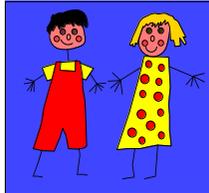


# Horsted Keynes Preschool



## Parent/carer Handbook

*'Horsted Keynes Preschool offers your children a safe, happy, fun and nurturing environment for them to play, explore and thrive in all areas of their development. One where children's individuality is respected and valued'.*

*Registered Charity 1029557*

## *An Introduction to Horsted Keynes Preschool*

At Horsted Keynes Preschool, we understand that young children thrive in an environment which is supportive, caring and stimulating. We also know that young children learn primarily through play and real-life experiences. This is reflected in our approach, where we see ourselves as partners in the children's learning and plan around the children's existing interests/abilities- this ensures that children are interested and motivated to learn.

We plan the Preschool environment, resources and experiences in ways which empower children to seek meaning, find solutions and use creative thinking processes. We facilitate this with sensitive questioning, by offering practical support /advice and by supplying lots of praise and encouragement! We aim to build the children's self-confidence and self-esteem, thus laying the foundations for a successful and positive disposition to learning, both now and in the future.

Horsted Keynes Preschool is at the heart of the community, a small, friendly village Preschool happily serving the surrounding area, caring for children from two to starting school. The Preschool has been running for over 40 years (Since 1994 in our current building). There have been a number of former Pre-schooler's bringing their children along! in fact our Manager Clare attended this Preschool.

The Preschool has very strong links both with the 'First steps' toddler group that is held once a week in the Martindale and with the village school, St Giles C of E primary. We regularly attend such things as the school production and visit the primary school regularly to meet the reception class and their teacher. Our Manager works closely with the schools to make transition as easy as possible for your child.

### *Our Aims are....*

- ❖ *to enhance the development and education of Preschool children in a parent/carer-involving, village community-based group*
- ❖ *to provide a friendly, safe, secure and stimulating environment for children from the age of 2 years until school age.*
- ❖ *to work within the 'Early Years Foundation Stage' framework which ensures equality of opportunity for all children and families.*

### *Where are we based?*

Our full address is; Horsted Keynes Village Hall, The Green,

## Horsted Keynes RH17 7AP.

The Hall telephone number is 01825 791899 during sessions,  
for emergency contact and to report absence.

The Village Hall offers Preschool a generous amount of space for its use and this enables the children to select from a number of different activities each session. Children have free choice from a wide range of resources based around the 'Early Years Foundation Stage' principles. The children also benefit from a beautiful, dedicated Preschool outdoor space and easy access to the fields behind, which ensures our children have daily opportunity for fresh air and exercise. Walks in the fields and to the park are very popular with children and parent/carers alike. We also have ample off-road parking - a must for safe drop-offs and pick-ups.

### *When are we open?*

<i>Monday</i>	<i>9:15am – 12:15pm</i> <i>12:15pm - 2.45pm</i>
<i>Tuesday</i>	<i>9:15am – 12:15pm</i>
<i>Wednesday</i>	<i>9:15am – 12:15pm</i>
<i>Thursday</i>	<i>9:15am – 12:15pm</i> <i>12:15pm - 2.45pm</i>
<i>Friday</i>	<i>9:15am - 12:15pm</i>

***Please be aware, children are required to attend a minimum of two sessions per week so that they settle in well and readily become part of the group.***

We operate during School Term Time only in line with WSCC terms.

Full term dates are on our website.

Occasionally we have to close Preschool due to events beyond our control, such as the Village Hall being required for Polling. We will always give as much notice as possible of these closures.

We are managed by a **voluntary management committee**, made up of parent/carers of children at the Preschool and have six members of staff, each of whom brings a different talent to the care of the children, ensuring a well-rounded approach to the Early Learning goals

Each child will have two free "taster" sessions, where the parent/carer stays with their child prior to their child starting at Preschool. [Settling Policy](#)

New starters will be issued with a bill after their first week of attendance and will be given 2 weeks after their bill to pay, unless arranged otherwise with the Administrator, i.e. for voucher payments. [Financial Policy](#)

### *What do I need to do on my first day?*

Your child's first day will be arranged with the administrator.

On their first day, your child will need to bring their named bag.

All items of clothing will need to be named clearly, with:

- ✦ A full change of clothes (or two if they are prone to toilet accidents)
- ✦ Nappies, wipes, bags and nappy cream (if they are in nappies)
- ✦ Sunhat & named sunscreen- (summer) [Sun Protection policy](#),
- ✦ Wellies & raincoat, and warm clothes including gloves-(winter).
- ✦ Indoor shoes for inside wear, such as plimsoles or slippers
- ✦ Comforter toy/blanket etc. (If they have one).

This bag will need to be brought each time your child attends, we do not have the space to keep a change of clothes for each child.

- Please help your child to locate their *named peg* in the corridor and hang their belongings on it.
- Then help them change into their indoor shoes.
- Next help them remove their *name badge* and encourage them to bring it in to the main hall to place on our *self-registration board*.
- Make sure to find the toilets!
- Your child has a **keyperson**, whose name you have been given. Introduce your child and the keyperson. Our section on 'Your child's Keyperson' for more information.
- Do be prepared to stay for the whole first session as some children need extra reassurance when settling in. You can stay with your child for as long as necessary for them to be confident and settled into their new environment. Every child is different and there is no set period for this, it may take 5 minutes or a few sessions. The staff will work with you to ensure your child is given the best opportunity to take this important step towards independence. [Settling in policy](#)
- Please return to collect your child by 12.15pm, waiting in the outside playground area for them to be safely delivered back to you.
- If your child is staying for the afternoon session, please bring in a labelled lunch box and place it in the kitchen at the start of the day.

- Please return to collect your child by 2.45pm, waiting in the outside playground area for them to be safely delivered back to you.
- Do be prompt when collecting your child as it is distressing for them if you are late.
- If you arrange for someone else to collect your child, you must notify staff and provide a password.

### *What a day with us looks like...*

<b>9.00</b>	<p>The small hall is open for parent/carers at 9.00 a.m. Parent/carers can socialise with other parent/carers and share books with their children until the doors open at 9:15am. Once the children have been dressed appropriately for the session (i.e. changed into indoor shoes) and found their name badge from their peg, they can enter the main hall at 9:15am</p>
<b>Please note we are unable to open the main hall before 09:15</b>	
<b>9:15</b>	<p>The children enter the main hall where they are welcomed by a member of the team. They perform self-registration by putting their photo on the display board by the main doors. The children are then free to go to their self-chosen activities.</p>
<b>9:25</b>	<p><b>The doors are closed &amp; alarmed</b>, the register is taken.</p>
<b>10:15-11:30</b>	<p>During this time, there is a 'rolling' snack time, enabling each child to take a break when <u>they</u> choose and not have their play interrupted. Children are encouraged to use the toilet and wash their hands before they select a drink of milk or water, some fruit and vegetables and a biscuit to eat. <b>We kindly ask for a donation of a piece of fruit or a vegetable every day from each child.</b></p> <p>Children can also help prepare snacks by peeling and cutting food. Any child who has not initiated a snack for themselves by 10.45 will be encouraged to do so by staff.</p> <p>This is a good time to talk about their morning, as well as an opportunity to develop their social skills. Weather permitting, we try to go outside every day</p>
<b>11:45</b>	<p>Tidy up time. All the children are encouraged to help tidy an area</p>
<b>12:00</b>	<p>The children are encouraged to help dress themselves in their outdoor wear before going home.</p>

<b>12:15</b>	The morning only children are collected by their parent/carer or carer from the small hall exit.
<b>12:30</b>	<b><u>Mondays and Thursdays</u></b> The afternoon children will collect their lunch boxes and sit down to eat lunch together. If you wish your child to have their lunch at Preschool, they will either carry on from the morning session or begin their afternoon session at 12.15pm. The Monday and Thursday afternoon sessions are available to all children. They can be booked termly or as hoc if there is space available, and will be billed with fees.
<b>13:15</b>	Activities and games continue as they do in the morning session.
<b>14:45</b>	Children are collected from the playground area by their parent/carer/carer.

### *Arrival and Collection of Children*

It is expected that a responsible adult will bring a child to and from the Preschool. You are asked to provide details of all people authorised to drop off and collect. You are also asked to provide a **password** for emergencies. In the interests of your child's safety you should make a point of telling the team which person will be picking up at the end of the day/session. This avoids difficult situations when a child cannot be allowed to leave with an adult if we have not been informed they will be collecting your child.

### *Attendance*

Remember, if your child is unwell they should not attend Preschool "[Sick Children policy](#)"

If your child is sick, or likely to be off Preschool for any length of time, you should inform the Preschool team by calling 01825 791899. If a child is absent from Preschool and the parent/carer/carer has not contacted us, we will telephone them and enquire as to the reason for the child's absence. This will then be recorded in the child's file.

### *Emergency Contacts*

May we remind you of the importance of emergency contact numbers. Parent/carers whose children are in the Preschool are asked to provide us with the names and telephone numbers of two contact persons for use in case of an emergency.

You must keep your contact information current and inform Preschool of any changes to email, address, phone or mobile numbers. Changes can be sent to the administrator by email.

### *What if my child has Additional needs?*

As part of Horsted Keynes Preschool policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001). Our Special Educational Needs Co-ordinator is Susan Hicks. Please read our 'Local Offer' available on our website and our [SEND policy](#) for more details.

### *Are their Equal Opportunities for all?*

Our team and Committee are committed to equal opportunities and will treat all persons equally and without prejudice, taking into consideration their culture, religion, gender, disability and race. We take account of the needs of children with disabilities or chronic illnesses. Since attitudes and values are formed at an early age, the Preschool seeks to provide a caring multicultural curriculum in order that children grow up experiencing these caring values together with sufficient information to form a reasoned understanding of other cultures.

### *How do I know my child is safe?*

Horsted Keynes Preschool 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 settings and we have a procedure for managing complaints or allegations against a member of staff. Our way of working with children and their parent/carers ensures 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.

### *Making a complaint*

We believe that children and parent/carers are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of Horsted Keynes Preschool.

We anticipate that most concerns will be resolved quickly, by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns which can be found in our complaint policy on our website or in the setting.

Where possible talk to your child's key person or a senior staff member or our chairperson about your complaint.

Parent/carers can complain to Ofsted by telephone or in writing at:

Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD

Email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

Tel: 0300 123 4666

These details are displayed on our setting's notice board and on our website.

### *Meals and Snacks*

Horsted Keynes Preschool make snacks and meals a social time, at which children and adults eat together. We plan the snacks so that they provide the children with healthy and nutritious choices.

#### **Snacks 10.30am – 11.15am.**

[We ask for a donation of fruit or a vegetable each day towards your child's snack time.](#)

Please do not allow your children to bring any other snacks to Preschool such as sweets and biscuits.

We operate a rolling snack system where children come and choose themselves from such things as toast, cheese, breadsticks and fruit with a choice of milk or water to drink. We allow children to pour their own drinks and select their own snacks if able.

#### **Lunch - 12:15pm to 1:15pm**

All children staying for an afternoon session need to bring a packed lunch to Preschool. Your child's lunchbox must be clearly labelled on the outside as it is extremely important that children with allergies do not pick up the wrong lunch box.

#### **Allergies**

Do tell us about your child's dietary needs and we will make sure that these are met. If your child has an allergy to any food, staff must be informed, and a health care plan must be completed. All of our staff are Epi-Pen trained. We do not allow children to share food, but to protect those children with allergies, please do not pack any nuts or nut products (including peanut butter) in your child's lunch. We may also have other restrictions from time to time, depending on the allergies of the children at the time.

### *What If my Child Becomes ill whilst at Preschool?*

If your child becomes ill whilst at Preschool, staff will contact parent/carers/carers immediately and keep the child comfortable until the parent/carer/carer arrives. If we cannot contact, you we will contact the emergency contact number given to us at registration. If it is felt that the child requires medical attention urgently, then he/she would be taken to the nearest hospital by ambulance. Parent/carers are requested not to send their child to the Preschool if he or she is suffering from any of the following symptoms:

- Vomiting
- Diarrhoea
- Fever
- Rash (indicating measles, chickenpox, etc.)

A full period of 48 hours (as per instructions laid down by the Department of Public Health) should have passed without any of these symptoms being present before a child can return to Preschool.

For minor accidents and incidents such as bumps and scrapes, Basic First Aid will be administered by a qualified member of staff (We are all paediatric First Aid trained) You will be informed of this when you arrive to collect your child and asked to sign our accident book.

### *Can you administer Medication to my child?*

If your child is in need of medication during his her/time at Preschool you should discuss his/her requirements with the Manager or your child's keyperson. Only prescribed medication will be administered, and this will require you to complete a medicine form which authorises Preschool staff to administer the medication to your child. This form is available from the manager. For any child who has any long-term health needs, we will complete a health declaration booklet with you to ensure that we are fully meeting your child's needs. Please ensure that the Preschool has all the relevant medical information about your child. Please be assured that shared information about your child is confidential.

Please read our "[Administering Medicines policy](#)".

### *What about Uniform?*

We have a non-compulsory uniform T-shirt and Sweatshirt, in navy blue, embroidered with the Preschool Logo.

It is a great way to keep your child's everyday clothes free from mud, glitter, glue and paint. Wearing uniform also engenders a sense of belonging amongst the children and makes early morning clothing choices easier! We are currently using the uniform supplier [www.myclothing.com](http://www.myclothing.com), just type Horsted Keynes Preschool into the school search bar and the page with our uniform will open. The logo displayed is their generic one but when your items come, they will have our logo on. You can order exactly what you need, and it will be delivered directly to you.

We keep a small stock of second-hand items or can order items if required.

### *How do I know how my child is doing?*

Here at Horsted Keynes Preschool we put together information on how your child is doing.

- We take photographs and describe what they have been doing during the session or week and upload these to our online learning journal called **Tapestry**. See the Tapestry section on page 41
- We also keep a scrap book for each child which we fill with the drawings and craft that they have done during the session.
- We hold Parent/carer consultations once per term, but we are always available for you to chat to during the sessions or email during the week.

Your child's learning will be continually assessed throughout their time with us using a combination of observations and assessments using early learning goals which are linked to the goals in "Development Matters in the Early Years Foundation Stage. We will share the results with you at the end of each term.

The first assessment your child will have with us will be when they are between two and three years old and is called the '[2 year progress check](#)'.

If your child moves between early years providers between the ages of two and three, the review will usually be done by the early years childcare provider where your child spends the most time. We will provide you with a short-written summary of your child's development in the three prime areas of learning and development when your child is aged between 24 and 36 months.

We must also make sure your child has enough opportunities to learn and reach a good standard in English language during the EYFS. If your child's home language is not English, then we must give opportunities for your child to develop and use their home language in play and learning, supporting their language development at home. If you're worried about your child's progress, please talk to us and together you can agree how to support your child.

### *Shared settings*

If your child attends more than one setting, we would like to work with them to discuss your child's development and work together to provide a cohesive care package for you and your child.

### *Who are the Staff?*

We have a dedicated staff team who ensure the smooth running of the preschool on a day-to-day basis and take care of the children's needs during their time with us.

Our Practitioners attend continuous training where their skills, knowledge and expertise is updated, enabling children to receive the best care and learning environment.

All staff are trained in Child Protection, Paediatric First Aid, Enhanced DBS, Prevent and have awareness and understanding of Food Hygiene and the Early Years Foundation Stage curriculum. They also complete online training which provides the team with a wealth of knowledge and skills; such as Special Educational Needs, emotional coaching, sun safety and healthy eating.

Each term the Manager and Deputy Manager attend two network meetings covering Learning and development and Special Educational Needs. We also attend a termly Business and Welfare meeting when held. Please have a look at our website for a short bio on each staff member and a list of their qualifications and duties.

[www.horstedkeynespreschool.org.uk](http://www.horstedkeynespreschool.org.uk)

## *Partnerships with Parent/carers*

At Horsted Keynes Preschool *all* parent/carers are regarded as members of our setting who have full participatory rights.

These include a right to be:

- Valued
- respected
- Involved
- Consulted
- Included at all levels

We recognise that the care of your child is of paramount importance and we are committed to working in partnership with you to support your child in developing confidence, self-esteem and enthusiasm for future learning. We recognise that parent/carers are the first and most important educators of their children. All the staff see themselves as partners with parent/carers in providing care and education for their child. As a community based, voluntary managed setting, we depend on the good will of parent/carers and their involvement to keep going. Enrolling at the setting carries expectations on parent/carers for their support and commitment.

Horsted Keynes Preschool is a registered charity run by a group of Trustees (Committee) who are mainly parent/carers. The Committee includes an active Fundraising team that organises events and activities to raise much needed funds for the Preschool. If you would like to join the Committee, please ask either our administrator or a Committee member.

If joining a committee isn't for you, there are plenty of other ways to help Preschool.

- **Help at an event:** lots of your fellow parent/carers give their time and a pair of hands to help at an event. Whether it is half an hour of face painting, baking a cake or manning a stall, please pitch in and help us out!
- **Lend us your skills:** If you are a photographer, a gardener or a builder, or have some other useful skill, please let us know! We can often use your help.
- **Donate items:** HKPS welcomes gently used toys for the children, but also raffle prizes, prizes for tombola's, plants for the garden and items from our Amazon wishlist.
- **Make a donation:** We try to keep fees as low as possible given the size and quality of the Preschool. We hope to make up any shortfall by fundraising, but direct donations are always welcome.
- **Stay & play:** We really like parent/carers, carers, grandparent/carers or other relatives to join us for all or part of their child's sessions. Regular helpers need to be DBS checked, and this can be arranged through our administrator.

- **Exchanging knowledge about your children:** Please fill in your Registration forms, the “all about me” section on Tapestry, the focus child interest sheets, parent/carer questionnaires and generally share information with us about your child’s needs, activities, interests and progress
- **Contributing to the progress check at age 2**
- **Friendships:** Building friendships with other parent/carers in the setting

Communication between the Preschool and the parent/carers is very important. We have many ways we do this;

- via *email and* Our weekly *Friday update* which aims to include important dates and events. Please make sure you provide a current email address, and additional addresses for nannies, Dad’s, or carers if they would benefit from receiving the email.
- *Facebook*, we have a public page and we have a secret group for current parent/carers and committee only, which we use to post pictures and details of any special activities. Please search for Horsted Keynes Preschool and ask to join the secret group if you do not receive an invitation, we will then be able to add you.
- Our website [www.horstedkeynespreschool.org.uk](http://www.horstedkeynespreschool.org.uk)
- Parent/carers are also encouraged to volunteer any suggestions or observations to the Committee on an “as and when” basis.
- We have termly *Parent/carer Consultations*,
- We also send out an annual *Parent/carer Survey* that every parent/carer is invited to take part in by committee.
- We use an online ‘Learning Journal’ for each child called *Tapestry*. Where you are invited to add your own observations and photos about your child.

The Preschool welcomes visits from parent/carers and prospective attendees at any time. Do pop in and see us in action or give us a call.

### *Who else is involved?*

Our Preschool is run by an elected Committee and a team of well-qualified staff, led by a Manager.

The Committee are a group mainly of Preschool parent/carers who help to oversee the Preschool, in much the same way as a Board of Governors does for a school.

They employ the team to run the Preschool on their behalf and help with financial and policy decisions. They are not responsible for day-to-day operations: that responsibility lies with the Manager/team. The way they run themselves as a committee is governed by our Constitution which is available on request.

Committee is made up of a Chair, a Secretary and a Treasurer, as well as various other parent/carers.

They meet half-termly.

Membership of the Committee provides opportunities to help the Preschool, insight into the way that Early Years settings are run, experience of managing a charity, fun and friendship.

The committee members are responsible for managing the setting's finances, employing and managing the team, making sure that the setting has, and works to, policies that help it to provide a high-quality service, making sure that the setting works in partnership with the children's parent/carers, fundraising and making sure there are available funds for such things as equipment and training . Good communication between the Committee and staff team is crucial to the smooth running of Preschool and so at least one member of staff attends each Committee meeting.

One Committee member (currently the chair) is designated as staff liaison officer and meets regularly with staff to discuss curricular planning, up and coming events and any problems that might occur.

Trustees have in the past gone on to be members of the Primary School Board of Governors or the boards of other charities.

Parent/carers are actively encouraged to become part of the Committee. Working in partnership ensures your child's first educational experiences outside of home are rich and fulfilling.

A primary function of the preschool Committee is fundraising. We are a charity preschool and depend on fundraising to purchase up to date resources for our children.

All members of the Committee are required to pass a DBS check.

Our Annual General Meeting is held in the Autumn term and this is when the committee for the following year is elected. Parent/carers and carers will be informed in good time so they are able to attend.

The Preschool Manager, is responsible for the Supervision of staff, contributes to and implements Preschool policies. The Preschool Manager and Staff are responsible for the operational aspects of Preschool.

*COMMITTEE - The Registered Person, with overall management for Preschool  
Committee as at September 2021*

<b>Chairperson</b>	<i>Sandy Barblett</i>	<i>01825 790191</i>
<b>Secretary</b>	<i>Sonja Graham</i>	<i>01825 791089</i>
<b>Treasurer</b>	<i>George Holloway</i>	<i>01825 790640</i>
<b>Nominated person</b>	<i>Becky Barnard</i>	<i>01825 790989</i>
<b>General members</b>	<i>Sophie Grounds</i>	
<b>Village Hall Liaison</b>	<i>Sandy Barblett</i>	<i>01825 790191</i>
<b>Fundraising</b>	<i>Robert Spetch</i>	
	<i>Dan Simpson</i>	

*What are our fees?*

*\*Fees correct as of September 2020 for all children*

Non-Refundable Registration Fee		£20.00	
	2-3 years	3-5 years	
Morning session 09:15 – 12:15	£ 21.00	£ 18.00	Unless using Universal Free Entitlement
Afternoon session 12:15 - 14:45	£ 17.50	£ 15.00	If not covered by Extended Free Entitlement (30 hours)
Hourly Rate	£ 7.00	£ 6.00	For any additional hours

The payable rate for children from the age of two will be applied until the term following their third birthday.

The rate for children from the term following their third birthday will be applied to any morning hours not covered by Universal Free Entitlement, and afternoon session hours (unless covered by Extended Free Entitlement).

### *Terms and Conditions for Payment of Fees*

Fees will be invoiced half-termly in advance. Payment is due within 7 days from receipt of invoice, or the invoice date if later, unless an alternative arrangement is agreed with the Administrator. If you are experiencing difficulty with payments, please speak to the Manager or Administrator.

Payment should preferably be made directly into our bank account. The details of which are printed on the invoice.

Parent/carers are requested to use their child's name as reference for any payments made in this way.

They can also be paid in cash or by cheque. We do not accept any credit or debit card payments. Cheques should be made payable to Horsted Keynes Preschool.

Preschool can accept a variety of Childcare Voucher schemes. Please speak with the Administrator should you be interested in this form of payment, who will provide you with the details necessary to claim these.

Children will be billed for their agreed hours irrespective of attendance and refunds will not be available for short-term sickness or holidays.

In exceptional circumstances, the Manager in conjunction with the Committee reserves the right review this on a case by case basis.

Horsted Keynes Preschool reserves the right to review the fees annually, with any increase being applied in the September term. Notice will be issued to parent/carers prior to this and will be advertised on the website

### *Changes made during term*

Once the parent/carer contract is signed, any additional hours may have to be paid at the hourly rate. Additionally, any changes to agreed hours during term may incur a £20.00 administration charge.

### *Extra sessions*

If you need to book occasional extra sessions for additional childcare needs such as appointments or emergencies, this may be possible according to our availability and at the discretion of the Manager. Some sessions may have spaces in them, so please speak to the administrator as soon as possible. Extra sessions will be charged at our normal hourly rates ([Financial policy](#)).

### *Changing hours policy*

Each term your child attends Preschool you will be offered a choice of hours. Once you have chosen them these will be your agreed hours. Changes to these hours can be made at the end of a term for the following term.

### *Fee Refunds*

Fees are not refunded if a child is absent whether due to illness, holiday or other reasons.

Should you foresee any difficulties meeting your financial obligations to pay for your child's attendance at Preschool, we kindly request that you speak to the Preschool Administrator or Treasurer at the earliest available opportunity, in order that the situation be resolved. We assure you that your situation will be discussed in strictest confidence.

### *Late Collection of Children*

Horsted Keynes Preschool reserves the right to make an additional charge for children who are not collected promptly and on time at the end of their Preschool session. The Preschool operates out of a shared premise and as such cannot impinge on the next user's time. The staff also have their own children to collect and their own responsibilities to manage outside their normal working hours.

Charges of £5 for every 10 minutes overdue, after a five-minute grace period, will be applied for repeated failure to collect on time. Parent/carers or carers collecting a child late will be asked to sign a "Late Collection" book.

Late Collection fees will be applied to the following terms invoice, clearly marked as such.

### *Failed Payment Costs*

Horsted Keynes Preschool reserves the right to recover costs associated with failed payments provided by parent/carers, including any banking charges incurred.

If parent/carers have any difficulty at all paying fees, it is essential that parent/carers tell us straight away. We are always happy to discuss the possibility of alternative arrangements with parent/carers in genuine financial difficulties. We will follow the steps below;

1. 7 days after the start of term, parent/carers will receive an informal email reminder that fees are outstanding.

2. If, after a further 7 days, parent/carers have still not paid their fees, they will receive a formal written reminder and an additional charge of 10% of the outstanding amount may be added to the bill.
3. Should fees continue to be unpaid after 21 days from the start of term, we, regrettably, reserve the rights to ultimately refuse admission of the child if fees remain unpaid unless the parent/carer has contacted us already to make alternative arrangements and a plan has been agreed.
4. If fees are paid following a formal written reminder, the Preschool reserves the right to request a deposit of £100 to be held as security against future late or non-payment. Any deposit remaining will be refunded on the child leaving the Preschool, any sums due to the Preschool (e.g. outstanding fees) having first been deducted. The Preschool will be entitled to any interest earned on the deposit.

### *Leaving*

If your child is leaving Horsted Keynes Preschool, six weeks' notice must be given to the administrator. When a child leaves in the middle of a term, fees must be paid for the remainder of that half term. (For government funded children transferring to another setting ask for advice from the administrator.)

### *Events –Christmas Concert & Sports Day*

These events are an opportunity for the children to participate in a performance, and for parent/carers to share in their success. Horsted Keynes Preschool will schedule these dates within the academic calendar, and out of fairness, will make every attempt to ensure the weekday varies.

Children who normally attend on these days will still have funding claimed and will be expected to pay fees. Children who do not normally attend on these sessions will be invited at no extra cost for the period of the event.

Due to the Preschool's policy of varying the weekday that these events are held, it is our belief that this ensures fairness for all children.

### *Parties*

It is our policy to host parties on a normal Preschool day for which fees will be charged and funding claimed for those children who normally attend on that day. Any other children who do not normally attend on that day, are welcome to attend but will need to pay if not funded. In the interests of fairness, the Preschool will vary the weekday on which parties are held.

The Preschool will cover the costs of any entertainment if possible, but donations may be asked for, for parties held within normal session times. Parent/carers are encouraged to help with these costs through the various fundraising events organised by the committee throughout the year.

### *What are the Preschool's policies?*

Horsted Keynes Preschool has adopted a comprehensive set of policies and procedures, covering all the requirements of Ofsted's National Standards. They help us to make sure that the service provided by the 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 parent/carers.

The staff and parent/carers of the setting work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

Copies of relevant policies are available to parent/carers prior to starting at Preschool, and all policies can be viewed and are available from the Manager during any session.

**All Policies are also available to view on the Website.**

[www.horstedkeynespreschool.org.uk](http://www.horstedkeynespreschool.org.uk)

Parent/carers should feel free to consult them and to discuss them with the Manager and the Committee.

### *What is a Key person?*

A keyperson has special responsibility for a particular child. The keyperson will work with the child and his/her parent/carers and carers to ensure the child's care and educational needs are met.

If a child is nervous or worried about attending the preschool the keyperson (in consultation with the Manager) may arrange with parent/carers to visit the child at home. The keyperson's aim is to ensure the child is happy and feels secure at Preschool and to observe, encourage and extend the child's learning experiences.

Ideally the keyperson should stay with the child throughout his/her time at Preschool. However, because of the type of sessional care offered at Horsted Keynes it is not always possible to retain the same keyperson. The child is allocated to a member of the team who attends most of the child's sessions.

We also promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

If you have any queries or concerns about our keyperson scheme, please either speak to the Manager/Deputy Manager or read through our [Role of the Keyperson policy](#).

### *Main duties of a keyperson*

- To provide for the emotional needs, comfort and reassure the child.
- To assist with the induction of the family and for settling the child into our setting
- To care for the child
- To contribute to and ensure that our provision considers each child's race, culture, religion, language and family values.
- To explain our policies and procedures to parent/carers with focus on policies such as safeguarding and our responsibilities under the Prevent Duty
- To observe the child's progress and with parent/carer's/carers permission, keep records of their child's interests and development.
- To meet the parent/carers/carers each term and as required.

- To be available to speak to the parent/carers/carers at the beginning and end of sessions.
- To liaise with other settings on the progress and welfare of the child.
- If necessary, to liaise with the allocated member of staff who is responsible for Child Protection.
- To liaise with the parent/carers/carers and Special Education Needs Co-Ordinator's if there is any concern such as language, hearing or other areas.
- The keyperson will ensure parent/carers/carers are always contacted about any concerns involving their child.
- The keyperson will respect confidentiality

The key person is always aware of being a member of the team and will work with, care for, look after and be responsible for other children attending sessions in addition to his/her key children.

## *The Early Years Foundation Stage (EYFS)*

The Early Years Foundation Stages is a framework for learning, development and care for children from birth to five. Play is vital for children. **Quite literally.** It is through play that babies and young children learn, grow and have fun. It helps them to understand the world around them and to develop socially and emotionally.

By singing songs, reading together, playing games with letters and numbers, and having fun with friends gives them a head start. That means not just a happy childhood, but it also helps them with their confidence, so they can handle what life may bring them.

It is not about introducing a curriculum for young children. Or making them read or write before they're ready. Quite the reverse. It means being sure each individual child is learning through high quality play, that's tailored to them. So, they develop at their own pace, having fun, making friends and learning as they play. Becoming confident, secure children who, when the time comes, are better prepared for school. Not pushed, not pressured. But ready to reach their potential!

### *How does the Early Years Foundation Stage work?*

The EYFS has been developed with parent/carers, carers, early years and childcare providers and academics. It brings together their experience in a clear, straightforward way. The child is at the centre of the Early Years Foundation Stage. The people who work with your child will pick up on their interests and abilities and build on them through play.

They will think for instance, about fun ways to help them develop their language skills. About what will encourage their creativity. About how they tackle small challenges. All the while, they'll make sure that each child in their care is getting the support they need, and above all is enjoying learning through play.

### *How we deliver the Early Years Foundation Stage*

At Horsted Keynes Preschool we deliver the EYFS through play, observation and planning for every individual child as well as for all the children as a group within Preschool.

Each child has a key person who is responsible for monitoring their progress within the setting and for sharing and celebrating that progress with you. Your child's key person builds an Online Learning Journal which documents your child's progress within the EYFS while they are with us at Preschool. You have 24/7 access to the journal once your account has been set up.

We encourage you to contribute to your child's Learning Journal by adding comments, observations and photos from home. We love to see what the children have been up

to at the weekends and in the holidays and knowing this information helps us to build relationships and provide an environment that meets your child's individual interests.

The Areas of Development and Learning comprise:

**Prime areas**

- Personal, social and emotional development.
- Physical development.
- Communication and language

**Specific areas**

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

The Development Matters guidance sets out the likely stages of progress a child makes along their learning journey towards the Early Learning Goals. Our setting has regard to these matters when we assess children and plan for their learning.

Our programme supports children to develop the knowledge, skills and understanding they need for:

**Personal, social and emotional development**

- Making relationships;
- Self-confidence and self-awareness; and
- Managing feelings and behaviour.

Within a nurturing environment, children are individually supported in developing confidence, autonomy and self-respect. They are encouraged to work and concentrate independently and also to take part in the life of the group, sharing and co-operating with other children and adults. Through activities, conversation and practical example, they learn acceptable ways to express their own feelings and to have respect for the feelings of others. All children are given the opportunity, as appropriate, to take responsibility for themselves and also for the group, its members and its property.

**Physical development**

- Moving and handling; and
- Health and self-care.

A range of equipment and opportunities, both indoors and out of doors, allows children to develop confidence and enjoyment in the use and development of their own bodily skills. A very high level of adult supervision enables children to create and meet physical challenges safely, developing increasing skill and control in moving, climbing and balancing. At the same time, children are supported in the development of the fine motor skills required to use tools, including pens and pencils, and to handle small objects with increasing control and precision.

### **Communication and language**

- Listening and attention;
- Understanding; and
- Speaking.

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening, and by hearing and responding to stories, songs and rhymes. We provide opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other. We give opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books. We give opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences such as cookery and gardening.

### **Literacy**

- Reading; and
- Writing

Children are helped to understand that written symbols carry meaning, to be aware of the purposes of writing and, when they are ready, to use drawn and written symbols for themselves. A well-stocked book corner gives every child the opportunity and encouragement to become familiar with books, able to handle them and aware of their uses, both for reference and as a source of stories and pictures. We provide opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script.

### **Mathematics**

- Numbers; and
- Shape, space and measure.

By means of adult-supported practical experience, children become familiar with the sorting, matching, ordering, sequencing and counting activities which form the basis of early mathematics. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape, position, size, volume and number. Songs, games and picture books help children become aware of number sequences and, when they are ready, to use simple mathematical operations such as adding and subtracting.

### **Understanding the world**

- People and communities;
- The world; and
- Technology

A safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials. They learn to observe the features of objects and substances, recognising differences, patterns and similarities, and to share and record their findings. Children are assisted in exploring and understanding their environment, both within the group and within the wider community. A range of safe and well-maintained equipment enables children to extend their technological understanding, using simple tools and techniques as appropriate to achieve their intentions and to solve problems.

### **Expressive arts and design**

- Exploring and using media and materials; and
- Being imaginative.

Children are encouraged to use a wide range of resources in order to express their own ideas and feelings and to construct their individual response to experience in two and three dimensions. Art equipment, including paint, glue, crayons and pencils as well as natural and discarded resources, provides for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage. Children join in with and respond to music and stories, and there are many opportunities for imaginative role play, both individually and as part of a group.

## *'In the moment planning'*

At Horsted Keynes Preschool we believe children are at the centre of what we do, and we believe that children learn best when they are interested, inquisitive and engaged, which at this age and stage of development, is best achieved through play. Play gives children the opportunity to explore their own interests, enquire, plan and take risks. Additionally, play also allows children to use their creativity, develop their imagination, build on their dexterity and physical skills, not to mention supporting the development of cognitive and emotional strength. Play is important to healthy brain development. It is through play that children engage and interact in the world around them.

Delivery of the 'Early Years Foundation Stage' curriculum (EYFS) involves a continuous cycle of three parts:

**Observing children** – What can they do and what do they know?

**Assessing based on those observations** - What is their next step?

**Planning** – How I am going to teach them the next step?

We respect children as individuals and understand that they all develop differently. Therefore, on reflection, we felt that our previous method of planning, with a specific learning intention in mind, and then teaching to a small group was not necessarily the most effective method.

Firstly, it often interrupted what they were doing (something they had chosen to do, that they were deeply involved in) and therefore, understandably, we were met with reluctance and little engagement in what we were trying to do. Secondly, we weren't necessarily meeting the needs of individual children, due to planning for the entire cohort.

By following 'in the moment planning', a model developed by Anna Ephgrave, rather than adults deciding what children will be learning ahead of time and working with children in small groups, we engage with the children at activities they have chosen and teach the children 'in the moment'. Through play, children have access to all aspects of the Early Years Foundation Stage curriculum, all the time, without limits or adult agenda. This means that we can meet the needs of individuals more effectively.

## *The Teachers Role*

In the model of 'in the moment planning' the role of the teacher looks a little different. The children will have free-flow access to the provision, which means that the children can choose where their learning takes place. The adult will stand back;

- observe what the children are doing,
- assess what they need to do/know/learn next
- plan their teaching, which will be delivered there and then.

This means that next steps for individual children are not something that are to be delivered at a point in the future, but right there 'in the moment'.

You may notice an adult standing back and watching. This is important part of our planning as adults need to be clear what the children are doing, to ensure that they can engage appropriately and enhance, not interrupt their play.

We have 2/3 focus children each week, which means that these are the children our observations will be focused upon. Each term every child will be a focus child. This does not mean that the other children are not learning or getting adult interaction but rather that they are continuing with their own learning journeys independently, whilst we ensure that each child has equal opportunity for quality teaching and learning.

We will continue to lead sessions for phonics with children.

### *How you can help*

At the end of each week we will email you an interest sheet.

All we ask is that you fill in the sheet, with as much detail as possible, and over the weekend add some photos of your child and family to your child's Tapestry account. You can even fill out the interest form, take a photo and add it to Tapestry instead of handing it back the following week

### *Documenting Planning*

As already mentioned, our planning is 'in the moment' and therefore documented retrospectively. We have a weekly sheet on which we make notes about what the children have been interested in, and learning, in each area. We use this to reflect on what is going well, what could be further developed or improved and respond to this as soon as possible. Additionally, for the focus each week, we record the observations, interactions and achievements throughout the week which are then collated onto Tapestry to show the children's learning journey for that week.

Phonics inputs are recorded on a separate observation on Tapestry. We plan sessions which are practical, engaging and active, giving the children skills they can use when accessing the environment independently.

### *Environment*

Our learning environment consists of three areas, the main hall, the small hall and outdoors.

Each area is equally important, with a range of resources and equipment, which enable children to learn, working towards both the 'Characteristics of Effective Learning' and the 'EYFS' outcomes.

For more details please see our continuous provision plans which show the possible learning outcomes for each area.

Within the classroom itself, children have access to:

- Maths/investigation station
- Junk modelling area
- Home corner
- Construction area
- Dark den
- Climbing frame
- Mark making station
- Reading/music area
- Small world area
- Malleable/sensory area
- Snack Area

Outdoors children can expect to find:

- Music area
- Creative resources
- Water experiences
- Mud Kitchen
- Balls/balancing
- See-saw
- Large construction
- Sand experiences
- Growing area
- Investigation area
- Slide
- Bikes/cars

Within the small hall, children have access to:

- Books
- Phonics
- Parachute
- Story/song time

Although we have designated 'stations' for reading, writing and maths, there are opportunities for these in all areas of our environment. Most areas have books in that are relevant to that area, for example, in our creative area you will find books about colour mixing or books with ideas of things to make. We also have boxes and baskets, filled with resources, that can be transported wherever the children desire.

### *Academic achievement*

We believe that children will greatly benefit from this new style of teaching in their Early Years journey, because we have supported children to be lifelong learners by providing firm foundations. We believe our children are:

- Independent
- Thinkers
- Self-motivated
- Observant
- Resilient
- Confident
- Doers
- Curious
- Risk takers
- Inquisitive

### *Characteristics of effective learning*

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Development Matters the Early Years Foundation Stage guidance as:

- Playing and exploring-engagement
- Active learning-motivation; and 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 and provide in order to support each child to remain an effective and motivated learner.

### *Online Learning Journey (Tapestry)*

At Horsted Keynes Preschool we use an online learning journal system designed by the Early Years Foundation Forum called “Tapestry”.

Tapestry is a system which can be accessed on a computer or laptop, and on any Apple or Android device such as a tablet or smart phone. We use Tapestry because it is a secure and exciting way of keeping track of your child’s development and their time with us. This system is hosted in the UK on secure servers. These servers conform to very high environmental standards and are pro-actively managed 24 hours a day. Each Tapestry account has its own database and the code itself is developed using hack-resistant techniques.

We use Tapestry to gather and record information, observations and photos for each child in our setting. This information helps us to assess the children’s learning and development and plan appropriate for each child. Instead of using the old-style paper book way of recording, we now, with the use of iPads, can instantly produce the information we require to support each child. Each observation we make will be done directly onto the mobile app and linked into your child’s personal profile. These observations can include notes, photographs and EYFS assessments, characteristics of learning and videos.

You are then emailed to alert you that something new has been added to your child’s Learning Journal and you can log on and view what your child has been achieving at Preschool. A massive advantage of this system is that you can instantly add your own comments to entries and can show your child’s online book to members of the family who would not usually be able to attend ‘stay and play’ sessions at Preschool.

The safeguarding of our children is very important to us. Everything that is added to Tapestry will be added to our Preschool account and can only be viewed by Preschool staff that use the system, and by yourself, using your own log on details. You will only have access to your child’s own record, and this cannot be seen by other parent/carers. Also, it is crucial that you do not share photos or videos from your

child's record on social media or through other online platforms. Any incidents where this confidentiality is broken will be dealt with very seriously and will result in your access to the system being withdrawn. Our registration forms contain all the necessary Tapestry permissions that we require you to sign before your account can be activated and to allow the staff to work on your child's journal securely at home.

Once your child is ready to leave or move on to their next setting, we will convert their record to a .PDF and either email you or transfer to a USB stick if you would like to provide one.

We are very excited about using this system in Preschool and would like you to find out more about it too. At the bottom of this letter you will find some Frequently Asked Questions about the system. I would also like to suggest you look at the Tapestry website where you will find lots of information and videos: <http://eyfs.info/tapestry-info/introduction>

## *Information we hold about you and your child (Privacy Notice)*

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/carer 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 regard to your data.

## *Some Useful Addresses and contacts*

**OFSTED (Office for Standards in Education) – 0300 123 1231**

**Ofsted Number: 113536** [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

**The National Business Unit, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD**

for complaints and enforcement of standards and policies

**Social Services** - Helpline **01444 446100** for child protection issues

**Preschool Learning Alliance – 0207 697 2500** for general advice about Preschool education and insurance for Horsted Keynes Preschool [info@Preschool.org.uk](mailto:info@Preschool.org.uk)

**The Family Information Service: 01243 777807**

[family.info.service@westsussex.gov.uk](mailto:family.info.service@westsussex.gov.uk) Opening hours: Monday - Friday: 8.00am-6.00pm

**West Sussex, Parent/carer /Children’s Support:** (0845 075 1008) for support to parent/carers of children with additional support needs.

**West Sussex County Council / Children’s Information Service (CIS) - 01243 777807** for advice about starting Primary School, grants, special educational needs and all aspects of childcare

**HM Revenue & Customs - 0845 300 3900** (08:00-20:00) for Child Tax and Working Tax Credit