made cloth bag with a name tag attached to keep their belongings in. We ask you to bring;

- A pair of elasticated/velcro fasten pumps or slippers
- A pair of wellingtons and a puddle suit (waterproof all-in-one) for outside play
- A change of clothes

We ask parents to label items of clothing especially hats, jackets and coats to avoid any lost items.

Snack Money

We ask parents/carers to make a small weekly voluntary contribution of 50p to help towards the cost of snacks and baking. This will be collected using our online payment system. Thank you.

FS1 Base Holiday Entitlement

Full fees are payable if your child does not attend as there are no holiday allowances as this is a term time only service.

Allocation of places – For All Bases

Parents wishing to apply for a place should put their child's name on our waiting lists. Places will be allocated primarily according to the admissions policy which has specific criteria and is available for you to see at any time. We have an Equal Opportunities policy and this is followed throughout the Centre. However, some places may be allocated to children/families with particular needs and this will be decided upon by the Centres' Senior Leadership Team.

As a minimum requirement we ask that children attending our Young Children's Base rooms and Pre-School Base take up at least 2 sessions per week, as this helps with settling in, building relationships, embedding routines, and provides greater access to our curriculum. In the FS1 Base, we ask that as a minimum your child attends for 15 hours per week. Please see below for funding eligibility.

New Parents Meeting

Once your child has been allocated a place within the Centre, you will be invited to a meeting to provide you with information about starting in the base, complete relevant paperwork and ask any questions you may have. These meetings are held either in the morning, just after lunch, and at tea time. We do encourage you to make visits with your child prior to them starting.

The needs and wishes of children, parents and carers are taken into account with this important settling in process and the staff are always on hand should you need advice. We aim to make this experience a happy one for all the family.

Class Dojo

In addition to daily opportunities to speak to staff at the start/end of sessions, we also use a mobile app called 'Class Dojo' to keep you up to date with your child's activities and progress. You will be given information about how to join this system when your child starts in the base.

Fees for All Bases and Services

Opening Times & Fees (from 1st September 2026)

Young Children's Base (open all year except at Christmas)		0-2 Years	2-3 Years
Half day AM session	7.45am-12.45pm (including breakfast & lunch)	£31.50	£30.00
Half day PM session	12.45pm-5.45pm (including tea)	£30.50	£29.00
Full day session	7.45am – 5.45pm (including breakfast, lunch & tea)	£62.00	£59.00

Voluntary contributions for meals taken during funded sessions are £1 for breakfast, £2 for lunch and £2 for tea or packed meals can be provided from home.

Pre-School (open term time only)

Session	8.45am – 11.45am or 12.15pm – 3.15pm	£16.00
Full day	8.45am - 3.15pm (including lunch)	£37.00
Lunch club	11.45am - 12.15pm (including lunch)	£5.00

*Voluntary contribution if using funding for time in lunch club £2.00
or packed lunch can be provided from home*

Foundation Stage 1/FS1 Base (open term time only)

Additional Services (open term time only)

Breakfast Club	7.45am – 8.45am (including breakfast)	£6.00
Additional Session	8.45am – 11.45am or 12.15pm – 3.15pm	£15.50
Lunch club	11.45am - 12.15pm (including lunch)	£5.00
Tea Club	3.15pm – 5.45pm (including tea)	£15.00

Voluntary contributions for meals taken during funded sessions are £1 for breakfast, £2 for lunch and £2 for tea or packed meals can be provided from home.

Voluntary snack donation - weekly contribution of 50p per week towards the cost of snacks and baking

Please arrive 15 minutes before the end of your child's session to allow time for a handover

- **Young Children's Base** - Holiday entitlement is 1 week (of usual attendance) free in a twelve-month period starting in September each year (pro-rata for mid academic year start dates). Full fees are payable for any sessions not attended, including additional holidays or sickness.

- **Pre-school & FS1 Base Additional Services** – There are no holiday allowances as these are term-time only services. Full fees are payable for any sessions not attended (e.g. holidays or sickness)

Please advise us if your child will not be attending their session, via telephone or email. Planned Absence forms are available in reception or on our website www.aughtoneyc.rotherham.sch.uk.

The Centre will be closed on all Bank Holidays and for an additional 5 INSET (In Service Training) days per year. Please see the separate calendar for specific dates.

All fees are payable in advance and paid using our online payment system. One month's written notice, with full payment, is required to vacate a place.

All charges are subject to review and service users will be notified of any changes.

Meals are not included in funded places.

Non-payment and Arrears:

If you have difficulties with payments, please contact the Centre as soon as possible.

Reminders are sent to ensure payments are kept up to date. If fees remain unpaid then places will be withdrawn. All fees must be up to date before children increase sessions or families access any other chargeable services in the Centre.

Closures/temporary change of session times:

If the service/sessions remain available then fees are still payable, whether attended or not.

Closures (including early closures and delayed opening) caused by adverse weather conditions or other incidents out of our control, will only be refunded after the first full day. In the event of sessions change of hours, fees may be reduced proportionally, depending on the circumstances.

Young Children's Base

- Nappies are included in the fees
- Fees for sessions not included in children's funding allocation will include meals and snacks
- Voluntary contributions for meals taken during funded sessions are £1 for breakfast, £2 for lunch and £2 for tea or packed meals can be provided from home.

Pre-school

- Nappies are to be provided by parents
- Fees for sessions not included in children's funding allocation will include meals and snacks
- Voluntary contributions for meals taken during funded sessions are £1 for breakfast, £2 for lunch and £2 for tea or packed meals can be provided from home.

Foundation Stage 1 (FS1 Base)

- Fees for sessions not included in children's funding allocation will include meals and snacks
- Voluntary contributions for meals taken during funded sessions are £1 for breakfast, £2 for lunch and £2 for tea or packed meals can be provided from home.
- Parents are asked to make a voluntary contribution towards the cost of refreshments each week. This includes daily healthy snacks as well as food tasting linked to the Early Years Foundation Stage Curriculum such as cultural celebrations, fire pit activities etc

Early Education Funding

- Funding is calculated using the Local Authority formula
- All Early Education Funding is term time only (38 weeks). In the Young Children's Base, funding is stretched to cover the full year, including school holiday weeks. Additional fees are payable for the non-funded sessions
- Voluntary contributions for meals taken during funded sessions are £1 for breakfast, £2 for lunch and £2 for tea or packed meals can be provided from home.

Eligibility for Funding

- All 3 year old children are entitled to 15 free hours per week (starting the term after their 3rd birthday) of universal funding, term time only (38 weeks)
- All eligible working parents of children aged from 9 months are entitled to up to 30 hours of extended funding, term time only (38 weeks). Proof of eligibility is required
- Families who receive additional support may be eligible for 15 hours per week for their child (starting the term after their 2nd birthday) term time only (38 weeks). Proof of eligibility is required.

Staffing

The Centre has fully trained and qualified Teachers, Early Years Practitioners, and Child Support Assistants, who are experienced in the care and education of children under five years of age. Staff regularly undertake training in order to keep up to date with current policies and changing aspects of childcare and education. Everyone at the Centre is called by their first name and we hope you and your child will soon get to know all of us and feel welcome.

We operate a 'key person' system and will work in partnership with you, keeping you informed of progress and developments, through monitoring and record keeping. The members of staff who are assigned to your child will support their development through planning and assessment, and will act as your first point of contact. However, you can talk to any member of staff on a daily basis, as they will be working with all the children in their respective rooms.

Your child's welfare is of prime importance to the staff so please feel free to discuss any concerns or worries (no matter how small) with them. We have an 'open door' policy for parents and you are welcome at any time of the day. However, if you wish to discuss any issues at length please make an appointment so that we are able to release staff to speak to you whilst maintaining adequate staffing levels in the rooms.

We have many visitors and students who attend the Centre for their professional development/training. You may also see other professionals in the Centre e.g. health visitor, speech therapist, educational psychologist, visiting teachers, early years practitioners and local education advisers. These people are also involved in the education, general care and well-being of the children. No one will observe, work with, or discuss your child with outside professionals unless you have given your permission first. If you wish to discuss any worries or problems with any of the above professionals, please contact the staff.

Regular Attendance

We encourage children's regular attendance as this consistency supports their learning and development. If your child is unable to attend their session for any reason, we ask that you inform the Centre as soon as possible. The Centre will endeavour to contact home on the first day of absence in cases where no reason has been received to explain a child's absence. Holiday notification forms are available from reception.

In the FS1 base, there is a programme of issuing attendance records every term.

Please speak to us if you are experiencing any difficulties in relation to your child's attendance, we are here to help and support families.

Collecting Children from their Base

Please collect your child from within their base each day, you will be directed into the large garden if they are playing outside. We operate a password system and a child will not be allowed to go home with someone we do not know. If you wish your child to be collected by someone new to the Centre please give us prior notice of this and let your child know about the arrangements. All children must be collected by an adult, and we ask that they arrive 15 minutes prior to the end of the session to allow for an appropriate handover.

A child will not be allowed to go home with anyone UNDER EIGHTEEN, UNLESS he/she has PARENTAL RESPONSIBILITY (not parental permission)

Partnerships with Parents/Carers

At Aughton Early Years Centre we like parents/carers to be involved with us in their child's education and we will actively encourage you to come into the Centre. We like to meet and talk with you when you bring or collect your child as this is an important way of sharing learning. This will often also involve giving you information on paper (songs, recipes, small tasks), and alert you to work your child has displayed on the wall. In addition, we would ask you to share your particular knowledge and skills with us so that we can use your expertise to aid all children's learning. For example, a parent who is a nurse could talk to the children about their role, a parent who enjoys reading could come in and tell stories to the children. We also ask you to come along to curriculum 'Stay and Play' sessions so please look out for information in our newsletters, in texts, and on 'Class Do-Jo'. Our aim is to make your time at the Centre as informed and enjoyable as possible.

Bringing things to School

Please encourage your child to bring empty boxes and cartons, string, wool, material, shells, bobbins, corks, yoghurt pots etc, for our creative work. It is not helpful to allow your child to bring toys, jewellery etc from home as this causes distress if these are lost or broken. For health and safety reasons please do not bring empty toilet rolls, egg boxes or medical containers.

Sleep and Rest

Babies and toddlers will be allowed to sleep according to their own needs/routine in their room. Please feel free to discuss your child's sleep pattern with staff at any time if you have any queries or concerns. Staff may talk to you frequently as these routines and needs change as your child grows and develops.

Food and Drink

We aim to make meal times happy and social occasions and all children eat in their base rooms. We try to encourage a positive attitude towards food and the confidence to try new dishes and welcome your support to encourage children to persevere with new tastes.

However, children are never forced to eat food that they dislike. If your child has particular dietary requirements, please let us know. Menus are carefully planned to ensure a wide variety of nutritious meals are offered, these are available in reception and shared on Dojo.

Water is available throughout the day and milk and snacks will be provided mid-morning and mid-afternoon. The Centre encourages healthy eating and we therefore ask parents/carers not to bring in treats for the children including sweets and birthday cake. We often have children who have allergies so it is extremely important that parents do not leave food/drinks/sweets in bags as this can be highly dangerous for those children.

Clothing

At the Centre we encourage children to do things for themselves. **Please dress your child in clothes that they can manage themselves and that are washable.** Belts, buckles and braces are difficult for small children to manage, especially when they are in a hurry to go to the toilet. Please write your child's name in all of their clothing and provide a change of clothes, especially when toilet training. We support and encourage children to become independent, for example take off their coat and hang it on their peg, put away outside shoes/wellingtons. Laces in shoes/trainers are also very difficult for young children to manage independently so please ensure any footwear has buckles or velcro.

Aprons are provided for messy activities but often paint, wet sand or glue will find its way to the uncovered parts. If you are intending to go straight out from the Centre we have facilities for you to change your child at the end of the session. We appreciate donations of spare clothing.

All children will be given the opportunity to play outside throughout the day whatever the weather so it is important that they are dressed appropriately. During summer months, please ensure that they are protected with sunscreen, sunhats etc. Please apply sunscreen before your child's session and this will then be re-applied by staff throughout the day if necessary. During colder months, they will need to have a warm coat/hat/gloves, and a pair of wellingtons to experience wet/snowy weather.

Children are not allowed to wear jewellery in the Centre with the exception of small stud earrings.

Toilet Training

The Centre provides nappies and wipes, and nappies will be changed regularly throughout the day. If your child has an allergy to particular nappy changing items, please inform the staff.

As children become ready for toilet training this will be carried out in consultation with parents/carers. If your child is being potty-trained or has just started going to the toilet by themselves please dress them in clothes that are easily managed e.g. pull down trousers, and provide plenty of spare pants.

Behaviour

The various stages of development that young children and babies go through may mean that they demonstrate behaviours that are unacceptable. This is quite healthy as they are learning to understand what the rules and boundaries are. Across Centre we establish very clear consistent rules for the children – **Be Kind, Be Careful, Be Helpful**. Staff focus on commenting positively to reassure children and build self-esteem when they are clearly remembering to 'do the right thing'. Behaviour can also be affected by a number of physical, mental and emotional factors – or a combination of all three. This might be in response to illness, separation, a new baby etc. Please speak to staff about any circumstances you feel may be affecting your child so that we are able to help and support you both.

Lending Services

Each base runs a library where children and their parents/carers may choose a book to share at home. You can use the library as often as you wish, as it is available every day. In addition, children will also be able to take home story bags, Bedtime/Home-School Bears, and mathematics resources.

Outings

We may occasionally take small groups of children out of the centre for short walks and interest visits. You are asked to give consent as part of the admissions process, to allow your child to be taken on any outings.

First Aid, Medication and Illness

Children should be kept at home if they are ill and the Centre informed. If your child requires Calpol (paracetamol) or any other fever-reducing medication before attending for their session, they are not well enough to come and should stay at home until they are better. If you feel your child is not well enough to play outside, please also keep them at home. Infections spread quickly amongst children and they cannot be allowed to attend if they are infectious or have:

- **Eye infections/conjunctivitis** (red or discharging eyes). Medical advice should be sought. Eye drops cannot be given by staff.
- **Sickness or diarrhoea: no attendance until 48 hours after the last bout of sickness/diarrhoea.**
- **Doubtful skin rashes:** no attendance until medical advice has been sought.

If a child becomes unwell whilst at the centre, every effort will be made to contact parents/carers or the person specified as quickly as possible. Please collect children promptly to minimise distress and the spread of infection.

Only prescribed medications, clearly labelled with the child's name, dosage and date of dispensation will be given with written permission from parents and carers. Long term medication will be administered with parent/carer's written permission provided that staff have received the relevant training. Staff cannot administer ear drops.

In the event of your child being involved in a minor accident we will administer First Aid. There are first aid boxes available throughout the Centre and many staff are trained in paediatric first aid. In the case of a more serious accident, we will contact you, but if necessary we will take your child to hospital or call an ambulance. You are asked to give consent as part of the admissions process, to allow your child to be taken to hospital in a staff members' own vehicle in the event of a medical emergency. All accidents are formally recorded via an online medical tracker. You will be sent an email informing you of an accident your child has had and how this has been dealt with by staff. Similarly, any existing injuries your child presents with will be recorded on the tracker. We are also very fortunate to have a defibrillator on site.

The health and safety of the children is paramount to us. Adult/child ratios are adhered to at all times, doors are key-pad operated, and play equipment and all other facilities are regularly checked.

Transition

When your child is ready to move rooms within the Centre, staff will discuss this process with you and liaise closely with colleagues in the receiving base room. You will be invited to a meeting (as above) where staff will share important information about supporting your child in their new base room. Children will make a number of visits to their new room before they transfer, to help them to become familiar with the new surroundings and staff.

We have close links with our local primary schools and when it is time for your child to move on to their FS2 class, we aim to make this process as easy as possible. Staff from their new school usually visit the FS1 base to introduce themselves to the children. Children then visit their allocated primary school before they transfer to help them become familiar with their new surroundings and the staff. A member of staff from FS1 will be present during your child's first visit to their FS2 class.

Admission to Primary School

When your child starts in the FS1 base it is advisable to visit your local primary schools. During the summer you will receive information about the school selection process and you will need to complete an admission form.

Safeguarding

At the Centre we have a responsibility to make sure that all children are safe and protected. In the event of any concerns we are obliged by law to follow the safeguarding procedures and inform the appropriate authorities. The Designated Safeguarding Person in the Centre is Gail Napper (or in her absence, the Deputy Designated Persons are Tina Worthington or Laura Gregory) and the Designated Safeguarding Governor is Sally Margetts. If you have any concerns regarding children or vulnerable adults please speak to Gail, Tina or Laura.

Cameras and mobile phones cannot be used in the centre without prior arrangement, for example, at Christmas events.

Children with Additional Needs

Aughton Early Years Centre welcomes all children and families and we pride ourselves on our experienced inclusive practice. As a staff, we are committed to offering high quality education and care for all children and each individual child is valued and their achievements are celebrated. Some children may have been identified as having Special Educational Needs and Disability (SEND) prior to entering our Centre, or concern may arise at a later time. We work closely with parents and carers, and concerns or next steps would always be discussed with them. These children will receive additional support as appropriate and they would be set achievable targets to help them reach their full potential. We work in partnership with outside agencies and regular 'Team Around the Child' (TAC) meetings take place.

Operation Encompass

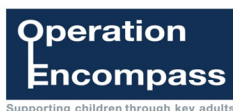
We are part of a project that is being run across Rotherham/South Yorkshire. It is called Operation Encompass, a partnership between South Yorkshire Police, early years, schools & colleges, supported by the Rotherham Safeguarding Children Partnership.

Operation Encompass has been designed to provide early reporting on any domestic abuse incidents, where the police have attended and that might have an impact on a child in an education setting.

The designated safeguarding lead/deputies will be informed when a domestic abuse incident has occurred within the previous 24 hours or over the weekend. Information will be shared on a need to know basis and only disclosed to the members of staff who are most likely to have contact with the child. This enables the staff to ensure children who may be affected are monitored and are offered appropriate support if needed. This information will not be shared with the wider staff team.

We are keen to offer the best support possible for our children and we believe this will be extremely beneficial for all those involved.

The designated safeguarding lead/deputies are also available for any family members who may be experiencing domestic abuse. Any information shared would be treated in confidentiality.



Governing Board

We have a Governing Board which supports with the running of the Centre and which meets regularly to discuss any issues. The Governing Board consists of staff, parents and people from the local community and our chair of governors is Dawn Price. You may see members of the board around the Centre during their various visits. They will always be available should you wish to discuss anything with them. Your Parent Governors are: Joseph Lee and Yasir Muneer, both who have children within the Centre.

Issues and Concerns

Please discuss any issues or concerns you have with a member of staff or with the Head Teacher/Head of Centre, Andrea Smith. We do have a Complaints Policy which can be accessed in the Centre or on the website.

Website

Our website address is www.aughtoneyc.rotherham.sch.uk. You will find a wide range of information on the website, including policies & procedures, details about provision, prospectuses, newsletters and a facility for feedback. Your views and comments on the website are important to us and would be greatly appreciated.

Head Teacher/Head of Centre: Mrs Andrea Smith

Deputy Head of Centre: Mrs Gail Napper

Aughton Early Years Centre

Main Street

Aughton

Sheffield

S26 3XH

Telephone/Fax: 0114 2872530

Email: centre@aughtoneyc.org

www.aughtoneyc.rotherham.sch.uk

OFSTED contact – 0300 123 1231 or www.ofsted.gov.uk

Registration Number RP535778