



Whitchurch-on-Thames Pre-School Early Years Prospectus for Parents

Welcome to our setting. We know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best.

This prospectus aims to provide you with an introduction to our setting, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. This prospectus should be read alongside our policies which are available on our website www.whitchurchpreschool.org or copies are available in our office/kitchen.

Our setting aims to:

- provide high quality care and education for children below statutory school age
- work in partnership with parents to help children to learn and develop
- add to the life and well-being of the local community
- offer children and their parents a service that promotes equality and values diversity

Parents

You are regarded as members of our setting who have full participatory rights. These include a right to be valued and respected, kept informed, consulted, involved and included at all levels.

As a voluntary managed setting, we also depend on the goodwill of parents and their involvement to keep going. Membership of the setting carries expectations on you for your support and commitment (see Committee and Fundraising Support later in the Prospectus).

Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers
- has the chance to join in with other children and adults to live, play, work and learn together
- has a personal key person who makes sure each child makes satisfying progress
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do
- is in a setting that sees parents as partners in helping each child to learn and develop
- is in a setting in which parents help to shape the service it offers.

Whitchurch-on-Thames Pre-School (“the setting”)

Address: Whitchurch County Primary School, Eastfield Lane, Whitchurch-on-Thames, Reading RG8 7EJ

Tel: 0118 984 4516

Email: hello@whitchurchpreschool.org

Website: www.whitchurchpreschool.org

Charity reg number: 1183193 **Ofsted number:** 2571742

Our ethos

We believe children are incredible - they absorb information, stories and feelings. The power of their brains to create, imagine, pretend and play is unmatched at any further point in their lives. Our job is to foster this special time with caring support, and provide the environment and games and nurture so they can develop emotionally, physically and mentally. Children tell us what they need - our job is to listen.

We provide varied activities throughout the week and have recently included outdoor learning as part of our offering. Being outside in nature has so many benefits and we're making sure we harness these for your child.

Our annual parent survey continues to demonstrate that current and past parents believe we're delivering for their children. Local families are attracted by our location, friendly staff, outdoor space and ease of transition to Whitchurch Primary School - with all scoring very highly in the survey.

You can read what some of our parents said about us but please come and see for yourselves. We'd love to welcome you to our Pre-School and show you around. We're proud of what our children achieve and we'd love to talk to you about your child.

“The staff are brilliant: caring, kind and best of all my daughter say they're really, really good at playing. If the children want to play dogs, the staff make dog ears; superheroes and they make capes; cops and robbers and they make police badges. The children absolutely love it!”

“Whitchurch preschool is a safe and friendly environment for children. Lovely setting, great activities and friendly staff. it's just perfect!”

“A fantastic preschool with a wonderful nurturing and play based learning ethos. My daughter is always happy to go and comes home full of enthusiasm about her day!”

The Early Years Foundation Stage (New EYFS updated 2020)

The EYFS is guided by a framework called 'Development Matters (updated 2020) which sets out the learning, development and assessment requirements for all children until the end of Reception.

The EYFS curriculum is split into *Prime* and *Specific* areas. The prime areas are important because they lay the foundations for children's success in all other areas of learning and of life. The specific areas provide the range of experiences and opportunities for children to broaden their knowledge and skills:

The *Prime Areas* of learning are:

- Personal, Social and Emotional Development;
- Communication and Language;
- Physical Development.

The *Specific Areas* of learning are:

- Literacy;
- Mathematics;
- Understanding the World;
- Expressive Arts and Design.

At the end of the *Reception* year, pupils are benchmarked against the Early Learning Goals for each area. Attainment is described as either: *emerging* (working below the expected level) or *expected* (working at the expected level) .

All early years practitioners are required, on a daily basis, to carry out activities to support each child's educational development across seven areas of learning. This guidance / framework has been reviewed and the goals for the end of Reception have been updated.

The most significant changes to the ELGs are in the areas of Personal, Social and Emotional Development, Mathematics and Understanding the World. Key changes are:

Personal, Social and Emotional Development – 'Self-Regulation' has been a key focus recently and this is now reflected in a new Early Learning Goal. 'Managing Self' covers aspects previously covered within Physical Development. The 'Building Relationships' goal is very similar to the former 'Making Relationships' goal.

Communication and Language - 'Listening, Attention and Understanding' are now combined into one goal, with the other goal focusing on 'Speaking'.

Physical Development - These Early Learning Goals no longer include health and self-care, solely focusing on moving and handling skills. There is now a goal for gross motor skills and a separate goal focusing on fine motor skills.

Literacy - There are now three early learning goals for Literacy, with the reading focus now split into comprehension and reading words.

Mathematics - The new Mathematics Early Learning Goals focus on a deep understanding of number and numerical patterns. Although there is no longer a goal for shape, space and measure the Government consultation response states, 'Practitioners and teachers will still be required to teach children about shape, space and measures, as part of a well-rounded curriculum as set out in the revised mathematics educational programme.'

Understanding the World - The most noticeable change to the Early Learning Goals for Understanding the World is the inclusion of 'Past and Present' and the removal of the 'Technology' goal. We will continue to introduce children to appropriate technology to support their learning.

Expressive Arts and Design - The goals for Expressive Arts and Design are broadly similar to the existing goals with mentions of being imaginative and using a variety of materials, tools and techniques.

The Early Years Foundation Stage

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage ("EYFS"). Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage*:

- *A Unique Child*

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

- *Positive Relationships*

Children learn to be strong and independent through positive relationships.

- *Enabling Environments*

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

- *Learning and Development*

Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all the children with interesting activities that are appropriate for their age and stage of development.

Our approach to learning and development and assessment

Learning through play

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS guidance, "planning in the moment" planning to provide opportunities which will help children to make progress in all areas of learning. Our planning is made up of a mixture of activities that children plan and organise for themselves, supported by practitioners, and some additional activities planned and led by practitioners.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning::

- playing and exploring - engagement
- active learning - motivation
- creating and thinking critically - thinking.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do to support each child to remain an effective and motivated learner.

EYFS states practitioners assess and track children's development. Allowing practitioners to use their professional knowledge and personal understanding of the child to judge progress, rather than simply ticking statement boxes and taking lots of observations. This means that staff can spend more time interacting with the children and therefore make more accurate and meaningful observations.

"Next Steps"

"Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line." **Development Matters 2020, pg 6**

There has never been a requirement to record/display next steps for learning. Practitioners are to refrain from the "ladder approach" of continuing to push forward, and are instead encouraged to focus on a child's deep learning and understanding. Next steps will come naturally and staff provide appropriate and meaningful learning opportunities for this to happen.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observational assessments, taking account of the views and contributions of parents and other professionals.

Speech and language Screening

All early years providers are required as part of the EYFS, to carry out checks and screen every child's speech and language development using the WellComm Toolkit provided to us by Oxfordshire County Council. Early years Level 3 staff are already qualified to check children's speech and language development and raise any concerns with the child's parents and health visitor.

The permanent staff who work at our setting are:

| | |
|--|---|
| <p>Kathleen Barrow, Manager</p> <p>I enjoy working at preschool and giving the children a chance to learn through play as well offering a range of daily activities throughout the week. Outside of preschool I enjoy spending time with my family, walking, yoga.</p> | <p>Kathleen has worked for our setting since January 2010 and has a young son who attended our setting. Kathleen has over 20 years' experience working with children.</p> <p>Level 3 Nursery and Child Care Level 4 Certificate of Higher Education in Early Years Professional Practice. Designated Safeguarding Lead. Paediatric First Aid. Basic Food Hygiene.</p> |
| <p>Marie Tomlinson, Deputy Manager</p> <p>I loved the Pre-School since I visited for my son several years ago and seeing how special it was. The things I enjoy most about working at the preschool are being able to see the children grow and really build their confidence; we are a small community that builds strong bonds. We are lucky to meet such lovely families and be part of their child's early learning journey. Outside of pre-school I enjoy outdoor life and spending time with my family.</p> | <p>Marie joined us in November 2015. She was one of our Pre-School mums who provided us with emergency cover when needed. She moved to the Whitchurch area in November 2014, and previously worked in Financial Administration before becoming a mum. She has a son who attends a local primary school.</p> <p>Level 3 Diploma for the Early Years Workforce. Paediatric First Aid. Designated Safeguarding. Basic Food Hygiene. ERIC Trained</p> |
| <p>Julie Purdy , Senior Pre-School Assistant</p> <p>I love preschool because I love to watch each unique child's personality develop. In my spare time I enjoy spending time with my family and friends, walking my dog and going on holiday.</p> | <p>Julie joined our setting in June 2009 and completed her Diploma in July 2011. Julie has three children and is our Inclusion Coordinator.</p> <p>Level 3 Diploma for the Early Years Workforce. Level 1 Forest School Award Paediatric First Aid. Designated Safeguarding. Basic Food Hygiene.</p> |

| | |
|---|--|
| <p>Tara Harwood- Emergency cover & level 2 play assistant</p> <p>Tara helps regularly at preschool and is currently studying for her level 3 qualification.</p> | <p>Level 2 in early years and education Paediatric First Aid Generalist Safeguarding</p> |
| <p>Molly Feeney , Apprentice Pre-School Assistant</p> <p>I am currently doing my Early Years Educator apprenticeship .</p> <p>In my spare time I enjoy volunteering at the local dog rescue, reading and baking. I enjoy spending time with friends and family and going on holiday</p> | <p>Trainee Level 3 Early Years Educator Paediatric First Aid Generalist Safeguarding</p> |
| <p>Rita Boyce, Pre-School Assistant</p> <p>Every day is a new opportunity to teach,learn and have fun. No two days are the same. It's fascinating and rewarding to see how young minds develop through learning experiences. The best thing is the true unconditional love you get from the children</p> <p>Spending time with my family is priceless, squeezing in time for some baking, painting and gardening too. I also find it extremely rewarding being the President of a local charity which cares for the elderly and vulnerable .</p> | <p>Generalist Safeguarding</p> |
| <p>Linda Hardy</p> <p>I really enjoy Preschool because it is such a wonderful start to a child's development. I love helping them learn new skills in a warm and friendly setting. Every day is new and exciting.</p> <p>In my spare time I enjoy gardening and at weekends I go for long country walks. I also enjoy playing board games with my family.</p> | <p>Generalist Safeguarding Starting soon - Level 3 Early Years Educator</p> |

Session availability

The sessions at our setting are as follows:

| | |
|---------------------------|------------------|
| Early drop off: | 08.30 AM* |
| Morning session: | 08:45 to 11:45 |
| Lunch: | 11:45 to 12:15 |
| Afternoon session: | 12:15 to 15:15 |

*Early drop is available from 8.30 for additional charge.

We are open in **term time only** and mirror Whitchurch Primary School's term dates.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All our staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff contributing to the progress check at age two
- helping at sessions of the setting
- sharing their own special interests with the children
- helping to provide and look after the equipment and materials used in the children's play activities
- being part of the management of the setting ("the Committee")
- taking part in events and informal discussions about the activities and curriculum provided by the setting
- joining in community activities, in which the setting takes part
- building friendships with other parents in the setting

Joining in (Please be aware that current Covid restrictions apply)

We welcome parents to drop into the setting to see it at work or to speak with the staff.

Pre-School is a parent led registered Charity

We are run by a parent led Committee as a registered charity (number 1027416) . Fees and fundraising are ploughed back into the setting. We rely heavily on fundraising for all our purchases and to keep the Pre-School operating. Parent support is fundamental, so please support us whenever you can. As a parent at the Pre-School you will be expected to take an active role in helping to make the setting a better place. Some parents take Committee roles such as Treasurer or Chair while others help on a more ad-hoc basis, for example, with fundraising or maintenance of the setting. It is a great way to meet fellow parents. Please contact the current Chair to find out more and refer to Form 6 and 7 for more information.

Key person and your child

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare that we provide is right for your child's needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from our activities.

Learning opportunities for adults

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to-date with thinking about early years care and education. We also keep up-to-date with best practice, as a member of the Pre-School Learning Alliance, through *Under* magazine and other publications produced by the Alliance.

The setting's timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children.

The routines and activities that make up the day in our setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting
- ensure the safety of each child
- help children to gain from the social experience of being part of a group
- provide children with opportunities to learn and help them to value learning.

The session

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom.

Focussed Activities. A focussed activity is incorporated into all sessions, to help prepare our children for school. These activities are carried out in small groups each session, so that all our older children can participate no matter what days they attended, whilst allowing our younger children to join all sessions. Short, regular activities allow for better concentration and do not pressure the child.

Examples of what we offer

PE To encourage a life-long love of movement, we use fun games and music to make PE as lively as possible. Outside in our playground where possible, we play parachute games, make obstacle courses, practice simple coordination skills such as aiming balls into a hoop, catching and games of balance. We will often use the Sticky Kids programme and music which support the Early Years Curriculum for physical education.

Music We use the award winning Boogie Mites programme to bring music into our daily programme of activities. It is evidence based and has been developed over many years with input from teachers, parents and children. Using original music it encourages active moving to music, singing and percussion activities using recycled materials for props and instruments. Boogie Mites activities are used throughout the session (for example before lunch with songs about eating food or identifying objects in the classroom and sounding them out with taps) as well as in a stand-alone session. The programme helps children recognise and repeat sequences of sounds, actions and numbers, follow instructions and enlarge their vocabulary, and develop spatial awareness as they respond to positional language.

Snacks and meals

We make snacks and lunchtime a social time at which children eat together. Please provide a named healthy snack for your child for each session they attend. If your child is staying for lunchtime you will need to provide a packed lunch in a named lunchbox with an icepack. Please also ensure your child has a named water bottle for each session he/she attends.

Adhering to the EYFS, Whitchurch Pre-school promotes healthy eating as stated in our Healthy Food policy. We are also very aware of the need to follow good oral hygiene practices and to help children to develop good eating habits such as avoiding food and drinks with high sugar content.

Clothing

We politely ask that children wear old clothes/clothes that are easy to wash to preschool. Whilst we provide protective clothing for the children when they play with messy activities such as aprons, these do not always provide full protection !

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this. We also ask that you provide a small bag with spare clothes, indoor shoes/slippers and appropriate outdoor wear such as wellies, coat, hat and gloves in the winter and sunhat and sun cream in the summer. Please make sure this is all named. Outdoor learning is important but children enjoy it much more if they're warm enough with properly waterproof clothes (not just splash proof).

Policies

Our staff can explain our policies and procedures to you. Our policies are available on our website www.whitchurchpreschool.org or copies are available in our office/kitchen.

Our policies help us to make sure that the service provided by our setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

Information we hold about you and your child

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and, where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects [you and your family] for no longer than is necessary for the purposes for which the personal data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

When you register your child with us we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regards to your data.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

If you have any concerns please speak to the Manager and Designated Lead of Safeguarding, Kathleen Barrow. They can be contacted in person or via the phone on 0118 984 4516. Alternatively, please contact Oxfordshire Safeguarding Children Board on 01865 815843 or oscb@oxfordshire.gov.uk

Complaints procedure

If you have any concerns, please speak to Kathleen Barrow, Manager, on hello@whitchurchpreschool.org

Alternatively, please contact the Chair of the Committee on chairpersonwhitchurchpreschool@gmail.com
_. Please do not complain about the setting on networking websites.

Special needs

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs Code of Practice (2015). Our Special Educational Needs Co-ordinator is currently Vicky Bisgrove

The management of our setting

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

- managing our finances
 - employing and managing our staff
 - making sure that we have, and work to, policies that help us to provide a high-quality service
 - making sure that we work in partnership with parents
 - fundraising for the setting

The Annual General Meeting is open to the parents of all the children who attend our setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan. We hope you will attend and that you will become a future Committee member.

| Fees - Session Costs | 2 year olds | 3-4 year olds |
|-------------------------------|--------------------|----------------------|
| Early Drop Off 08.30am | £1.62 | £1.50 |
| AM Session 08.45am to 11.45am | £18.00 | £16.50 |
| Lunch 11.45am to 12.15pm | £3.00 | £2.75 |
| PM 12.15pm to 3.15pm | £18.00 | £16.50 |

Fees are reviewed at least annually. The fees are payable in advance within seven days of billing. There is no refund of fees for non-attendance.

In addition, there is an **enrolment fee of £25**. This fee is refundable if a place is not available, however we cannot issue a refund where we offer you session/s (either at commencement or in later academic terms) that are not to your preference. For all over 3's this payment is used as a voluntary donation to the Pre-School charity, unless otherwise indicated.

It is important that fees are paid on time, but if you have difficulties with this arrangement, please talk to the Manager, as payment by instalments throughout the term can be arranged. In certain cases, financial help is available from Social Services. Parents should contact their Health Visitor regarding this assistance. The setting can offer a place to one child under our Assisted Place Policy if an application is pending with Social Services, but no payment has yet been received.

Nursery education funding

Grants are available to children the term after they turn three years old (depending on their date of birth, please see the government website for more information). Grants pay for fees for up to 30 hours per week. Access will be for not less than 3 hours or more than 6.5 hours in one day. You will receive a form to complete once your child starts at our setting. We will require a form of identification (child's passport, birth certificate or red book) when registering your child to apply for any grants.

For your child to keep her/his place at our setting, you must pay the fees. We are in receipt of nursery education funding for two, three and four-year olds; where funding is not received, then fees apply. Some children are eligible for funding from two years of age if they meet the financial criteria.

Childcare Vouchers

We accept childcare vouchers, but it may be necessary for certain ones to be set up by you (the parent or carer) and Treasurer. The HMRC link for more information is

<https://www.gov.uk/government/publications/paying-for-childcare-getting-help-from-your-employer-leaflet-ir115> The setting Ofsted number is 133701. Please contact the Manager if you wish to set this up.

Starting at our setting

The first days

We want your child to feel happy and safe with us. To make sure that this is the case, our staff will work with you to decide on how to help your child to settle into the setting. Our policy on the role of the key person and settling-in is available on our website www.whitchurchpreschool.org or copies are available in our office/kitchen.

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

Parking

There is a clear policy for parking when delivering to and collecting from our setting. This is to avoid disruption to the school bus and dustcart through Eastfield Lane, allow for emergency vehicles and to keep on the best possible terms with the residents of Eastfield Lane without whose goodwill our setting cannot function. Parents who live in Whitchurch village are expected to walk to the setting. Parents who live north of the village and in Whitchurch Hill must park in Hardwick Road and walk down Muddy Lane. Parents of children living south of the river must park in Swanston Field or the High Street and walk to the setting from there.

Late pick up procedure

Please collect your child/children on time. There is a substantial cost to the Pre-School for additional salary hours required if children are not collected promptly as two members of staff are required to stay behind when a child is left past 3.15pm. Should you collect your child more than 10 minutes late on ANY occasion, you will be charged £1 for every minute you are late in excess of the 10 minutes 'grace period'; i.e. 16 minutes late - £6 penalty, 24 minutes late £14. The time will be determined by the clock on the Pre-School iPad or staff member's smart phone both of which are set automatically to GMT. Any parent collecting their child late will be asked by a member of staff to sign the late book and the penalty will be invoiced to them directly at the end of the term.

Sometimes delays are unavoidable but please notify Pre-School as soon as possible if you know you will be late collecting your child or, arrange an alternative trusted person to collect your child on time. Please, note that the penalty will be imposed regardless of notification unless, prior (i.e. minimum 24 hours' notice) arrangements have been confirmed by the Manger.

To ensure the safety of your children we are asking all parents to notify the Manager of a unique password that will be used by any alternative carer who may collect your child if you are unable to. The Manger and the team will hold these passwords in a secure file for future use.

The following procedures must be followed in the event of a late/uncollected child:

- Parents must inform the setting as soon as possible if they are going to be late collecting the child/children
- The setting has an obligation to stay with any uncollected child for up to 30 minutes after it closes in cases where the parents / carers are unable to be contacted. Following this time, the standard procedures will be followed to ensure the child's safety.

The following pages contain several forms that should be returned to our setting before your child/children start at our setting or on their first day. Please note our setting is called "Pre-School" in the following forms.



FORM 1: Application Form

The following confidential information will help us to get to know you and your child. Please complete all sections on the form and return it to the Manger before your child commences Pre-School.

Name of child _____

Name known as _____

Date of Birth _____

Name of parent(s) / carer(s)with whom the child lives

1 _____

Does this parent / carer have parental responsibility? Yes/No (delete)

2 _____

Does this parent/carer have parental responsibility? Yes/No (delete)

Address

—

Telephone _____ . Mobile 1 _____

Mobile 2 _____

E-mail 1 _____

E-mail 2

Name, address and phone no. of child's doctor

Name of secondary carer e.g. nanny, au pair, child minder and contact telephone number

—

(Please see the Manager about the relationship that you expect this carer to have with Pre-School staff.

Would you be happy, for example, for staff to discuss with this carer any problems your child may have at Pre-School, or any administrative or financial matters relating to attendance?)

Name of any other person who is authorised by you to collect your child from Pre-School:

_ Name of two people authorised to collect your child or whom we could contact in case of an emergency (if we were unable to contact you / secondary carer)

Name _____ Relationship to child

Address

Telephone _____ Mobile

Name _____ Relationship to child

Address

Telephone _____ Mobile

Details of other Pre-Schools or nurseries your child is attending (Name and days attended)

Personal details of child

We work with a broad definition of special needs, expecting up to 25% of children to have some special needs (e.g. dietary, physical, emotional) that we try to cater for.

Does your child have any special dietary needs or preferences? Yes/No (delete)

If yes, please give details

Other allergies _____

Relevant medical history e.g. asthma, eczema, fits, glue ear

Does your child have help from other professionals for special needs e.g. speech therapy?

Changes in circumstances at home can mean that a child has temporary special needs. Please keep your child's Key Person informed about situations that may change your child's behaviour e.g. moving to a new house, family illness, and bereavement.

To help us follow Pre-School's Equality and Diversity Policy, we monitor the ethnicity of children and families in the group.

Child's ethnic group _____ Child's main language

Does your child use/have contact with a second language?

Child's religion

Name of parent/carers

Signed _____ Date



FORM 2: Session Requirements

SESSIONS I WOULD LIKE MY CHILD TO ATTEND EACH WEEK

Please tick as appropriate:

| DAY | Early (8.30-8.45) | AM (8.45-11.45) | LUNCH (11.45-12.15) | PM (12.15-3.15) |
|------------|--------------------------|------------------------|----------------------------|------------------------|
| MONDAY | | | | |
| TUESDAY | | | | |
| WEDNESDAY | | | | |
| THURSDAY | | | | |
| FRIDAY | | | | |

PLEASE NOTE: Additional ad-hoc sessions can be booked in advance with the Manager on a first come, first served basis. These sessions will be invoiced additionally.



FORM 3: Child Consent

1. I hereby give my consent to Pre-School to seek emergency medical advice or treatment for my child and/or take my child to the nearest Accident and Emergency Unit to be examined, treated or admitted if necessary, on the understanding that every attempt has been made to contact me or I have been informed and am on my way to hospital. A member of staff from Pre-School will accompany my child and stay with them until my arrival.
2. I hereby give my consent for my child to attend outings organised within Pre-School hours.
3. I hereby give my consent for my child to have sun cream put on if necessary.
4. I hereby give consent for my child to have a plaster administered if necessary.
5. I have read and agree to the terms of and conditions of the Welcome Booklet.

Child's name _____ Parent/carer name

Signed _____ Date



FORM 4: Photos and videos

We would like to be able to take photographs and videos of the children during their time at Pre-School so we can:

- share with you their time spent at play and taking part in different activities
- promote the Pre-School on social media and our website
- promote our setting and campaigns in the media

To ensure the continued safety of the children, we have the following guidelines:

- We will never use a child's name and image together or any other identifying details
- Children will be suitably dressed in all photos and videos (minimum short sleeve t-shirt and shorts)
 - Photos will reflect the diversity of the setting
- Where suitable, we will choose to show the children's work rather than child, or focus on the child's hands holding or showing the work
- All photographs for use of social media will not include clear photos of children's faces. Methods for doing this include; Taking the photo from behind, focusing in on hands or the activity taking place, using a filter on the photographs
- Photos will be stored on the Pre-School ipad and in a password protected online folder. The people who have access to this will be paid members of Pre-School staff and committee members with responsibility for fundraising and communications
- Photos will be stored for the duration of a child's time at Pre-School and then deleted from the online files and ipad. There may be a delay in removing old photos from the website, although the aim is that photographs on the website will be updated every two years. Photos will remain searchable on social media

We know that you are likely to want to take photos and videos of your child at certain times such as Sports Day or Christmas Concert. Please remember you can take photos of your child for your own use only. Should you have pictures which contain children other than your own, please ensure you gain prior permission from the child's/children's parents before circulating (including posting on a social networking site). It is recommended that when using a photograph, the following guidance should be followed: 1. If the photograph is used, avoid naming the pupil; and 2. If the pupil is named, avoid using their photograph.

Having read the following guidelines, please complete the form below:

- I agree for photos and video of my child to be taken to record their development and milestones via Family or another secure educational reporting platform
 - I agree for photos of my child to be used on the Pre-School's website to promote the setting
- I agree for photos of my child to be used on the Pre-School's social media to promote the setting (no faces will be shown on social media and no names included)
- I agree for photos of my child to be used in external media (eg local newsletters, local newspaper, early years professionals magazines. Faces may be shown but no names)
 - I agree for photos of my child to be included in the annual leavers book

Child's name _____

Parent's name _____

Signature _____ Date _____



FORM 5: Contact Details Consent

We save your details in a Parent Contact Database. Staff and Committee Members have access to this for sending information by email. Examples of emails are: information about the Pre-School, our weekly newsletter, information about fundraising events, parent Working Groups, Pre-School outings and parent socials. Due to privacy laws, we require your consent to store your information and use it for these purposes. Please could you therefore complete, sign and date this form and return it to Pre-School as soon as possible BEFORE your child's start date.

Thank you.

I/We hereby consent to having our name/s, home 'phone number/s and email address/es made available to other parents/carers on a 'Contact Details List'.

Child/Children name(s) _____

Parent/carer name _____

Parent/carer name _____

Telephone number _____

Email address _____

Signature _____ Date _____

FORM 6: Uniform Order Form

Uniform is optional but we provide it as an option as it is robust clothing that is made to withstand child's play and means home clothes don't get messy. A small percentage also goes to Pre-School funds.

The tops are Royal blue with our Happy Bear design centrally in white.

| TYPE OF TOP | QUANTITY Age 2-3 YRS | QUANTITY Age 4-5 YRS | COST | TOTAL |
|---------------------------------------|-------------------------|-------------------------|--------|-------|
| Polo Shirt (Royal blue) | | | £6.50 | £ |
| Round Neck T-Shirt (Royal blue) | | | £5.50 | £ |
| Sweatshirt (Royal blue) | | | £10.00 | £ |
| GRAND TOTAL | | | | £ |

Please complete the form and return it to Pre-School

PREFERRED PAYMENT METHOD – Invoice via Family

Child/Children name(s) _____

Parent/carer name _____

Signature _____



FORM 7: Information for the Chairperson

All the members of the Management Committee, which runs the Pre-School, are parents of children currently attending sessions at Pre-School. The Committee therefore changes rapidly as children only stay at Pre-School for a maximum of two years. We need your help to ensure the Pre-School continues to grow and provide the high standard of care it is known for. New committee members are elected on at the AGM held in May.

Please tick if you would be prepared to take on any of the following roles (please tick all that apply):

- Chair (to chair meetings and oversee the running of the Pre-School)
- Vice Chair (assist the chair where necessary, run parent survey, other ad hoc jobs)
- Secretary (typing minutes of meetings and updating documentation)
- Treasurer (accounts/charity return/banking)
- Fundraising Lead (running established and new events and activities and managing a team of parents on ad hoc activities)
 - Fundraising Team Member (working with the Fundraising Lead to run fundraising events)
 - Communications Lead (maintain the Pre-School website, Facebook page and weekly email newsletter)
 - General committee (to take on any other jobs as required and as you can)
- Maintenance person (help with DIY/gardening at Pre-School)

Child/Children name(s) _____

Parent/carer name _____

Telephone number _____

Email address _____

Signature _____ Date _____



FORM 8: Fundraising Support

Whitchurch Pre-School is a parent led charity, in that we receive a statutory Governmental grant for each child over the age of three, the rest of the financial liability lies with the Pre-School Trustees. Fundraising is therefore essential for the running of the school.

We pride ourselves on providing a safe, stimulating, caring and active environment for our children, igniting their imaginations and kick-starting their education as they embark on their academic journey. This all of course comes at a price – to maintain and continue to build on these standards we have an annual fundraising target of around £12,000. To meet this target, we have a calendar of fundraising events, ranging from WhitFest (inaugural year in 2020 but previous iterations have raised over £5.5k), to a Bingo night, to running stalls at local events, to small half term activities the children get involved in.

Fundraising support can be big or small; ranging from selling raffle tickets, cake baking and face painting to more involved support; taking on the role of Fundraising Lead, arranging fundraising events and coordinating corporate sponsorship for the Pre-School.

The more parental involvement and participation in these events, the greater the success, and the more money raised. We ask all new parents to acknowledge our parent-led charity status and the importance of participation.

Child/Children name(s) _____

Parent/carer name _____

Telephone number _____

Email address _____

Signature _____ Date _____

Please comment below with any specific fundraising tasks you are willing to help with, and any ideas or suggestions you have to help the Pre School with fundraising:



FORM 9: Charity Gift Aid Declaration – multiple donation

If you are able to make a donation, of any size, please consider gift aiding it. If you complete this form, we can then claim Gift Aid on any donations you make while your child is at the Pre-School.

Boost your donation by 25p of Gift Aid for every £1 you donate

Gift Aid is reclaimed by the charity from the tax you pay for the current tax year. Your address is needed to identify you as a current UK taxpayer.

In order to Gift Aid your donation you must tick the box below:

I want to Gift Aid my donation of £_____ and any donations I make in the future or have made in the past 4 years to Whitchurch-on-Thames Pre-School (charity number:1183193)

I am a UK taxpayer and understand that if I pay less Income Tax and/or Capital Gains Tax than the amount of Gift Aid claimed on all my donations in that tax year it is my responsibility to pay any difference.

My Details

Title _____

First name or initial(s) _____

Surname _____

Full Home address _____

Postcode _____ Date _____

Please notify the charity if you:

- want to cancel this declaration
- change your name or home address
- no longer pay sufficient tax on your income and/or capital gains

If you pay Income Tax at the higher or additional rate and want to receive the additional tax relief due to you, you must include all your Gift Aid donations on your Self-Assessment tax return or ask HM Revenue and Customs to adjust your tax code.

FOR STAFF USE: Please tick to confirm all information has been checked.

- Child's identification has been checked