



## **CHILD'S PLAY PRE-SCHOOL PROSPECTUS**

Guildford United Reformed Church, 83 Portsmouth Road, Guildford, GU2 4BS

Tel: 01483 565343 / 07510 254313

[www.childsplaypreschool.co.uk](http://www.childsplaypreschool.co.uk)

[info@childsplaypreschool.co.uk](mailto:info@childsplaypreschool.co.uk)

Welcome to Child's Play Pre-School. The intention of this rather large document is to give you as much information as possible about us. It sets out how we approach the children's learning and development, as well as information on the nitty gritty detail which will help you and your child settle in at Child's Play when you start. If you have any other questions please don't hesitate to ask one of us.

### **OVERVIEW**

#### **We aim to:**

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

#### **Parents/carers**

Parents/carers are regarded as valued members of our setting. They have a right to be:

- valued and respected
- kept informed
- consulted
- involved
- included at all levels

#### **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 parent helpers
- has the chance to join with other children and adults to play, work and learn together
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do
- has a personal key person who makes sure each child makes satisfying progress
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

## **CHILDREN'S DEVELOPMENT AND LEARNING**

The provision for children's development and learning is guided by The Early Years Foundation Stage (EYFS). From September 2008 the EYFS became law and from September 2012 has been amended.

A "Parents guide to the revised EYFS" can be downloaded from our website. Click on "Sessions" then look at the bottom of the page on the Early Years Foundation Stage.

The four guiding themes and principles of the Early Years Foundation Stage:

### **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 us 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 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 children should be 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.

## **Personal, social and emotional development**

Our programme supports children to develop:

- making relationships
- self-confidence and self-awareness
- managing feelings and behaviour

## **Physical development**

Our programme supports children to develop:

- moving and handling
- health and self-care

## **Communication and language**

Our programme supports children to develop:

- listening and attention
- understanding
- speaking

## **Literacy**

Our programme supports children to develop:

- emerging reading skills
- emerging writing skills

## **Mathematics**

Our programme supports children to develop:

- numbers
- shape space and measure

## **Understanding the world**

Our programme supports children to develop:

- people and communities
- the world
- technology

## **Expressive arts and design**

Our programme supports children to develop:

- exploring and using media and materials
- being imaginative

## **Our approach to learning and development and assessment**

### **Learning through play**

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

### **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 guidance to the Early Years Foundation Stage as:

- 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 and provide in order to support each child to remain an effective and motivated learner.

### **Assessment**

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

### **Learning Journey - Tapestry**

We keep an electronic Learning Journey for each child using a system called "Tapestry". Staff use tablets at pre-school to record observations, learning objectives etc which are uploaded to the children's individual learning journeys. Parents have access to their child's journal and are notified by email each time an observation is uploaded. Parents can respond to observations we have made and can add their own. This system gives parents much greater access and involvement in both seeing and recording their child's development than the old paper journals. Parents also get much more "in the moment" feedback on what their children are doing

## STAFF AND PARENTS

### Working together for your children

At Child's Play we maintain, and usually exceed, the ratio of adults to children that is set through the Safeguarding and Welfare Requirements of the EYFS. We also have volunteer parent helpers where possible to complement these ratios.

This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

We are proud of the staff we employ at Child's Play. The staff who work at Child's Play are

<b>Name</b>	<b>Job title</b>	<b>Qualifications and Experience</b>
Thea Arthur	Co-owner and Pre-School manager	NVQ Level 3; 15+ years' experience
Susan Raftery	Co-owner and business manager	BSc (Hons)
Diane Crowe	Deputy Manager, Designated Safeguarding Lead (DSL)	Level 3 Diploma; First Aid
Natalie Day	Early Years Educator; Forest School Leader	Level 3 Diploma; Forest School Leader; First Aid
Kim Phillips	Early Years Educator	First Aid
Inderjit Dhani	Early Years Educator	Level 3 Diploma; First Aid
Roxy Knights	Early Years Educator	Level 5 Diploma; First Aid
Mel de Chazal	Early Years Educator, SENCO	Qualified Teacher Status; Forest School Leader; First Aid
Katy Duquenoy	Early Years Educator	First Aid

### OPENING HOURS

Our Sessions are: 08.30 – 09.00 – early start  
09.00 – 12.45 – morning session (Mon – Fri)  
09.00 – 14.45 – full day (Mon/Tues/Wed/Thurs)  
12.00 – 14.45 – afternoon session (Mon/Tues/Wed/Thurs)

Forest School sessions are available on Tuesday mornings.

We close at 12.45pm on a Friday.

We are open 5 days per week, 38 weeks per year, term time only. We take children between the age of 2 and 5 years old.

## **How parents and carers take part in the setting**

Child's Play recognises parents/carers as the first and most important educators of their children. All the staff see themselves as partners with parents/carers in providing care and education for their child. There are many ways in which parents/carers take part in making Child's Play a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff
- helping at sessions of Child's Play
- sharing their own special interests with the children
- joining in community activities in which Child's Play takes part
- building friendships with other parents at Child's Play
- taking part in events and informal discussions about the activities and curriculum provided by us

## **Joining in**

Parents are very welcome to come in and help out. Helping at a session enables parents to see what life is like at Child's Play. Parents can offer to take part in a session by sharing their own interests and skills with the children. For instance, parents have visited the setting to help celebrate important festivals such as Diwali, Hanukah and St Martin's Day, and to show the children special things such as stick insects and bee honeycombs. Parents/carers also often help by, for example, running a library session for us or helping to run small fund-raising events for our charity project.

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

## **Key persons and your child**

We use a key person approach. This means that each member of staff has a group of children for whom he or she is particularly responsible. Your child's key person will be the person who works with you to make sure that the care and education we provide is right for your child's particular needs and interests. When your child first starts at Child's Play, the key person will help your child to settle and throughout your child's time with us, they will help your child to benefit from our activities.

## **TIMETABLE AND DAILY ROUTINES**

We believe that care and education are equally important in the experience which we offer children. The routines and activities that make up the session are provided in ways that:

- help each child to feel that she/he is a valued member of Child's Play
- 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

### Arrival

The doors will be opened at 8.50am and children are registered as they come in through the door (8.30 if you are booked for Early club); you are free to leave as soon as your child is settled. For the afternoon sessions, doors will open at 11.50am and children are registered as they arrive. When you arrive, encourage your child to find his/her name in the alphabet pockets hanging on the door and post it in the post box. This helps the children to learn to recognise their written name.

### Activities

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. We make sure the children have lots of opportunity for varied and interesting outdoor play each day. Please see the separate Parent Information booklet about our Forest School sessions.

### Absence

We would be grateful if you could telephone before the register is taken to inform us if your child is going to be absent from pre-school. This helps us keep our register accurate for health and safety reasons. If your child is absent and we have not heard from you we will ring you to try to establish the reason for absence.

### Going home book

We are only allowed to hand your child over to you or other specified adults which you have told us about. If you know you are unable to collect your child or your child is going home to play with someone else, it is very important that you write the name of the person who is going to collect your child in the "going home book" when you arrive. If you intend to pick up your child early, you must also write this in the going home book when you arrive in the morning.

If, during the course of the morning, you find that you need to make alternative arrangements for collection you must ring us and tell us who will be picking up your child. We will then agree a password which this person will need to provide on collection. We will not be able to hand your child over without this.

### Collection

Pre-school morning session finishes at 12.45pm; and 2.45pm for afternoons. The external doors will not be opened until those times. The children will be in the main hall waiting to be collected and

will be handed over to the parents/carers. Staff are also at the front door to say goodbye and to ensure that no-one slips out without their parent/carer.

### Late collection

If you are going to be late to collect your child for whatever reason please phone the pre-school as soon as you possibly can, so that we are able to help your child wait for you to arrive. In most cases of genuine emergency, we will not charge you extra to look after your child but in cases of no notification or excessive delay we reserve the right to charge extra for the care we provide for your child.

### Children's trays

Each child has a tray with their name on it. This tray will be used to send you information about pre-school and to put the children's activities such as painting or craft work from the session. It is also a good place for children to leave easily lost scarves/hats etc. in the morning. Please check your tray each day.

### Going home Ted

We have two bears which go home with a different child each week on their birthdays. Parents are given some paper on which to record where Ted has been and what he's done, including photos, drawings etc, whilst he has been with your child. We will keep an album out on display with all his travel notes in.

### Clothing

Every child should have a coat at pre-school every day as we like to go outside whenever it is fine, even on chilly days. In summer, please provide a hat and apply sunscreen before you leave your child to ensure your child is fully protected. 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.

### Parking

The church very kindly allows us use of the car park so that parents and carers can drop off and collect their children. The spaces that are available for use are limited to those along the fence and those directly opposite. These spaces are numbered in white. All other spaces (1-17 numbered in yellow) are privately owned and must not be used at any time as this can cause great aggravation for the pre-school and the church. The parking spaces must not be used for parking during pre-school sessions, but for drop off and pick up only.

### Music group

We offer music workshops for small groups of children on Monday, Tuesday, Wednesday and Thursday. They last for half an hour and are taken by a professional music teacher. The children learn about rhythm and sound; learn to play percussion instruments; learn the basics of reading music; learn to play the recorder. These workshops are hugely popular.

### Ball skills and Pyjama Drama sessions

We offer a weekly half hour sports session (cricket, football etc) on a Monday afternoon, run by the cricket coaches from Blackheath Cricket Club. On Wednesday afternoon we have a "Pyjama Drama" session. Both sessions are whole group activities and the costs are covered by Child's Play. They are both very popular with the children.

### Snacks

We provide a mid-morning snack of either cheese or carrot ask. Parents may provide an alternative snack (fruit or vegetable) if their child prefers. . We provide milk or water to drink.

### Birthday cakes

When it is someone's birthday we generally have home made cakes. In the past we have had a rota of volunteer cake makers to provide the cakes but we have too many children now for this to work. We now ask parents to provide cakes – preferably homemade – on their child's birthday.

### Lunch

The children bring in a packed lunch which they eat together, followed by an activity/play session before going home. Children attending the stand-alone afternoon session will also need to bring a packed lunch. If you do not wish your child to have lunch at pre-school there will be an area for non-lunch children to play while the others are eating.

### No nuts

Please can you ensure any food your children bring to Child's Play is **nut free**.

### Early start

We also offer an early start session from 8.30 – 9.00am. These are particularly popular with parents who need to get to work or to other schools.

### Afternoon sessions

We offer extended afternoon sessions which run from the end of the morning session (12.45pm) until 2.45pm, on Monday, Tuesday, Wednesday and Thursday. These are particularly helpful in the run up to starting school.

We also offer stand alone afternoon sessions from 12.00 – 2.45pm on Monday, Tuesday, Wednesday and Thursday.

On Monday afternoon we have the sports session run by local cricket coaches from Blackheath Cricket Club - <https://www.matchfitacademy.com/>

On Wednesday afternoon we have the "Pyjama Drama" session - <http://www.pyjamadrama.com/classes/find-a-class-near-you/guildford-and-surrey-hills>

We close at 12.45pm on a Friday.

### Forest School

Forest school sessions run from 9.00am – 12.45pm on Tuesday. They can be taken as standalone sessions or as part of a full day (9.00am – 2.45pm).

### Toilet training

We do not require that children are toilet trained before starting pre-school, however we are noticing an upwards drift in the age of toilet training and we therefore **strongly encourage** parents to at least have begun toilet training before starting at pre-school. We encourage independence at Child's Play and as far as possible we encourage the children to go to the toilet unaccompanied – although we are always willing to help if necessary. To help children be independent we cannot

stress enough how important it is to send your children to pre-school in clothes which they are able to manage themselves. We will put a note in your tray every time we change a nappy or give assistance on the toilet.

#### Taking your child to the toilet

We ask that if your child needs the toilet at drop off that you either get them to go by themselves, or ask a member of staff to take them. We do not want parents going into the toilets as it can be uncomfortable for some children to have an adult who they do not know in the toilet area when they are going to the toilet.

#### The first days

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle in. We have a policy about helping children to settle in: a copy is enclosed in this prospectus – see Appendix 1.

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

## **OTHER USEFUL INFORMATION**

### **Charity Project**

In the past we have supported Guildford Action, Save the Children Fund, the Make-A-Wish Foundation, the Evelina Children's Hospital and shift.MS. We are currently supporting Cherry Trees who provide respite care for families of children with additional needs. We hope to raise money through parents' social evenings, cake sales and a Christmas raffle. We want to focus on events which help parents get to know each other and feel involved in the pre-school.

### **Policies**

An overview of some of our policies and procedures is enclosed with this prospectus – [see Appendix 2](#). The policies in full are available for you to see at the setting and are all on our website. We do encourage parents to familiarise themselves with these.

Our policies help us to make sure that the service we provide is a high quality one and that being a member of Child's Play Pre-School is an enjoyable and beneficial experience for each child and her/his parents.

### **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 settings 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 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.

### **Special needs**

As part of our policy 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 Education Act (1993) and The Special Educational Needs Code of Practice (2001).

Our Special Educational Needs Co-ordinator is Mel de Chazal

The management of our setting

The setting is owned and managed by Thea Arthur and Susan Raftery

## **FEES AND GRANTS FOR SEPTEMBER 2018 – JULY 2019**

### **Fees for children under 3**

Hourly rate: **£6.50**

Morning session (3.75 hours) - £24.40

Extended afternoon (2 hours) - £13

Full day (5 hours 45 mins) - £37.38

An invoice will be put in your child's tray at the start of term letting you know the amount due.

### **Fees for children over 3 and in receipt of Free Early Education (FEE); and Free Early Education for Two-year olds (FEET)**

All children become eligible for FEE in the term after they turn three. FEET funding is available to some two-year olds (there is a link on our website to see if you are eligible). Child's Play will apply for these entitlements on your behalf when your child becomes eligible. You will have to provide evidence of your child's date of birth and sign a declaration to say you are not claiming entitlement for more hours than are allowed with another childcare provider. The Free Entitlement is available for up to 38 weeks per year and for up to 15 hours per week.

Parents can choose how to take their 15 hours; it can be taken as any combination of the sessions we have available. Time taken over and above the 15 hours will be charged at the rate of **£6.00** per hour pro rata.

### **New 30 hours free Childcare for working families**

From September 2017, some parents are eligible for up to 30 hours of free childcare. As with the 15 hours, all our sessions can be taken as part of this funding. To check eligibility, please visit:

<https://www.childcarechoices.gov.uk/>

### **Music group**

We started to offer these music classes several years ago in response to parental demand. However, we cannot meet the cost from within the pre-school fees. We therefore ask that if you would like your child to do music that you make a contribution of **£3.50** per session.

The cost will be shown on your invoice.

A month's notice is required if you wish to take your child out of pre-school.

Fees must still be paid if children are absent for a short period of time. If your child has to be absent over a long period of time please talk to us.

For your child to keep her/his place at the setting, you must pay the fees.