



Whitchurch-on-Thames Pre-School Group 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

Whitchurch-on-Thames Pre-School Group ("the setting")

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

Tel: 0118 984 4516

Email: whitchurchpreschool@me.com

Website: www.whitchurchpreschool.org

Charity reg number: 1027416

Ofsted number: 133701

- is in a setting in which parents help to shape the service it offers.

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 survey² (October 2019) continues to demonstrate that current and past parents believe we're delivering for their children (9.4/10 would recommend the Pre-School). 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. Current parents asked for more time outdoors and a focus on languages. As a result we're continuing our weekly French lesson and have increased outdoor learning to two sessions per week. We're also investing some of our fundraising income in new play equipment and extending some of the current facilities (eg the popular mud kitchen and sandpit area).

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.

"Whitchurch Pre-School is a wonderful, caring and creative environment and my daughter loved her years there. She still misses the staff, and has lots of happy memories of yoga lessons, French songs, crafting amazing inventions and playing in the garden with her friends." Liz

"Our family love Whitchurch pre-school. The committed staff and parent volunteers care so much for the well being and development of the children, ensuring that they have fun and form close friendships, whilst preparing them for a seamless transition to big school."

"Whitchurch Preschool gives my daughter the chance to learn and play with her friends and gain confidence in a range of fabulous activities; cooking, sports days, music, science and the great outdoors. The staff are akin to a welcome family and I can't wait for my son to join in the fun next year!" Chrissy Campbell

"We have been incredibly happy and grateful to the pre-school from the moment Emilia started. She loves the staff, playground and activities and runs in every morning without as much as a glance behind her. She begs to go on days she's not due in and gets excited when I remind her she's going. Her social skills, speech and understanding of the world around her have developed so much since starting. The staff are only ever positive with the children and that results in a happy, homely, safe place for them to grow."

² Our online Parent Survey is run annually (generally in October).
Whitchurch on Thames Pre-School, Eastfield Lane, Whitchurch on Thames, RG8 7EJ
Registered Charity Number 1183193

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.

The Areas of Development and Learning are:

- ***Prime Areas***
 - Personal, social and emotional development
 - making relationships
 - self-confidence and self-awareness
 - managing feelings and behaviour
 - Physical development
 - Physical development
 - moving and handling
 - health and self-care
 - Communication and language
 - listening and attention
 - understanding
 - speaking
- ***Specific Areas***
 - Literacy
 - reading and writing
 - Mathematics
 - numbers
 - shape, space and measure
 - Understanding the world
 - people and communities
 - the world; and technology
 - Expressive arts and design
 - exploring and using media and materials
 - being imaginative

Each area has defined Early Learning Goals that children are expected to attain by the end of the reception year. The *Early Years Outcomes* (DofE 2013) guidance sets out the likely stages of progress towards the

Early Learning Goals. We use these stages when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need.

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 and programmes to plan and 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 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.

Assessment and records of achievement

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 and celebrate their progress, and where this may be leading them. You know your child best and we ask you to contribute to our assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development. This information is recorded electronically and you will be sent a regular update via email. This information will enable the key person to identify your child's stage of progress. Together, we will then decide on how to help your child to move on to the next stage.

We make periodic assessment summaries of children's achievement based on our on-going development records. These form part of children's records of achievement. The assessments are made at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school. We share these with you at the two parents evenings we have per year.

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.

Working together for your children

We maintain the ratio of adults to children set by the Safeguarding and Welfare Requirements. We also have volunteer parent helpers, where possible, to complement these ratios. This helps 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
- allow the children to explore and be adventurous in safety

Staff

The permanent staff who work at our setting are:

<p>Kathleen Barrow, Supervisor</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 4 Certificate of Higher Education in Early Years Professional Practice. Designated Safeguarding Lead. Paediatric First Aid. Basic Food Hygiene.</p>
<p>Julie Purdy, Deputy Supervisor</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. Paediatric First Aid. Designated Safeguarding. Basic Food Hygiene.</p>
<p>Vicky Bisgrove, Pre-School Assistant</p> <p>I enjoy watching the children play and develop. I love their individual personalities and talking to them. I like helping them to be creative and try new things. every day is different- it never gets boring. When not at preschool, I love spending time at home with my family. I enjoy going on girly holidays with my little sister, reading and Harry Potter! My natural habitat is Costa!</p>	<p>Vicky worked with us several years ago before taking a break to have her children. Vicky has several years' experience working with young children both in our setting and the primary school and has also been on the Committee. Vicky has a son and daughter who attend a local school.</p> <p>Level 4 Childcare and Education. Designated Safeguarding. Basic Food Hygiene.</p>
<p>Marie Tomlinson, Pre-School Assistant</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 own young 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>

Cathy, Pre-School Assistant

I like to encourage the children to use their imaginations when playing, using the things they have around them. I also like to encourage them to share and let the other children join in. I am a practical person and like to make things, if I have not got what I need I will comprise and make something that will do. As an animal lover, I have my own dogs and horses; I am also a riding instructor and enjoy teaching small children.

Session availability

The sessions at our setting are as follows:

Morning session: 08:45 to 11:45

Lunch: 11:45 to 12:15

Afternoon session: 12:15 to 15:15 (there is no afternoon session on a Friday)

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

The parents' rota

In order for staff to spend as much time as possible with the children during a session, parents are asked to help on a voluntary rota basis. A sign-up sheet will go up each term indicating when we would like volunteers. Helping is not only restricted to parents or guardians. You may arrange a grandparent, aunt, childminder, nanny, etc if they are over 18 years of age. Please remember to switch your phone off when you are a parent helper and put it in the filing cabinet. If you need to make a call, please use our landline. Helping at the session enables parents to see what the day-to-day life of our setting is like and to join in helping the children to get the best out of their activities.

Joining in

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 5* magazine and other publications produced by the Alliance. The current copy of *Under 5* is available for you to read.

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.

Daily activities (sessions will change as we go through the year) - current as of March 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Craft	Outdoor Learning	Music (Boogie Mites)	Outdoor Learning	Walk / Cooking
PM	Rising Fives	Mini Professors	Cooking	French	

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 - A for Action, B for Balance and C for Coordination.

Rising Fives is for children going to school the following September. It runs throughout the school year, and prepares children for the transition to reception. Preparation includes following instructions, handwriting skills, sharing and turn taking games, numbers and simple maths games as well as small group work. In the Summer term the children spend time in Whitchurch Primary School Willow Class (Reception) reading a story with the class teacher.

Mini Professors is a fun way to introduce your child to the amazing world of science. Led by an external facilitator, we explore a new subject each week taught through hands-on experiments, videos and story-telling. We inspire children with an interest in the world around them through amazing subjects like storms, the solar system and volcanoes. As well as the science, children learn lots of different skills which helps them describe things, practice following instructions, developing motor skills, gain confidence in a class setting and so much more. (Additional cost for this session.)

Outdoor learning Learning outdoors and having regular contact with nature has been proven to build confidence, motivation and increase wellbeing in children. Research has shown experiences in and around the natural world can lead to better relationships with classmates and teachers. These sessions are led by our Trainee Forest School Leader, and experienced outdoor educator (she also happens to be one of the Preschool parents). Sessions have a focus such as hibernation, autumn colours, spiders, camouflage etc. and may include making activities, games and a story linked to the theme. Alongside this there is also plenty of outside play where the children are free and encouraged to take managed risks e.g. exploring, hide and seek games, or tree climbing. This 'wild', and yet controlled, safe environment encourages the children to learn to assess their own risk, helping them to learn how to make sensible and informed decisions about how to deal with unfamiliar and unpredictable situations. (Additional cost for this session)

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.

Cooking Every week the children turn their attention from mud pies to real pies. Cooking is a great way to stimulate children's interest in healthy food and introduce mathematical concepts (weighing, and adding ingredients together). Using the cooking equipment supports motor skills and listening to instructions is good practice for the concentration skills they'll need going forward. And finally, making something that they can eat and share with their family helps build their confidence.

French Our very enjoyable and always popular French lessons are led by Emily, an experienced Early Years practitioner. During the session, the children get familiar with the French language through singing and games.

Walks We are based in an incredibly beautiful location and we provide opportunities for discovering the nature on our doorstep. As well as outdoor learning, we take regular walks, often to the local community maze, along Muddy Lane. We encourage the children to notice the trees, plants and animals they see, often bringing things back into the classroom to transform into new creations.

Snacks and meals

We make snacks and lunchtime a social time at which children and adults eat together. Please provide a 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.

Clothing

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and 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 Supervisor, 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, Supervisor, on supervisor@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 (2001). Our Special Educational Needs Co-ordinator is currently Kathleen Barrow but one of the other members of the team will soon be taking on the role.

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 are as follows:

		2-year olds	3-4 year olds
8.45am -11.45am	AM	£18.00	£16.50
11.45am - 12.15pm	Lunch	£3.00	£2.75
12.15pm - 3.15pm	PM	£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** for all children aged 3 years and above. 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 under 3's this payment is used as a voluntary donation to the Pre-School charity, unless otherwise indicated.

There are charges for some activities within sessions that incur additional charges. Mini Professors regularly runs at the substantially reduced price of £4 per session. Our popular outdoor learning sessions cost £4 per week (whether the child takes part in one or both sessions).

It is important that fees are paid on time, but if you have difficulties with this arrangement, please talk to the Supervisor, 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 15 hours per week (Our setting does not offer 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 Supervisor 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 Supervisor.

To ensure the safety of your children we are asking all parents to notify the Supervisor of a unique password that will be used by any alternative carer who may collect your child if you are unable to. The Supervisor 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 Supervisor before your child commences Pre-School.

Name of child _____

Name known as _____

Date of Birth _____

Name of parent(s) with whom the child lives

1 _____

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

2 _____

Does this parent 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 Supervisor 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/carer _____

Signed _____ Date _____



FORM 2: Session Requirements

SESSIONS I WOULD LIKE MY CHILD TO ATTEND EACH WEEK

Please tick as appropriate:

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

***This session is for the rising fives only.**

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

Daily activities (sessions will change as we go through the year) - current as of February 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Craft	Outdoor Learning (£)	Music (Boogie Mites)	Outdoor Learning (£)	Walk / Cooking
PM	Rising Fives	Mini Professors (£)	Cooking	French	

£ Please note: There is a small additional charge for Mini Professors and Outdoor Learning



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 2Simple/Tapestry/other 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 navy 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 (light blue)			£6	£
Round Neck T-Shirt (navy blue)			£5	£
Sweatshirt (navy blue)			£10	£
GRAND TOTAL				£

Please complete the form and return it to Pre-School

PREFERRED PAYMENT METHOD – BACS PAYMENT:

BACS DETAILS:

Bank: **CAF Bank** Sort Code: **40-52-40** Account Number: **00020222**

Account Name: **Whitchurch-On-Thames Pre-School Group** Reference: **UNIF + CHILD'S FULL NAME**

If paying by Cheque - make payable to "Whitchurch-on-Thames Pre-School Group"

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)
- Vice Treasurer (invoicing/grants)
- Payroll (collecting staff hrs and submitting to payroll)
- Fundraising Lead (grants and Gift Aid as well as fundraising events)
- Events Lead (running established and new fundraising events)
- Fundraising Team Member (working with the Fundraising Lead to run fundraising events)
- Web and Social Lead (maintain the Pre-School website, Facebook page and weekly email newsletter)
- Health and Safety Lead (responsible for ensuring the Pre-School meets H&S requirements)
- 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 Group (charity number:1027416)

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