



# FINCHES

*Pre-School*

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

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**PARENT INFORMATION**

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**Please take the time to read through this document which contains details of our organisational structure, procedures, where to find useful contact names and telephone numbers and further information regarding the Pre-School.**

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Parent's information UPDATED 01/03/2017

## INTRODUCTION

At Finches children have fun learning.

We are a non profit making organisation run by a committee of parents and carers. Finches Pre-School was established as a committee run Pre-School in December 1995 to carry on from Finchampstead Village Playgroup.

We meet in Finchampstead Memorial Hall, Children entitled to free entitlement of 15hr per week can choose from **A**, 9.15am to 12.15 noon Monday to Friday or **B**, 9-15am - 1.00pm on Tuesdays, Wednesdays, Thursdays and Fridays, We will also offer a Lunch Club at a cost of £3.50 per day (Sept 15) which will be able to be booked in advance or on the day (spaces permitting)

## AIMS AND OBJECTIVES

**Finch's children have fun. We believe children learn best when they are happy and confident, and aim to provide an atmosphere in which children will have the confidence and desire to explore the world and their own potential.**

We recognise that for many of our children Finches is their first experience of being away from their family and aim to provide a happy and friendly atmosphere where they will quickly feel at home. We also intend to make parents and carers feel welcome in Pre-School.

We aim to provide opportunities for each child to explore his or her potential and to build his or her confidence in a friendly, happy environment.

We aim to offer all our children a high quality educational experience in accordance with their stage of development, as set out in the Early Years Foundation Stage (EYFS) curriculum document (2013).

We value them as individuals.

We believe that play is very important in each child's development. We aim to provide an environment rich in learning opportunities which promotes the growth of his or her physical, intellectual, imaginative, linguistic, moral and social skills.

In each session we offer a wide variety of equipment and activities including both the familiar and the novel so that children at all levels of development will be both comfortable and stimulated.

As a member of the PLA, our equal opportunities policy ensures that no child, individual or family should be excluded from the Pre-Schools activities or otherwise discriminated against.

We expect children leaving Finches to have reached or have made significant progress towards the Early Learning Goals and Profile Points set out by the Qualifications and Curriculum Authority (QCA).

Our objective is that our children should leave the Pre-School well prepared for school, with not only the academic skills, but also the social and self-help skills that will enable them to enter school with confidence.

## 3. ORGANISATION

We are a registered charity (number 1051084). We are a member of the Pre-School Learning Alliance (PLA).

The Finches is registered with the Office for Standards in Education (Ofsted) and is inspected regularly in compliance with both educational and health and safety standards.

A copy of our certificate is displayed on the notice board. The Memorial Hall is registered by Ofsted with a minimum staff ratio of 1 adult to 8 children, but we seek to maintain a minimum ratio of 1 adult to 6 children

for children 3 years and over. A ratio of 1 adult to every 4 children is maintained for the fewer than 3 year olds. Under the Ofsted regulations at least half of the staff hold relevant qualifications in day care or education or have completed a specified training course.

We are registered with Ofsted for funding for free places for eligible three-year-olds/Two year olds.

We were last inspected by Ofsted on 29/2/2016 and we rated GOOD.

The reports can be seen on the Ofsted webpage or at the Pre-School. The link on the pre school web site can be used to get to the Ofsted report.

Sterling Insurance Company LTD. in association with Morton Michel insures us. A copy of the Employers' Liability certificate is displayed on the notice board of the hall. (Employers liability £10 million and public liability £3 million)

### 3.1 Admissions

Finches Pre-School is open to every family in the community. Children may attend the preschool when they become two (We accept children with 2 year old funding) A child may be registered on the waiting list at any age by means of a registration form, which is available from the supervisor. Admission is at the discretion of the supervisor. The age of the child is the primary admission criterion with priority given to the oldest children. Following that, priority is given in the following order:

- Children of members of staff and the voluntary committee running the Pre-School.
- Siblings of current members of Pre-School.
- Date child registered for a place.
- Children living in the parish of Finchampstead in particular those who live near to the Memorial Hall.

In each category children with special needs will be given additional priority.

Children are offered two free trial sessions at the end of the half term before they start Finches when parents may stay or go at their discretion. Our settling in policy requires that parents of new children be asked to remain contactable during the first few sessions, while the child settles in. The keyperson of the child will also be available to help the child and parent during the settling in period. Parents are welcome to stay for as long as they need to help their child settle in. At all times there should be a contact number for emergencies. This is requested on the application form, parents are asked to keep this information up to date by informing the supervisor if circumstances change.

### 3.2 Fees

Fees are charged half-termly in advance and are payable by the end of the second week. Children are entitled to 15 free hours a week, the term after the child's third birthday, 2 year old funding is available from Wokingham (if certain criteria are met see notice board for details) Early Years pupil premium is also available when the child receives 3 year old funding (subject to certain criteria) but you can choose to start with fewer hours and build up to 15 when you feel your child is ready.

The Pre-School supervisor can advise on current funding arrangements and eligibility. **Half a school terms notice in writing is required as minimum notice of leaving or a reduction in sessions.** If the notice given is less, fees will be levied up to the half term. Half a terms notice in writing will be given of any increase in fees. Fees are currently £14.00 per session. In cases of financial difficulty parents or carers are invited to approach the treasurer to discuss alternative arrangements for paying fees.

Finches Pre-School aims to be open to all children; our fees are kept as low as possible without undermining the quality of our Pre-School. Generally fees are set so as to cover necessary expenditure such as staff salaries, rent of the hall, insurance, provision of a healthy, safe environment and new equipment.

A budget is set aside for staff training and we usually maintain a contingency fund equivalent to half a terms expenses.

Our financial year ends 31st March. Our annual report is presented at the Annual General Meeting in the summer term our accounts are independently examined annually. Statutory reporting to the Charity Commission takes place annually.

### 3.3 Staffing

Finches Pre-School aims to appoint the best person for each job and will treat fairly all applications for jobs and all those appointed. The committee will appoint new staff after consultation with existing staff. Under the Ofsted regulations at least half of the staff must hold relevant qualifications in day care or education or have completed a specified training course. Each member of staff has to agree to a Police and health check and to sign a Statement of Suitability and a Non-discrimination Declaration as laid down by Ofsted.

Finches Pre-School seeks to appoint staff who enjoy playing with young children and who are willing to undertake training to enable them to maximise the educational value of play. Staffs are paid to undertake training. The supervisor and staff are responsible for ensuring that their training is kept up to date. Staff receives significant salary increments on completing relevant courses.

Parents and carers are encouraged to be involved in the Pre-School and are welcome to help at any time, particularly if they have skills such as music or cooking. The supervisor will gladly make use of skills if she is consulted in advance.

**We employ a Manager Jennie Mundy, a deputy supervisor Miss Kenyon and assistants that go on PLA and Wokingham Borough Council (WBC) training courses as needed.**

**Our special needs co-coordinator is jennie mundy . Parents or carers may contact jennie during session times on 07783153665.**

**e-mail finchesmanager@gmail.com.**

**LSP. Marie . 07783153665. Deputy**

#### 3.3.1 Student Placements

The Pre-School recognises that qualifications and training make an important contribution to the quality of the care and education provided by Pre-School settings. As part of our commitment to quality we are happy to offer placements to students undertaking early year's qualifications and training including those studying for CACHE level 2 certificates in Pre-School practice and CACHE level 3 diploma in Pre-School practice.

We aim to provide all students with us on placement with experiences that contribute to the successful completion of their studies and provide examples of quality practice in early year's education. We cooperate with the students tutors in order to help the student fulfil their study requirements and to communicate a positive message as to the value of qualifications and training.

All students will be required to meet the suitable person's requirements of Ofsted. Schools placing students will have to vouch for their good nature. No student under the age of 17 will be allowed to have unsupervised access to children. All students are required to comply with our confidentiality and health and safety policies.

### 3.4 Committee

A management committee runs Finches Pre-School. Any parent or carer of a child at Finches Pre-School may stand for the committee. Mum or Dad can join the committee and would be most welcome, as we are constantly seeking new members. New committee members will have to have a DBS/EY2 form completed before being on the committee (Funded by Pre-school)

Other interested individuals may also stand but sixty per cent of the committee must be parents or carers at the time of their election or co-option. Parents and carers at the AGM elect members and officers in the autumn. Additional members or officers may be co-opted during the year.

The committee comprises a chairperson, secretary and treasurer, along with several other members. Committee meetings are held every half term, either at the Memorial Hall/ Sports club or at a member's house.

Before each meeting the agenda is posted on the main notice board.

The committee runs social and fund-raising events. Funds raised are used to buy new equipment and to help fund the general running of the pre-school.

#### **4 CARE, LEARNING AND PLAY AND THE DAILY ROUTINE**

Our children work towards the Early Learning Goals set out by the Qualifications and Curriculum Authority (QCA). We follow all the elements of good practice as set out in the Early Years Foundation Stage (EYFS) documents and take advice from Ofsted, the PLA, and other relevant professionals.

We seek to maintain a high ratio of staff, one adult to six children (3yo) One adult to 4 (2yo) so that all our children get a lot of individual attention. Every child that attends the Pre-School will have a Key Person to help with their personal and educational needs, to build a relationship with the parents or carers and to keep records of development and progress. These records, in the form of booklets, are continuous and progressive and include play plans for each child for the term. Staff will have the play plans in mind when they work with individuals or small groups.

From January 2017 we started to use tapestry an online learning journal to monitor and document the children's progress.

For more details please visit their web page.

In addition to the booklets, children leaving for school will also have a e-profile report, summarising each of the seven Areas of Learning and Development.

- These booklets can be found behind your child's tray (Please only look at your child's) you can take them home at any time.
- Staff are available at the beginning and end of each session if the parents or carers wish to talk to them.

#### **4.1 A Continuing Curriculum**

Every day has a similar structure with equipment and activities designed to give all our children a wide variety of experiences in each of the seven areas listed below. Some of this equipment is available every day; other equipment is available on varying cycles. We aim to give the children a good balance of the familiar and the novel so that they will be both comfortable and stimulated. As an example the home corner is always in the same place in the hall but its equipment and exact layout vary from day to day.

We encourage free choice of activities whereby children can learn and develop their skills. Planning is done weekly and incorporates the children's interests from the week before, this will include adult directed activities, so children learn skills often linked to specific goals.

##### **4.1.1 Personal, Social and Emotional Development, (Making relationships, Self-Confidence and self-awareness and Managing feelings and behaviour)**

This is essential for all children, covering disposition and attitudes, self-confidence and self-esteem, making relationships, behaviour and self-control, self-care and a sense of community.

Children are encouraged to select their activities, and clear away when finished. We endeavour to respond to children's needs and requests immediately, although turn taking and sharing are actively encouraged. We plan activities so children are curious to try new things. We offer praise and recognition to individual children when they have attempted or actively participated in an activity, especially if they are new, or have spent considerable time doing it.

Each day the Key Person takes their children for small group time, they aim to discover individual children's interests, talk about their home life and focus on understanding of feelings, thus a child will gain self-confidence and self-esteem.

Small 'imaginative' toys e.g. cars, farm, playpeople, allow children to play their own games alongside one another and develop interaction between their peers. Puppets are sometimes used to recreate emotional behaviours. Pre-School rules are exemplified using props to help children understand, e.g. children are not permitted to run around in case they fall or bump into someone or something. To illustrate this we might use puppets/dolls and bandages.

We try to instil in the children the need to help each other, by encouraging their involvement in setting out and clearing away activities, and by acknowledging the efforts of one child in helping another.

#### **4.1.2 Communication, Language. (Listening and attention, Understanding, Speaking)**

#### **Literacy (Reading, Writing)**

This involves six aspects of learning; language for communication, language for thinking, linking sounds with letters, reading, writing and handwriting.

To prepare children for 'phonics' we tell stories, play games with sound effects, music, rhythm and dancing. In order that children become successful at reading and writing, they must first grasp the sounds that go with the letters and groups of letters. We link activities to letter sounds, so the children use their ears, eyes and speech, helping memory.

Activities include a 'guess the sound game', the use of musical instruments, nursery rhymes (provide an opportunity for children to hear words that sound alike), clapping or moving to a rhythm. When reading/telling stories, we involve the children in sound making, e.g. hiss like a snake or moo like a cow, make the voice go down like a slide – wheee!

Each child has a coat peg and a tray for storing their work/personal effects, which have their names on. Adult guidance is offered until a child can recognise his/her own name. We also have a named Duplo brick so the children can self-register.

Our book corner is well stocked with fiction and non-fiction resources, catering for children of all ages and stages of the curriculum.

Children are provided with opportunities to develop hand-eye co-ordination using scissors, pencils, crayons etc. Painting allows practice of large writing movements which form the foundation for development of writing recognisable letters and symbols.

When directing activities, we consciously commentate audibly on our actions, explaining how, what and why we do things, thus introducing new language in context.

#### **4.1.3 Mathematics (Numbers, Shape, Space and measure)**

There are three aspects of learning for maths; numbers as labels and for counting and calculating, shape and space, and measures.

We introduce children at Pre-School to numbers by:

- Using numbers in everyday activities i.e. counting children for an activity
- Number cards for association, i.e. counting cups at milk time, or '6 children can play here'
- Number rhymes are used everyday either as whole or part sessions

- Games include sorting by number or colour, sorting bears or shapes
- The home corner allows for the use of numbers in most situations, e.g. coins in the till, how many cups and saucers for a cup of tea, plates for customers in the café
- Small groups of children are introduced to number games such as lotto, dominoes and dice games
- Large groups are encouraged to join in games
- Children help an adult count candles, claps and blows after singing 'Happy Birthday'

We introduce basic calculation by grouping and comparing activities. Size, shape and quantity are introduced in everyday activities:

- Sorting large and small beads to thread
- Water jugs, bottles and funnels promote discussion about quantity thus the appropriate language associated with such, e.g. more, less, larger, smaller, empty and full.

Opportunities exist for children to experience shape, space and measure in general and targeted activities;

- Mosaic shapes using squares, triangles, diamond/kite shapes are offered for pattern making. We apply this in practical terms by involving the children in studying shapes of windows, doors etc.
- Weigh scales, and apply appropriate language during cooking activities
- Small groups are often involved in comparing size and shape
- Games involving dice and numbered cards

Our broad range of progressive activities prepares children for the next step of their mathematical learning.

#### **4.1.4 Understanding of the World. (People and communities, The World and Technology )**

Based around the children's own worlds, and laying the foundation for science, technology, ICT, history, geography and religious education, there are six aspects of learning; exploration and investigation, designing and making skills, information and communication technology, a sense of time, a sense of place and cultures and beliefs.

We often use exploratory activities involving mini beasts, magnifying glasses, bug pots and jam jars. We plant seeds, make ice and study light and dark.

Children are introduced to a variety of tools for design, including wood, child sized hammers, hand drills, saws etc. We provide a range of activities daily e.g. scissors, glue, paint and crayons. Children also enjoy sewing activities and cooking, and weather permitting we go on 'nature' walks.

We use audio tapes and have 2 I-Pads and Bee-bots. We provide keyboards, telephones and tills in the home corner for role play.

The staff work with the children to discuss events or changes that have happened in their lifetime, introducing a sense of time and place.

We operate our day according to routine, which the children can relate to home and Pre-School life. We talk about 'getting up', breakfast time, bedtime etc.

Cultural education is introduced by encouraging children to talk about themselves and home life. Pictures, books and photographs are used to discuss different dress. We use the theme of festivals to illustrate what and how different people celebrate.



#### **4.1.5 Expressive arts and Design.**

##### **(Exploring and using media and materials, being imaginative.)**

There are four aspects to creative development which include the use of poetry, dance and music and materials for modelling and mark making.

Craft activities are available every day, including glue, scissors, writing media and playdough.

Music features frequently. We have a good selection of instruments which the children enjoy. We also hold sessions where the children make instruments, then use them. Some music sessions are held in small groups, others are done as a whole group.

Many of our activities are designed to encourage imagination, e.g. waste craft modelling. The home corner is ideal for role play activities, and we use acting to retell familiar stories, e.g. The Three Billy Goats Gruff. Storytime is an everyday feature.

Water, sand and playdough provide among other things, sensory experience.

#### **4.1.6 Physical Development.**

##### **(Moving and handling, Health and self-care)**

The five aspects of learning for this early learning goal include; sense of space, movement, healthy and bodily awareness, using equipment and using tools and materials. Physical development incorporates gross or fine motor development. Physical activity enhances development of all systems of the body, is conducive to social and emotional well-being, encourages spatial awareness and provides a medium for accessing other areas of the curriculum.

Children are encouraged to move around all areas of the setting. We provide a range of table-top and floor activities. Music and movement as detailed under 'Creative development' allow the children to explore and move to music. We use an 'assault course' encouraging jumping, climbing, balancing, hopping etc. Outdoor space is utilised for running, playing hockey and football and exploring the large frames, slide and roundabout in the park.

When talking about 'Ourselves', children are encouraged to discuss what they eat and drink, and why we wash our hands. Water is always available to drink; Children are encouraged to wash their hands after every visit to the toilet, and are instructed as to the reasons why.

Fine motor skills are developed with the everyday use of drawing/writing implements. Team games offer introduction to bean bags, balls, hoops etc, laying the foundation for learning to throw and catch.

#### **4.1.7 Special Needs**

There is no 'ready made' curriculum for Special Educational Needs (SEN), therefore we aim to assess the needs of each child and devise methods for inclusion, which cover the seven areas of learning.

We respect and understand the role of the parent/carer in a child's education. We will always make time to listen when you wish to discuss your child's development and any concerns you may have. We endeavour to make you feel welcome and valued during the time your child spends with us, and we respect your knowledge and expertise as parent/carers in supporting your child's learning opportunities provided by our setting.

There is a cultural context to children's learning which derives from family values and expectations. We appreciate that tensions can arise when these conflict with the expectations of the Pre-School. We therefore adhere to the importance of parents and practitioners working together to support children's learning, negotiating and interpreting the curriculum for the child from their respective perspectives. We view parent/carers not only as consumers, but as participants in the curriculum process.

## 4.2 Weekly planning and Events

Our weekly planning reflects the interest of the children from the week before. Parents are informed at the beginning of the week and children are encouraged to bring relevant artefacts to Pre-School to display on the topic table and for show and tell. Children and parents are encouraged to discuss at home what they have learnt at Pre-School.

We like to take advantage of local events to enrich the experience of our children. In the past we have visited Finchampstead C of E school for events such as their nativity play and environment day.

In December all children are encouraged to take part in our nativity play which is performed for families and friends.

At Easter the children performed a play over the years we have done Finches own versions of Peter Pan, Snow White, Nursery Rhymes and around the World.

In the summer we hold a sports day in the park to which parents and other interested people are invited. We also organise an annual outing to Trilakes Animal Park.

## 4.3 The Individual

Finches Pre-School employs staff who enjoy playing with children. Our commitment to staff training means that our staff can maximise the educational value of every activity.

Each child has a key person who will observe and record the progress made by that child. The records are used by the key person in discussion with the supervisor and, if appropriate, the special educational needs co-ordinator to show the child's achievements at Pre-School and help the staff develop a play plan to encourage improvement in the areas of development where the child needs help. Thus every child at Finches Pre-School, has an individual play plan.

## 5. THE DAILY ROUTINE

Time	Activity	Notes
9.15	Children are registered by a staff member	Children self-register with a named Lego brick, they then sit on a mat by the stage where they have singing/Action time (this is until the doors are closed)
9.30-9.45	Keyperson time	Children go in small groups for show and tell and keyperson activities
10.00-11.30	Snack Time	Children can choose to have a drink/ Snack during this time.
10.30	Outside play about 20-30 min Weather permitting	Children can choose to go outside they will put on their coats if needed
9.45- 11.40	Free play	Children can choose their own activities
11.40	Tidy up time	Children tidy up the toys
11.50	End room time	Children go to the end room for Stories/Singing
12.10	Lunch Club	Lunch club children wash their hands collect lunch boxes and sit down at the lunch table (winter) or wait by the stage to go out (Summer)
12.15	Home time	Children wait by the stage to be collected by the parents / Carers

## 6. PHYSICAL ENVIRONMENT

Finches Pre-School is located on premises that are safe, secure and suitable for their purpose. The premises are for the sole use of the Pre-School during the hours of operation. The premises are kept clean and tidy and the rooms are maintained at an adequate temperature. There is adequate storage space for equipment.

The premises are made welcoming and friendly to children and parents. In the indoor play area there is enough space per child to give scope for free movement and well spread out activities.

Toilet facilities are available which include two toilets and two wash hand basins with cold and hot water.

The kitchen area is adequately equipped for the preparation of snacks and drinks for the children and staff on the premises. Food preparation areas conform to environmental health and food safety regulations. The children do not have access to the kitchen area unless it is being used solely for supervised children's activities.

The Pre-School has access to an outdoor play area, park and tennis court. The Building is locked when we no staff are left in the building.

## 7. EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

Sufficient, suitable toys and play materials are available to provide stimulating activities and play opportunities for the children in all areas of play, learning and development. These are appropriate for the ages and individual developmental needs of the children. Books, equipment and resources are selected which promote positive images of all races cultures and abilities, are non-discriminatory and avoid racial and gender stereo typing.

Furniture, toys and equipment on the premises are in good repair and conform to BS EN safety standards or the Toys (Safety) Regulations (1995) where applicable. When the public playground is used staff ensures that the children do not use faulty equipment.

There are sufficient numbers of child-sized chairs and tables to allow flexible arrangements for groups of children to play and eat together.

## 8. SAFETY

The Pre-School believes that the health and safety of children is of paramount importance.

Everyone in the group is responsible for safety. All adults, staff, volunteers and visitors are made aware of and respect the group's safety procedures. A committee member is appointed to be responsible for the continuous monitoring of health and safety matters.

**Broadmoor:** If there is a Broadmoor alert the children will be kept inside. Parents or carers should collect them at 12.15 noon from inside the hall as usual.

Equipment is checked regularly for safety. Parents or carers are asked to bring to the attention of the staff or committee any hazards or problems with the equipment.

The children are made aware of the rules introduced for their own safety, e.g. no throwing sand, no

dressing up clothes on the climbing frame, and no running inside.

Children are not allowed in the kitchen except when engaged in a supervised activity such as cooking.

Parents and carers are asked to observe safety rules when entering or leaving the premises or collecting the children, for example by shutting doors carefully if there is not a member of staff supervising the entrance. Visitors are required to sign in the visitor's book. If the parent or usual carer is not collecting a child a note will be made on the door register,

In the case of emergencies when a parent is unable to collect  
A child a password will be given to the parent to give to the person collecting the child.

Fire drills are carried out once a half term to ensure that every child has experienced one. The procedure is displayed on the notice board and all helpers are asked to familiarise themselves with it.

A risk assessment check list provided by the Pre-School Learning Alliance is completed by the supervisor at the required intervals.

The Pre-School can be contacted if there is a problem to collect children at closing time. The number is on 07783153665. If a child has not been collected after twenty minutes of the scheduled close of a session staff will try to contact the parents, carers or emergency contacts. If staff are unable to contact any of these people and the child still has not been collected after an hour of the close of the session staff will inform the Duty Social Worker of the Social Services Area Office who will collect the child.

#### Lost Children.

If it is noticed that a child is missing the following procedure will take place

#### During the session in the hall

As all the exit doors are alarmed they will sound if opened, and we will know if a child has left the building.

If all the doors are secure

- 1, Children will be called to the end room,
- 2, Head count and the register will be taken
- 3, 2 members of staff will stay with the group the other members will search the building
- 4, 1 member of staff will check ladies, gents and disabled toilets and bar area
- 5, 1 member of staff will check the main hall, kitchen and under the stage
- 6, 1 member of staff will check store rooms, back room and parish office

#### Outside

#### Tennis area and fenced in play area

These are secure areas with members of staff on the gates which are shut and secured with a bungee rope

If it is noticed that a child is missing a head count will take place

- 1, 2 members of staff will stay with the children
- 2, 1 member of staff to check the hall and car park
- 3, 1 member of staff to check the top half of the park
- 4, 1 member of staff to check the lower half of the park

If the child is not found we will contact the police notifying them of a missing child.

## **9. HEALTH**

The Pre-School staff has a responsibility to record any concerns they may have regarding a child's welfare.

Wokingham District Council Community Services Dept. procedure is followed for preventing the spread of infectious diseases when dealing with sickness and injuries involving bodily fluids. All cuts and open wounds on staff and children must be completely covered at all times, and disposable gloves are used as appropriate.

A child must not attend the group if he or she has an infectious disease and the recommended exclusion period should be respected. Where possible the Pre-School should be informed as to why a child is away, particularly in the case of Rubella (German measles). Parents will be informed if a case of rubella occurs in the group. In the case of sickness or diarrhoea, we must insist that the child is not brought to Pre-School until at least 48 hours after the last episode of vomiting or diarrhoea and the child is fully fit. Ofsted will be notified of any notifiable diseases.

First Aid materials are available. We strongly encourage all our staff to undertake First Aid training. There is always a qualified First Aider present.

In the case of any accident, however minor, details will be entered in the Accident Book. The parent or carer who collects the child will be informed and asked to counter sign the accident book to confirm this. Treatment for minor accidents only will be given. If the accident is more serious the child will be taken to hospital or health centre and the parents informed.

The staff can administer drugs and medicines if there are exceptional circumstances and the child's doctor prescribes the treatment. Parents are required to give written permission to enable the staff to administer medication and First Aid treatment. A written record of any drug administered will be kept and counter signed by a second member of staff.

Parents or carers must notify the supervisor of any medication the child has received in the last 24 hrs. Details will be kept in a medical book at the Pre-School. Details of any injuries that the child has received outside Pre-school hours will be recorded and signed by the parent and a member of staff.

Any allergies, past major illnesses or disabilities should be notified to Finches on the registration form.

Parents will be informed of health problems brought to our attention such as head lice.

Basic hygiene rules are observed. All staff and children wash their hands after using the toilet facilities and before handling food and drink. Smoking is not permitted.

## **10. FOOD AND DRINK**

The sharing of refreshments can play an important part in the social life of the Pre-School, as well as reinforcing children's understanding of the importance of healthy eating. Snacks of breadsticks, apples, other fresh fruit and topical food such as noodles for Chinese New Year are offered mid way through the session. Milk provided for children is whole and pasteurised. Water is also available at snack time and is always available during the session.

Children's medical and personal dietary requirements are respected. The dietary rules of religious groups and of vegetarians and vegans are known and met in appropriate ways. If children have food allergies arrangements will be made to meet their needs and to accommodate them during activities including food such as cookery.

## **11. EQUAL OPPORTUNITIES**

We believe that the group's activities should be open to all children and families, and to all adults committed to their welfare. We aim to ensure that all who wish to work in, or volunteer to help with, our Pre-School have an equal opportunity to do so.

The Pre-School Learning Alliance (PLA) is committed to helping Pre-Schools provide equality of opportunity for all children and families. As a member of the PLA Finches works in accordance with the

relevant legislation, including the Disability Discrimination Act 1995, The Race Relations Act 1976, The Race Relations Amendment Act 2000, The Sex Discrimination Act 1986, The Children's Act 1989 and The Special Needs and Disability Act 2001.

Finches will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed. Commitment to implementing the group's Equal Opportunities Policy is required by all staff.

All children are respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities are given to children to explore, acknowledge and value similarities and differences between themselves and others.

Our resources are chosen on the basis of a balanced view of the world and an appreciation of the rich diversity of our multi-racial society. Materials are selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

Discriminatory behaviour or remarks are not tolerated at Finches. The response will aim to be sensitive to the feelings of the victim(s) and to help those responsible to understand and overcome their prejudices. Information, written and spoken is clearly communicated in as many languages as possible. Bilingual and multilingual children and adults are an asset. They are valued and their languages recognised and respected in the Pre-School.

The time, place and conduct of committee meetings will ensure that all families have an equal opportunity to be involved in the running of the Pre-School.

## **12. SPECIAL NEEDS**

Finches Pre-School aims to have regard to D f ES Code of Practice on the Identification and Assessment of Special Educational Needs, and to provide a welcome and appropriate learning opportunity for all children.

Mrs Lynne Murray is our designated special educational needs co-ordinator (SENCO) that is the member of staff with particular responsibility for all aspects of our special need provision.

Children who have been identified as having special needs before they start Pre-School may be offered additional trial sessions to enable appropriate provision to be put in place before the child starts regular sessions. Appropriate provision will be determined by the key person and SENCO in discussion with the parents and any other relevant agency or professional.

Our usual system of observation and record-keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis. This is a good system for meeting individual needs, whether or not they are "special".

Our staff knows all the children as individuals and usually work with one child or a small group so it is straightforward to adapt the curriculum to meet special needs.

If it is felt a child's needs cannot be met in the Pre-School without additional support, funding and the support of a one-to-one worker will be sought.

We work in liaison with staff outside the group, including therapists, health visitors, psychologists, social workers, paediatrician and Portage workers to meet children's specific needs. We also work closely with the parents to share the child's progress and achievements on a regular basis and to use the knowledge of the parents to plan appropriate provision and activities.

Our equipment and activities are designed to encourage all our children to progress in all areas of development and so are usually suitable for special needs. If any child is unable to participate normally our

staff will endeavour to find a way for that child to participate by adapting the equipment or activity. If this is not possible an alternative of similar value will be provided.

Our staff attend, whenever possible, in-service training on special needs arranged by the Pre-School Learning Alliance and other professional bodies.

Finches Pre-School recognises that the highest difficulty faced by people with disabilities may be the attitudes of other people. Negative attitudes to children or parents, carers or any other individual with special needs will be treated in the same way as other inappropriate behaviour.

Our staff recognises that parents or carers of children with special needs may be more anxious and will encourage a particularly strong link so that parents have opportunities to mention any concerns.

### **13. BEHAVIOUR**

Finches Pre-School believes that children flourish best when they know how they are expected to behave and are free to play and learn without fear of being hurt or unfairly restricted by anyone else. We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

Positive methods of guidance and praise are used to encourage good behaviour, which allows the facilities to be enjoyed in safety by all users. A child whose behaviour is not consistent with this will be asked to refrain from that activity and, if possible, the child will be diverted to another, more constructive, activity.

Bad language, racial remarks or any comments likely to be hurtful to another individual are not tolerated. Any form of bullying either verbal or physical will not be tolerated. The Finches staff aim to be sensitive to the feelings of every individual and to help those responsible to understand and overcome any prejudices. The Finches staff will handle behaviour in a consistent and developmentally appropriate manner, respecting individual children's level of understanding and maturity. According to the Ofsted National Standard for behaviour no form of physical punishments, or the threat of them, are used. The Finches staff does not use any form of physical intervention, e.g. holding, unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property.

If a child is persistently disruptive or persists in other undesirable behaviour a member of staff will take them to one side to talk to them about the reasons why the behaviour is unacceptable. Staff will discuss persistent undesirable behaviour with the parents or carer.

### **14. WORKING IN PARTNERSHIP WITH PARENTS**

Finches Pre-School works in partnership with parents to meet the needs of the children, both individually and as a group. We believe that children themselves most benefit from Pre-School education and care when parents and Pre-School work together in partnership.

We aim to support parents, as their children's first educators, involve parents and carers in the life of the Pre-School and encourage parents and carers in their own continuing education and development. Finches Pre-School is committed to continuous communication with parents and carers. Finches communicates with parents in a number of different ways such as: Supervisors' half termly newsletters, termly calendar of events, termly activities, supervisor e-mails, Finches web site, parents coffee mornings, committee emails and a variety of ad hoc letters and flyers. Notices of all forthcoming meetings and events are also posted on the Committee notice board outside the Pre-School.

All parents are encouraged to volunteer as committee members to assist in the running of the Pre-School and to help at the various events that the Pre-School stages. All parents are welcome to attend any of the

committee meetings, these are usually held at a Committee member house. The Committee also hold informal meetings at the Greyhound Pub, dates and times of the meetings are posted on the notice board outside the Memorial hall.

Parents and carers are encouraged to discuss their children's progress with members of staff and in particular the child's dedicated key person on an on-going basis. In addition parents and carers are invited to discuss their child's progress in depth once a term through the stay and play scheme Finches currently runs. Please ask any member of staff for further details.

### **14.1 General Information**

General information is displayed on the notice board outside Pre-School, here you will find the Supervisor's newsletter, outlining the term's topic and information relating to the half term, such as up and coming events and any other relevant information.

There is a system in place for registering children and staff attendance on a session basis, showing times of arrival and departure.

Children also have a named Duplo brick for self-registration.

Inside the hall, on the left-hand side, the Supervisor has a small table and another notice board. This holds all the other information relative to Finches. A parents' guide is available which summarises most of the need to know information.

If you have any questions or queries about anything, then please speak to a member of the committee or the Supervisor. If you feel that you lack any information, please ask. We would love to help!

Parents are very welcome to observe at any session, please feel free to stay and watch. Equally, if you feel that you would like to stay and help out, please see the Supervisor, as offers of help are always welcome.

### **14.2 Confidentiality**

To ensure that everyone using and working at Finches can do so with confidence we will respect confidentiality in the following ways:

Parents will have easy access to the records of their own child, but not access to information on other children.

Information given by a parent or carer to our staff will not be passed to other adults without permission, with the exception of Foundation Stage Profile and child's records that maybe given to the child's new school. Students observing children at Finches will be advised of our confidentiality policy and required to respect it.

Issues regarding the employment of staff, paid or unpaid, remain confidential to the people directly involved with personnel decisions.

Anxieties and evidence relating to a child's personal safety will be kept in a confidential file and not shared within the group except between the key person and the supervisor or special needs co-ordinator as appropriate.

These undertakings are subject to our paramount commitment to the safety and well being of every child at Finches.



### 14.3 Privacy - Data Protection Act 1998

Finches Pre-school are a data controller for the purposes of the Data Protection Act 1998. We collect information from you about your child. This information may include your contact details, any special educational needs and relevant medical information.

We hold this personal data and use it to:

- Support your child's teaching and learning;
- Monitor and report on your child's progress and
- Provide appropriate pastoral care.

We will not give information about you to anyone outside the school without your consent unless the law and our rules allow us to.

We are required by law to pass some information about your child to the Local Authority and the Department for Education (DfE). For children of statutory school age we also make records available to their new school when they transfer schools.

We are required by law to pass some information about your child to the Department for Education (DfE) and, in turn, this will be available for the use(s) of the Local Authority.

If you want to see a copy of the information about your child that we hold and/or share, please contact **Sue Napper Supervisor**



### Privacy Notice - Data Protection Act 1998

We **Finches Pre-school** are a data controller for the purposes of the Data Protection Act. We collect information from you and may receive information about you from your previous school and the Learning Records Service. We hold this personal data and use it to:

- Support your teaching and learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care, and
- Assess how well your school is doing.

This information includes your contact details (which will include basic information about your parents), national curriculum assessment results, attendance information and personal characteristics such as your ethnic group, any special educational needs and relevant medical information. If you are enrolling for post 14 qualifications we will be provided with your unique learner number (ULN) by the Learning Records Service and may also obtain from them details of any learning or qualifications you have undertaken.

***We will not give information about you to anyone outside the school without your consent unless the law and our rules allow us to.***

We are required by law to pass some information about you to the Local Authority and the Department for Education (DfE). For children of statutory school age we also make records available to their new school when they transfer schools.

**(For Academy use only)** We are required by law to pass some information about you to the Department for Education (DfES) and, in turn, this will be available for the use(s) of the Local Authority.

If you want to see a copy of the information about you that we hold and/or share, please contact **Sue Napper Supervisor**

If you require more information about how the Local Authority (LA) and/or DfES store and use your information,

then please go to the following websites:

<http://www.wokingham.gov.uk/council/information-requests/data-protection-act/data-protection-privacy-notices/>

And

<http://www.education.gov.uk/researchandstatistics/datatdatam/b00212337/datause>

If you are unable to access these websites we can send you a copy of this information. Please contact the school office.

Contacts for enquiries about information held and used by the Local Authority or DfES are as follows:

Data Protection Officer

Wokingham Direct

**Wokingham Borough Council**

Shute End

Wokingham, RG40 1WH

Website: [www.wokingham.gov.uk](http://www.wokingham.gov.uk)

Email: [wokingham.direct@wokingham.gov.uk](mailto:wokingham.direct@wokingham.gov.uk)

Public Communications Unit

**Department for Education**

Sanctuary Buildings

Great Smith Street

London

SW1P 3BT

Website: [www.education.gov.uk](http://www.education.gov.uk)

Email: <http://www.education.gov.uk/help/contactus>

#### **14.4 Complaints**

If any parent or carer is dissatisfied / satisfied with any aspect of our provision they can draw this to the attention of the staff, the supervisor, the committee or OFSTED as appropriate. This may be done personally, by telephone or in writing, anonymously if they wish. Telephone numbers of the committee can be obtained by Mrs Jennie Mundy (Manager)

The Office for Standards in Education (OFSTED) can be reached at the following address.

**Early Years  
OFSTED  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD  
Tel: 0300 123 1231**

A copy of our full complaints procedure can be obtained from either Mrs Mundy or the committee secretary.

#### **15. CHILD PROTECTION**

We comply with the procedures approved by the Berkshire Area Child Protection Committee. We intend to create in our Pre-School an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to.

#### **16. DOCUMENTATION**

Records, policies and procedures which are required for the efficient and safe management of the Pre-School, and to promote the welfare, care and learning of the children are maintained.

A Copy of our signed Policies and Procedures are kept on the supervisor table and can be viewed during session time.

Records about individual children are shared with the child's parent.

Records relating to individual children are retained for a reasonable time after the children have left the Pre-School. The records are always available for inspection by Ofsted

Ofsted are informed of the following at the earliest opportunity:

- Any changes in members of staff;
- Any significant changes to the premises;
- Any significant changes to the operational plan;
- Allegations of abuse by a member of staff or volunteer, or any abuse which is alleged to have taken place on the premises;
- Any other significant events.

#### **17. POLICY REVIEW**

Finches Pre-School conducts a review of policies, including consultation with parents and staff, every two years unless circumstances such as a change in government policy indicate that an earlier review would be beneficial. The Policy document was reviewed and adopted by the serving committee at the 2015 AGM. and amended 1/03/17 . Next review January 2017

## 17.1 Finches Pre-school Lunch Club Policy

- Lunch club places are limited to 16 per day and only available to children who are 3 years old or over.
- Lunch club runs Tuesday to Friday, 12.15pm – 1pm. Please only provide what your child would normally be able to eat in this time.
- For payment parents will be invoiced every half term. For prices please see the lunch club folder where you put your child's lunch box. You can use your 15 hours funding to pay for lunch club by choosing either 4 long sessions or a mixture of long and short sessions. Please ask Sue Napper for more information.
- To request a permanent place on any given day, parents should ask Jennie Mundy. For ad hoc spaces parents may book in advance or on the day, assuming places are available. You must write your child's name in the relevant date section of the folder kept on the packed lunch table. This document will be used as a register and for invoicing purposes. There is no refund for any lunch club sessions booked but not taken. This includes holidays or sickness.
- Children attending lunch club will require a packed lunch and drink in a named lunch box. Parents should put packed lunches on the assigned table in the hall at drop off time.
- There are no facilities to store lunch boxes in a fridge or cool area. Parents are responsible for ensuring the packed food will still be cool at lunch club time. We recommend you use a frozen ice pack in the box, especially in warmer weather. All food provided should be suitable to be eaten cold, as staff will not be able to heat food.
- Whilst every care of your child's lunch will be taken, the Pre-school does not accept responsibility for food poisoning due to the lunch provided not being fresh when prepared.
- **As many children are allergic to nuts, we request that peanut butter and packaged nuts are not provided as part of your child's lunch. Please check cereal bars as these often contain nuts.**
- Finches Pre-school actively encourages healthy eating and therefore requests that fizzy drinks and sweets are not included in the lunch boxes. Please ensure drinks are not in cans or glass bottles.
- Staff will offer activities for the children attending lunch club. These will be rotated and weather dependant. The children may be taken to the park or tennis courts for outside play or stay in the Hall for inside games.
- Staff will encourage all the children to eat their sandwiches first and any uneaten food will be left in the child's lunch box and returned to you at the end of the session.

## **17.2 Finches Pre-school use of mobile phones and cameras policy**

### **Policy statement**

We take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of mobile phones and cameras in the setting.

#### **Personal Mobile Phones**

Personal mobile phones belonging to members of staff are not used on premises during working hours. At the beginning of each working session, personal mobile phone's (staff/ parents/visitors) are put together in a box with a lid in the kitchen area.

Finches' phone is in a box on the hatch area.

In the event of an emergency, personal mobile phones may be used in the privacy of the office or in the kitchen area, with permission from the manager.

Members of staff ensure that the telephone number of the setting is known to immediate family and other people who need to contact them in an emergency.

If members of staff take their own mobile phones on outings, for use in the case of an emergency, they must not make or receive personal calls as this will distract them.

Members of staff will not use their personal mobile phones for taking photographs of children on outings.

Parents and visitors are requested not to use their mobile phones whilst in the memorial hall. There is an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space (normally the office or car park) where they can use their mobile phone where there are no children present.

#### **Cameras and videos**

Members of staff must not bring their own cameras or video recorders into the setting.

Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, or for displays within the setting.

Photographs or recordings of children are only taken on equipment belonging to the setting, unless authorised by the setting manager.

Camera and video use is monitored by the setting manager.

Where parents request permission to photograph or record their own children at special events, permission will first be gained from all parents for their children to be included.

Photographs and recordings of children are only taken of children if there is written permission to do so (found on the individual child's registration form)

## **18. REPLY SHEET**

**I confirm receipt of the Parent Pack**

**I have read and understand the paragraph regarding fees in the Parents Pack.**

**Signed...**

**Dated:**