



Making it good,
for every child, every day

INFORMATION PACK



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(during Pre-School hours only)

office@rotherfieldpre-school.co.uk

Established in 1969

Registered Charity No. 1148519

www.rotherfieldpre-school.co.uk

Introduction

Rotherfield Village Pre-School enjoys a small and intimate set-up in the heart of the village and is run by a highly trained and enthusiastic team of staff with Vicky Cheeseman at the helm.

We are a registered charity, managed by a voluntary committee of up to 12 trustees and we are affiliated to the Pre-School Learning Alliance and Ofsted.

The Pre-School is registered for up to 31 children per session aged between 2 and 5 years. Morning, Afternoon and All Day Sessions are offered during the school term time, Monday to Friday from 9am - 3pm which includes a lunch club.

Our ethos is simple - to make it good, for every child, every day by providing a secure, happy, good quality learning environment run by members of the local community for all the Pre-School children (of the local community).

Our Aims are

- To create a happy, friendly, stimulating and equitable environment for all our children
- To provide a framework through which the children can learn to respect themselves and others, socialise and become independent.
- For all children to work towards the Early Learning Goals of the Early Years Foundation Stage set at pace by the child.

- To regularly review our activities, equipment and policies to ensure they meet the needs of the children and the National Ofsted standards

We offer your child

- A specially tailored curriculum based upon the Early Years Foundation Stage (Birth to five)
- Individual care and attention through a high ratio of adults to children
- Fun and friendship with other children
- The support of a personal key person
- Opportunities to play in large open outdoor spaces at the Recreation ground where we are situated
- Opportunities for you and your family to be directly involved in the activities and policies of the Pre-School and in your child's progress

And you as a Parent have the right to be

- Regarded as members of our setting
- Valued and respected
- Kept informed
- Consulted
- Involved
- Included at all levels

We hope this pack will answer many of your questions. Please come and speak to us if you need further information. We look forward to getting to know you and your child.

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Who will look after my child?

Our Staff



Pre-School Manager - Vicky Cheeseman

- Early Years Professional Status
- BA in Professional Studies in Learning and Development
- Early Years Foundation Degree
- Advanced Child Protection



Deputy Manager - Fiona Wilson

- Registered General Nurse & Midwife
- Paediatric First Aid
- NVQ3 in Early Years & Education
- SENCO Level 1



Senior Practitioner - Liz Chittenden ('Wiz')

- NVQ3 in Early Years & Education
- Level 1 in General Nursing
- Paediatric First Aid
- NVQ3 in Playwork



Senior Practitioner - Gillian Earle

- BA(Ed) (Hons) Mathematics with Early Years Certificate of Education
- Makaton Stage 4
- Child Protection Level 1



Senior Practitioner/SENCO - Diana Chislett

- NNEB
- Diploma in Playwork



SENCO - Liz Webberley

- BSc (Hons) Biology Post Graduate Certificate in Education



Child Care Practitioner - Pippa Fitzherbert

- General Nurse
- CPP Level 2 Early Years & Education
- Health and Safety
- Makaton Stage 2
- Child Protection Level 1



Child Care Practitioner - Sarah Prince

- SANDS (Stillbirth and Neonatal Death Charity) Befriender



Child Care Practitioner - Emily Barton

- NVQ2 Health and Social Care
- BTEC National Certificate in Early Years
- Currently studying for BA(Hons) Early Childhood Practice



Child Care Practitioner - Sam Crittall

- Early Years Diploma Level 3
- Currently studying for BA(Hons) Early Childhood Practice



Child Care Practitioner - Laura Harrison

- Qualified Physiotherapist



Child Care Practitioner - Tor Hubert-Powell

- Currently studying Early Years Educator Level 3



Child Care Practitioner - Hannah Fernee

- Early Years Diploma Level 3



Child Care Practitioner - Jayne Ricks

- NVQ 3 Early Years



Bank Staff - Louise Groombridge



Bursar - Sandra Cawsey

All our staff and committee have current and clear CRB checks allowing them to work with children.

Training & Qualifications

We take every opportunity to keep in touch with new thinking and developments in Pre-School education and care.

All of our staff have, or are currently studying for, relevant qualifications in Early Years & Education and we put what we learn into action to ensure best practice.

Additionally through our membership of the Pre-School Learning Alliance and relationship with the Early Years Development team at East Sussex County Council, we are able to attend relevant short courses and acquire publications to aid us in our work. Parents are welcome to see any of these publications and will be informed of any informal training locally.

Key Person System

We have in place a key worker system which gives each member of staff special responsibility for a small group of named children. Therefore, each child in our group has one special adult to relate to which we have found makes settling in much easier. Their key person is able to tailor the curriculum to suit individual needs and helps the child reach their full potential. Any relevant information will appear on Tapestry (secure online Learning Journey) or their Home Contact Book, which may be discussed with parents at any time.

Parent/Carer Volunteers

- Once your child has settled at Pre-School, we encourage parents & carers to help on occasions. This gives you the opportunity to experience a whole session at our Pre-School first hand. It's a very special way to spend a morning. Parents and carers can volunteer to help out on ad-hoc occasions or come regularly.

What should I expect when starting at Rotherfield Pre-School?

Our team are very aware that when your child starts Pre-School it can be an anxious time for both parents and child. We will work closely with you to ensure your child is happy and has a fun and fruitful time with us.

Accompanied Visits

Prior to starting at Pre-School you are welcome to pop in with your child for taster sessions and on your first morning you will be asked to accompany your child to meet your Key Person and fill out a settling in form. This gives your child a couple of try outs with the comfort of knowing Mum or Dad is close by thus helping to settle them in later.



First Day

On your child's first day at Pre-School we invite you to start at 9.30 so that your child can enter Pre-School peacefully without the initial noise and hubbub of the other children and parents at 9.00.

Contact Details

Make sure we have an updated contact number for you. We may phone you during the session just to let you know how your child is getting on and to reassure you.

Arrival and Departure

Each child is welcomed as they enter and hang up their coats on the named peg in the lobby area. When the doors open at 9am, children and parents are welcomed into the main playroom. A member of staff will be on the door to see you in and take any messages. At 12noon and 1pm, parents are asked to ring the doorbell and a member of staff will welcome you in.

Home Time: 12noon, 1pm and 3pm, parents and carers wait outside until a staff member welcomes them in, to pick up their child's book bag and lunch box, if they are not already outside. A member of staff calls each child to meet their parent or carer.

NB: Parents are not asked to come into the main playroom in the middle of the day as this can be unsettling for some of the children staying all day.

Staff will not release a child to any unauthorised person without prior written consent. Parents should use the Home Contact Book if a friend is picking their child up. A password will also be requested.

Key Person

We will assign a Key Person to your child straight away and they will be on hand to welcome you and your child. Your Key Person will also complete a settling in form with you where you can tell us about your child, their likes and dislikes and any information that you feel we should know. They will be your main contact for anything you want to discuss.

Medicines

Children's prescribed drugs are stored in their original containers, are clearly labelled and are inaccessible to the children. Parents give prior written permission for the administration of medication. The administration is recorded accurately and parents sign the record book to acknowledge the administration of a medicine. If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

What to Wear

We encourage children to gain the skills that help them to be independent and look after themselves. In order that the children can be free to explore and experiment we suggest your child attends in clothes and shoes that are not new and are easy for them to manage eg. simple trousers that pull on and off help them to be independent when going to the loo, Velcro strap shoes etc.

We provide protective clothing for the children when they play with messy activities although we cannot guarantee this will keep your child completely clean and dry! Therefore it would be useful for there to be a spare set of clothes available for your child to change into if required. This can be kept on your child's coat peg.

We go outside every day so your child should also come wearing a suitable coat, hat and shoes or bring boots to change into on wet days. We do have some spare clothes and boots available.

What to Bring

- Nappies & wipes if needed
- Change of clothes to keep on their peg
- A comforter if required to help them settle in such as a favourite soft toy
- In Summer - a hat (suncream if staying all day)
- In Winter - Appropriate outdoor shoes/boots & coat
- Rising 5's - PE Kit in a labelled bag
- Water bottle
- LUNCH if staying - please no sweets, chocolates or fizzy drinks as we encourage healthy eating.
- Any prescribed medicines

PLEASE LABEL EVERYTHING CLEARLY.

Book Bags

We use book bags printed with our logo. These are for the children to take home any drawings or work carried out at Pre-School. They may also wish to borrow books from our book case. They will contain your child's home contact book. If there is anything you wish to pass on to us e.g. someone else is picking up or comments about recent events at home, then please use this book and post it into the indoor postbox for us to read that day. Similarly if we have anything to share about your child, then we will write in the contact book.

Settling In

This period varies from child to child - some children love coming to Pre-School and settle immediately, for others it is a longer process and this can be quite distressing for parents. Whichever way your child reacts, please be assured that we will work with you to ensure your child eventually settles happily.

During your child's first few sessions we will phone you. We also recommend that you say goodbye to your child and leave them with their Key Person. Your child will soon be reassured that they are supported throughout the session and that you will come back to pick them up. If we feel a child is becoming distressed, we will contact you to come back. Some children need to take Pre-School in stages and attend a few sessions for an hour or so at a time and gradually build up.

Going to the Loo

For some reason this can be a fascinating experience for small children! If your child is in nappies we will change them when required. If your child has recently been potty trained please let us know their likely habits and any special words they may use to indicate they need the toilet. For more information, we have a Nappy Changing Policy, which can be found on our website or at Pre-School.

The children's toilets are located within the main playroom so they can go whenever they need to. If you would like us to take your child please advise us.

Snacks & Lunch

Pre-School is often the first time a child has eaten with anyone outside the home and many parents worry that their child will not be able to manage or may be distracted. We monitor their eating and we will let you know if your child hasn't eaten their lunch or snack. Mid-morning and mid-afternoon we open our snack bar. The children are able to choose when to have their snack during this time. A member of staff sits with a small group of children where they are offered a variety of fruit/vegetables with a cracker, small sandwich, toast or a selection of home baked goodies which we bake with the children accompanied by a drink of milk or water.

At lunchtime the staff and children sit down together for their meal. This prepares them for having lunch at school. Staff will help children to open their lunch and encourage them to feed themselves. We will help if

your child has difficulty opening their lunchbox or self-feeding. If you have any concerns please let us know. If your child stays for lunch, please provide this in a named lunch box. We encourage healthy eating.

After lunch, the children have the opportunity to play outside if the weather is reasonable, or watch a short Cbeebies programme as a time to sit quietly after their lunch. This is a great way for providing further learning from a different media and for staff to keep up with the children's current interests such as favourite TV characters. We also have sleeping facilities for those needing it.



Absence & Lateness

Please let us know by phoning or emailing if your child is going to be absent or late as it helps us manage activities and staffing during a session. Likewise if you are going to be late picking up please phone us so we can prepare your child.

If you need to arrange for regular early pick up or late drop off due to other commitments could you let us know in advance.

If your child has an infectious illness such as chicken pox we will display a notice in the porch to advise other parents. This is considered good practice as we may vulnerable families at Pre-School such as pregnant mothers and very small children (your child will not be named). If your child has had vomiting or diarrhoea we ask that you keep them off Pre-School for 48 hours since the last episode.



What do they do all day?

Curriculum

As an Ofsted registered Pre-School, we follow the Early Years Foundation Stage Curriculum (2014) which became law from September 2014 and incorporates children's learning and development from Birth to 5.

The Foundation Stage encourages children to learn through play and all our staff are trained to spot learning opportunities and extend them. Within this framework all the children at our Pre-School are supported in developing at their own pace and encouraged to move on when they are ready. With the Key Person System it is possible to ensure a planned curriculum is tailored to the needs of each child. Our philosophy is that the children should have fun whilst learning, we therefore value "learning through play".

Overarching principles

Four guiding principles should shape practice in early years settings. These are:

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 and parents and/or 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

The Early Years Curriculum is based upon 7 areas of learning

PRIME AREAS

- *Personal, Social and Emotional Development*
- *Communication and Language*
- *Physical Development*

These areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

SPECIFIC AREAS

- *Literacy*
- *Mathematics*
- *Understanding the World*
- *Expressive Arts and Design*

These areas help to strengthen the three prime areas.

Three characteristics of effective teaching and learning are:

- *Playing and exploring*
- *Active Learning*
- *Creating and thinking critically*



Our approach to learning, development & assessment

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.



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 ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make assessment of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake a Baseline Assessment soon after they start Pre-School, a 2 Year Progress Check and a Transfer to School Assessment. As a management tool we also monitor and track the children's progress throughout their time with us.

Learning Journeys

The setting keeps a record of achievement for each child, which we refer to as Tapestry (secure online Learning Journey). Staff and parents working together on their children's Learning Journey is one of the ways in which the key person and parents work in partnership. Your child's Learning Journey 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 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. You

and the key person will then decide on how to help your child to move on to the next stage.

Working together for your children

In our setting we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. For 2yr olds the ratio is 1:4 and for 3&4yr olds the ratio is 1:8, however we exceed these ratios to help us:

- 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.

Further information about the Early Years Foundation Stage curriculum, our planned activities and how we monitor children's progress are available on request.

Special Needs

All children are unique and require a tailored curriculum to fully meet their needs and interests. Some children require extra support to help them reach their full potential. Children's needs can include:

- Behavioural/social (eg difficulty making friends)
- Understanding
- Concentrating
- Physical needs or impairments
- Medical conditions

Every early years setting has a member of staff known as a SENCO (Special Educational Needs Coordinator). At our pre-school we have two SENCOs, Liz and Diana, who have undertaken specialist training to fulfil this role.

As a team we have experienced of:

- Makaton (a form of sign language) to aid communication
- Working with children and families for whom English is an additional language
- Supporting children on the autistic spectrum
- Supporting children with Downs Syndrome
- Families who require support within the home
- Working with other professionals such as speech and language therapists, play therapists etc
- Moving onto school/transitions

How we prepare the children for school

Our aim is to provide a tailored curriculum to allow for a smooth transition to Reception class at Primary School. We do this by several different means;

- Working on the Early Years Foundation Stage Curriculum the children are encouraged in the seven areas of learning which they will continue for their first year at school.
- Relevant targets are set for every child by their key person and are displayed for other members of staff to have a role in their progress. Regular observations are made of your child at play, which inform our planning, to ensure that your child has a tailored curriculum.

- to meet their needs and to give your child every opportunity to be as ready as possible for starting school. When moving onto school our observations are shared with the Reception teacher of your chosen school via a Summative Assessment.
- P.E. Activity. For the summer term, we ask that parents provide a gym kit (T-Shirt, Shorts and plimsolls) so that children get used to undressing and dressing themselves. We ask that all items including the bag are labelled as they are left at Pre-School during term time.
- We have a close working relationship with the Reception Teacher at Rotherfield Primary School and Mark Cross C of E Primary School. In the summer term the older children visit Rotherfield School to experience a school environment.
- The Reception teacher also visits Pre-School regularly to get to know the children once attendance has been confirmed. We are happy to work with any local schools.
- We arrange for the children to have lunch at the school, experience playtime and have a teddy bears picnic with the school reception class during the summer term so they have as much preparation for “big school” as possible

whether they eventually attend Rotherfield Primary or another school.

Toys & Equipment

We have a wide variety of toys and equipment for inside and outside play which we try to update and renew as funds permit. Our stock includes:

- Toys that will stimulate imagination e.g. dressing up, puppets, vegetable market stall, kitchen and utensils, telephones, farm and zoo animals, car/train sets etc
- Toys that help develop creative skills, painting, gluing, pens, pencils, chalks etc. all in conjunction with a wide variety of materials.
- Books and story telling in a “quiet corner” for those children who wish to sit quietly and relax
- Various PE equipment for physical co-ordination
- Ride on cars and bikes for indoor and outdoor use
- Water and sand play
- Lego, puzzles, pegboards, threading reels to enhance manipulative skills
- Interactive Whiteboard, 2 children’s computers with age related games, printers, digital cameras and CD player with headphones with appropriate Pre-School stories and songs.

Plus much more!

We have had feedback that, by relieving the anxiety of the unknown, this programme is a very successful means of introducing children to full time education,

Typical Session (times may vary to suit the flow of play)

9.00-9.10 Arrival

9.10-9.20 Registration, Good Morning Song

9.20-9.30 Letters and Sounds Activity

The children are split into two age groups and have a planned adult led activity where they are encouraged to develop their listening skills.

9.30-11.45 Main Playroom and Outside classroom: Focus Activities & Free Play

Adult led activities will be available every day for children to participate is based upon one or more of the seven areas of learning of the Foundation Stage. Each activity is differentiated for each age group and individual child. Music/Singing and Physical Development activities are provided during this time

Free play is set out, both inside and out, with a wide range of toys and activities for the children to choose from, such as painting, drawing, sand, water, construction, small world (dolls house etc), play dough, a home corner for creativity, the computer and a book corner. The activities are rotated regularly. The children are free to choose what to play with and when promoting independence. Staff are close by to encourage play and learning and help form friendships.

Mid am Snack Bar

We operate a snack bar so children can choose when to have their snack. They sit down to eat and drink and then go back to play. We have adopted a Healthy Snack policy. Children may choose fruit, vegetables, crackers, toast, cheese or small sandwiches with jam or marmite and milk or water to drink. See our notice board for further information.

11.45-12.30 Tidy Up, Singing, Story & Lunch

12.00 Some children arrive or go home

12.30-12.45 Outside Play or Audio Visual Provision

12.45 Main Playroom and Outside classroom: Focus Activities & Free Play

As above

- 1.00 Some children arrive or go home
- 1.10 - 1.20 Registration, Good Afternoon Song
- 1.20 - 1.30 Letters and Sounds Activity
As above
- 2.30 - 3.00 Tidy Up, Snack, Singing, Story,
Goodbye Song
- 3.00 Children go home



Special Events in our calendar

Harvest - During the first term we hold a Harvest celebration at St Denys Church. This is a short service with songs and a story with the use of puppets, for children and parents to attend. The Rector is also invited along to receive the food gifts we bring on behalf of those who will benefit.

Remembrance - All the children have the opportunity of making a poppy and taking it to the church. Some also take part in the minutes silence with other members of the village outside the village stores or in the church.

Nativity Play - At Christmas, the children put on a traditional Nativity Play to which parents and other family members are invited. This is another very popular event in our diary with the children dressing up and singing Christmas songs.

Graduation - This is an opportunity to say goodbye to the children leaving us to go on to school where we

invite parents along to see their child presented with a certificate and Learning Journey.

We do of course take into consideration our societies, different cultures and backgrounds. Therefore parents will be notified in advance of any special events at our Pre-School so that they may withdraw their children from any events if they conflict with their own personal or religious beliefs.



Will my child be safe?

Your child's safety and well-being are our priority. In this section we outline our policies for the most common areas of concern. The full policies can be found on our website or a paper version can be requested.

Contact Details

Parents **MUST** provide Pre-School with their contact details in case of emergency plus one other contact. It is your responsibility to ensure that these details are kept up to date and to make sure we can contact you or a nominated person every day in case of emergency.

Staff Ratios

Rotherfield Village Pre-School maintains high staff to child ratios. Legally we have to have 1 adult to 4 children aged under 3 years and 1 adult to 8 children aged over 3 years. Because we run mixed age sessions we meet or exceed this standard ratio every day.

Arrival and Departure

Once all the children have arrived, the front doors are locked and any person wishing to enter must ring the doorbell. Any person unknown to staff will not be permitted onto the premises unless they can produce proof of identity.

Staff will not release a child to any unauthorised person without prior written consent. Parents should use the Home Contact Book if a friend is picking their child up. A password will also be requested.

If a child is not collected within half an hour after going home time and we are unable to contact the parents or carer, we are required to contact Social Services.

Out & About

Outings Procedure - This procedure follows our Pre-School policy document on Health and Safety and explains the Pre-School's procedures for outings. Extract from our Health and Safety Policy relating to outings.

- 1 We have agreed procedures for the safe conduct of outings.
- 2 Procedures to be followed on outings are contained within our operational plan.
- 3 A risk assessment is carried out before an outing takes place.
- 4 Parents always sign consent forms before major outings.
- 5 Our adult to child ratio is high, normally one adult to five children with a minimum of three staff.
- 6 The children are appropriately supervised to ensure no child gets lost and that there is no unauthorised access to children.

The manager should give approval before any outing takes place.

Permission is requested on our registration forms for children to be taken on outings on foot, such as the Play Park, Millennium Green or church.

A pre-site visit will be undertaken by the Manager or Deputy to carry out a risk assessment. Even where the visit is made regularly, risks should be reassessed from time to time.

Volunteers - The Manager should always make the final decision to which volunteers are suitable (Police checks will only be carried out on volunteers who have regular contact with the children). Every volunteer should know precisely what their role is and understand that they have a responsibility to ensure that they carry out that role. Any volunteers that have regular contact with the children will have necessary checks carried out. Volunteers must understand that they have a responsibility to follow the instructions of the supervisor.

Emergency Procedures - One supervising adult on an outing will hold a first aid qualification. A small first aid kit will be taken on the outing and any accidents will be written up in the accident book on returning to Pre-School. Any emergency medicines held at Pre-School (such as asthma inhalers) will be taken on the outing. A mobile telephone and the daily register will be taken on all outings in order that parents can be contacted if necessary.

In the event that a special outing is cancelled all children will remain at Pre-School and their parents will be notified. If an outing is cancelled before the children arrive at Pre-School/meeting place all parents will be notified by telephone.

Accidents & Emergencies

Fire Drills - Fire Drills are carried out once per term. When a fire drill is in progress the alarm will sound. The staff will take the children to the assembly point across the Recreation Ground to the Football Club building. A member of staff will search the building to ensure all the children and adults have left the building safely.

We always reassure the children during a fire drill so they do not feel alarmed. **In the event of a real fire, the contact and collection point will be at Rotherfield Football Building, Recreation Ground, North Street, Rotherfield.**

First Aid and Medication - At least one member of staff with a current first aid training certificate (relevant to infants and young children) is on the premises or on an outing at any one time. The first aid qualification includes first aid training for infants and young children.

At the time of admission to the Pre-School, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

We record any accident in an Accident Book which parents are asked to sign. The Accident Book is reviewed at each committee meeting.

Food Allergies and Requirements

If your child has a food allergy you must mention it when you register with us. If special medicine or action is required in the event of an allergic reaction we will need to know in writing that you give us permission to administer the medicine. A photograph of your child and their allergy will be posted in the kitchen, where the children have snack, so that all staff and visitors are aware.

In the event of a serious allergy such as nut or dairy we will carry out a risk assessment to see what feasible actions can be taken to reduce the risk of an allergic reaction and take all reasonable steps to accommodate your child.

If your child has any special dietary requirements please tell us and keep us up to date of any changes.

Behaviour Management

Small children are learning the skills to share and control their behaviour to enable them to get on in a large group of other children. Inevitably the staff need to step in from time to time to teach the children what is acceptable and unacceptable behaviour.

Our Procedure is:

- If a child is displaying unwanted behaviour they will be asked to stop and advised why.
- If the unwanted behaviour continues they will be again asked to stop and will be have 'time in' with a teacher to talk through their actions.

Staff will not raise their voice and will use language that the child can understand. A child will not be excluded or made to feel isolated or threatened in anyway but instead be given a clear explanation as to why they are having time with a teacher.

Generally the situation is over and done with in a matter of minutes and the child continues happily in the group for the rest of the session.

If a child is repeatedly aggressive over several sessions or displaying any behavioural difficulties we will talk to parents about how we can help them overcome their difficulties and behave appropriately.

Our behaviour management policy is available for all parents to read.



Child Protection

We have 2 qualified Child Protection Officer, Vicky Cheeseman (Pre-School Manager) and Fiona Wilson (Deputy) who have attended advanced training. Other members of staff also undergo Child Protection training.

Our Pre-School has a Child Protection policy which follows the policies and processes set out by the Area Child Protection Committee. It is available on the Pre-School website and at Pre-School for parents to read.

Policies

Our policies and procedures are set out in five sections in accordance with the Welfare Requirements within the statutory Framework of The Early Years Foundation Stage. These are in place to make sure your children are kept safe whilst in our care and include such issues as Data Protection to Nappy Changing. They are all available for you to read either on our website or in Pre-School. If you require a paper copy, please ask for a copy.

Website Content

The same principles are applied to the virtual presence of the Pre-School as those which apply to the physical presence to ensure that every child in the Pre-Schools care is safe. The Pre-School have adopted an Internet Policy which outlines what is suitable content, what the website will be used for and how emails and contacts will be managed.

We will ensure that no individual child can be contacted either via the Pre-School website or as a result of a visitor using it. The website must not include personal details or names of any child or adult in photographs, personal email/postal addresses or telephone/fax

numbers. We will request parents permission to include children's work/images/input to the site.

In order to ensure our children, staff and parents are protected we have adopted the following safe practices.

Publishing Children's images and work

- Photographs or video clips that include children will be selected carefully.
- Children's names will not be used anywhere on the Website or Blog, particularly in association with photographs.
- Written permission from parents or carers will be obtained before photographs or video clips of children are published on the Pre-School Website.
- Any photographs or video clips showing any of the staff or parents must have signed consent before publishing.

For further information please ask for a copy of the full policy.



Fees & Grant Funding

We are open from Monday to Friday, 9am - 3pm during school term time. As well as all day, morning and afternoon sessions are available with or without lunch.

Non-EYEE Funded Children are charged £4.70 per hour.

EYEE (Early Years Education Entitlement) Funded children have 15hrs a week free of charge. Our EYEE offer runs from 9.30 -12.00 and 12.30-3.00 daily. We apply our normal rate outside of those times, in line with our session times. Hours above this are charged as a non-EYEE Funded Child.



We also accept Childcare vouchers, please advise Vicky/Fiona if you wish to pay via this method.

Payment

Fees are paid termly. Invoices are issued midway through the term in which the invoice is made out for. There are six terms per year. In circumstances where parents have difficulty paying this way and more flexibility is required, please speak to our Manager to arrange a suitable alternative.

Fees continue to be payable if a child is absent for short periods due to illness or holidays during term time. Each child's attendance at Pre-School is conditional upon continued payment of necessary fees.

Early Years Education Entitlement

Your child will become eligible for the Early Years Education Entitlement (EYEE) from the funding period after their third birthday (September, January, April) which entitles them to receive 15 hours of free nursery education per week per school term. Any hours over and above 15 hours will be charged at £4.70 per hour

All funded children taking holiday during term time may have their government funding claimed back for the holiday period. If this happens, Pre-School will have to charge you for those sessions. Please note that the sessions missed through sickness will also have to be paid.

How can I get involved?

Volunteering – Sessions & Days Out

The easiest way to get involved with the Pre-School is to volunteer to help at some of our sessions. You can attend occasionally or make a regular date with us. This gives you a great opportunity to meet some of your child's friends and to see what they really get up to. It can be a fun and very rewarding way to spend a morning. *If you volunteer regularly you will be required to have a CRB check in line with statutory legislation.*

Sometimes we need parents to help with a particular activity e.g. Christmas Party or visit out. We will normally put out a plea for help and ask parents to put their names down.

Board of Trustees

The Pre-School is a charity run by a voluntary committee of twelve. The majority of the members must be parents with children at the Pre-School. The Trustees is the management team responsible for setting policies, ensuring Ofsted standards are met, finance, staffing and fund raising etc. It has a real impact on our success and it is very important that we have a good team in place to support our staff.

The Committee is made up of

- Chair person
- Secretary
- Treasurer
- Publicity/PR Secretary
- Up to 7 Ordinary Members

Any vacancies will be advertised via our newsletter.

Please remember - no committee, no Pre-School.

Supporting Fund-Raising Events

Rotherfield Village Pre-School is a registered charity and a Not-For-Profit organisation. We firmly believe that we should be open to all the Pre-School children in the local community. To this end we endeavour to keep our session costs as low as possible to make us affordable for all.

We fundraise to subsidise the session costs, to ensure we break even and to provide new equipment and activities for the children each year.

The Pre-School holds regular fund raising events such as cake sales, sponsored walks and quiz nights etc. Many parents enjoy the social aspects of supporting

these events and for some events we try to attract a village audience from outside the Pre-School to build links with the wider community.

Regular Donations

Gift Aid It - For those parents who wish to make regular donations to the Pre-School rather than attend fund raising events, Gift Aid is one of the simplest and most effective ways of giving to the charity. Using Gift Aid means that for every pound you give, we will receive an extra 25 pence from the Inland Revenue. This means that a £10 Gift Aid donation is worth £12.50 to the Pre-School - just imagine what a difference that could make to us, and it doesn't cost you a thing.

On top of this, higher rate taxpayers are eligible to reclaim as much as £23 from the taxman for every £100 donated to charity, by including details of their Gift Aid donations on their Self Assessment form. Further details are available from HM Revenue & Customs website.

You can gift aid any donations, regular or one-offs, standing orders or cash, simply by filling in the declaration form available from Pre-School.

Payroll Giving - Another tax efficient way of giving to Pre-School is through Payroll Giving schemes through your employer. Put simply, Payroll Giving is a flexible scheme that enables you to make charitable donations straight from your gross salary (before tax has been deducted). This means that you get immediate tax relief on the value of your donation. Therefore, for a basic rate taxpayer wanting to give a £10 donation, it will only cost £7.80, or just £6 for higher rate taxpayers.

Furthermore many employers are encouraging the scheme by matching their employee's donations.

You can give regularly in this way by authorising your employer to deduct a monthly amount, but Payroll Giving can also be applied to one-off donations. All you need to do is choose how much you want to give to which charity or charities, tell your payroll department and they will do the rest. If you a UK taxpayer, paid through PAYE, your company is almost certainly eligible to offer Payroll Giving (they may refer to the scheme using a specific brand name, such as Give As You Earn).

What are the benefits of the Payroll Giving scheme?

For you:

- Costs less to give more
- Payroll Giving is easy to set up and maintain

For Rotherfield Village Pre-School charity:

- Providing a reliable donation stream enables us to plan the expenditure level we can afford
- No administrative burden associated with processing

donations

- Potential employer matching

Further information can be found at HM Revenue & Customs Website.

Please ask your employer if they offer a scheme.

Communication

Day to Day

We have found that many children don't talk about what they did at Pre-School after a session. This is quite normal! If you have any queries about what your child has been doing please don't hesitate to ask. If we wish to pass on some particular information we will tell you when you pick up your child. Most of the time this is the main way of letting you know how your child is getting on.

For general information staff put notices up on the front door and will put letters or reminders in Book Bags so please check them regularly!

Contact Book

Each child is also given a Home Contact Book. If there is anything you wish to pass on e.g. someone else picking up or comments about their progress please use this book and place in the indoor postbox. Likewise, if we have something we wish to share with you we will make a note in the Contact book.

Diary & Newsletters

We produce a newsletter each term. These tell you when we are holding particular events in Pre-School or when a fund raising activity is being held that you may like to support. We may also include a call for help e.g. collecting yoghurt pots or needing to borrow a banjo!!

Website

Our website address is www.rotherfieldpre-school.co.uk. There is host of information about Pre-School, some pictures of the children's work and links to useful websites. Please let us know if you think we can add more to our website.

Raising Concerns and Complaints Procedure

Our Pre-School believes that children and parents are entitled to expect courtesy and careful attention to their needs and wishes. We welcome suggestions on how to improve our Pre-School and will give prompt and serious attention to any concerns about the running of the Pre-School. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. We fully understand the need to work with you and we acknowledge that no one knows your child better than you.

If you have any concerns at any time please don't hesitate to talk to your child's key worker or Vicky or Fiona. If you feel unable to approach the staff, you can contact our Chairman by leaving a note in an envelope at Pre-School.

If this does not achieve the desired result and you wish to complain we have a formal set of processes as set out in our complaints policy that can be located on the parents notice board in the inner porch or on our website. This includes details of how to contact Ofsted. All complaints will be investigated with a response within 28 days.

Feedback

Are we getting it right? Please tell us what we do well or how we could improve. It is **your** Pre-School. If you have any feedback please tell Vicky or Fiona, make a note in our comments book or go to our comments page on the website.

Useful Contacts

Ofsted

Tel: 0300 123 1231

Our reference: E461031

Sets standards for the education and staffing side of running the Pre-School.

Charities Commission

Tel: 0870 333 0123

Governs the way the Pre-School is run with regard to our charity status. Annual financial return sent and names of all committee.

Pre-School Learning Alliance

Tel: 01732 363070

A charity run group offering help and advice with all aspects of running a Pre-School.

Early Years Education Team

Tel: 01273 481000

www.escc.gov.uk/childrenandfamilies

Helps parents to find appropriate childcare, ensures settings meet Ofsted standards, allocate EYEE entitlements. etc.