



# **SCORTON VILLAGE PRE-SCHOOL**

## **POLICIES AND PROCEDURES**

### **Information Prospectus**

<b>Version</b>	<b>Description of Version</b>	<b>Approved</b>	<b>Date</b>
<b>1.0</b>	<b>Reformatted from original</b>		
<b>1.1</b>	<b>Update September 2018 – Voluntary Contribution Statement added</b>	<b>M Tait</b>	<b>09/04/19</b>

# Information Prospectus

## CONTENTS

1. Introduction
2. Aims of Scorton Village Pre-School
3. Objectives of Scorton Village Pre-School
4. Admissions Policy
5. Uniform/Clothing
6. Transition into Pre-School/school and shared placements
7. Payment Policy
8. Funded entitlement
9. Suggestions and Complaints Policy

## 1. INTRODUCTION

### Related policies and procedures

This policy is to be read in conjunction with Scorton Village Pre-School's following policies:

- Safeguarding and Child Protection
- Children's Health and Hygiene
- Health and Safety
- Data Protection and Confidentiality
- Equal Opportunities and Diversity

## 2. AIMS OF SCORTON VILLAGE PRE-SCHOOL

Scorton Village Pre-School staff and committee aim to:

- Provide a friendly, secure, safe and caring environment where all, children feel valued, individual and special.
- Actively welcome parents and carers into the life of Pre-School. Pre-School will keep parents informed about activities with regular newsletters. Other information will be displayed on the notice board. Pre-School is committed to working in partnership with parents. Any concerns with regard to your child can be discussed confidentially.
- Ensure the group is appropriately equipped (both indoor and outdoor), taking into account the differences in ages/stages of development of the children.
- Organise and plan sessions taking account all children's understanding and interests, using a variety of materials and equipment, and working with different adults. Children will have opportunities to work with others or alone through a mix of adult-led and child-initiated activities. Play is essential for children's development.
- Follow the Early Years Foundation Stage taking into account the principles which guide the work of all practitioners. These are:
  - **A Unique Child** – Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
  - **Positive Relationships** – Children learn to be strong and independent through positive relationships;
  - **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
  - **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.
- Follow the EYFS requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:

- The *areas of learning and development* which must shape activities and experiences (*educational programmes*) for children in all early years settings;
  - The *early learning goals* that we as providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and
  - *Assessment arrangements* for measuring progress (and requirements for reporting to parents and/or carers).
- Provide educational programmes that involve activities and experiences for each area of learning and development that shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.
  - Take all necessary steps to keep children safe and well, following the statutory guidance specified in the EYFS.
  - Follow the Regulations set out under the Children Act to meet the National Standards.
  - Monitor standards through self-review, liaising with representatives from the Committee and staff and meeting with the Early Years Consultant.
  - Encourage staff to attend any relevant training.
  - Liaise with any relevant external agencies and have support from the Early Years team in our area.
  - Monitor, observe and record children's progress in the group, and share these with parents.
  - Make all parents/guardians aware of our policies and procedures

### 3. OBJECTIVES OF SCORTON VILLAGE PRE-SCHOOL

Scorton Village Pre-School will provide opportunities for children to develop their skills and work toward the Early Learning Goals summarised below:

#### The prime areas

- Communication and language development
  - **Listening and attention:** children listen attentively in a range of situations.
  - **Understanding:** children follow instructions involving several ideas or actions.
  - **Speaking:** children express themselves effectively, showing awareness of listeners' needs.
- Physical development
  - **Moving and handling:** children show good control and co-ordination in large and small movements.
  - **Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- Personal, social and emotional development
  - **Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others.
  - **Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
  - **Making relationships:** children play co-operatively, taking turns with others.

## The specific areas

- Literacy
  - **Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.
  - **Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words.
- Mathematics
  - **Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.
  - **Shape, space and measures:** children use everyday language to talk about size, weight, capacity, position, distance, time and money
- Understanding the world
  - **People and communities:** children talk about past and present events in their own lives and in the lives of family members.
  - **The world:** children know about similarities and differences in relation to places, objects, materials and living things.
  - **Technology:** children recognise that a range of technology is used in places such as homes and schools.
- Expressive arts and design
  - **Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them.
  - **Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

## 4. ADMISSIONS POLICY

### Our aim

Scorton Village Pre-School is committed to valuing diversity by providing equality of opportunity for all children and families. We advertise our service widely and are open to all members of the community, valuing diversity with regard to ethnicity, religion or social background. We recognise children's individual needs and welcome any child that may have some vulnerability.

### Procedure

Children can be admitted between the ages of 2 years usually up to school age. Applications for places must be made using our Registration Form. A waiting list will operate when we are oversubscribed.

To comply with The Early Years Foundation Stage Statutory Guidelines, ratios determine how many children can attend each individual session. The ratios are as follows:

Ratio	Age
1:4	2-3 years
1:8	3-4 years

The framework states that the indoor space requirement for each child is:

Space	Age
2.5m <sup>2</sup>	2-3 years
2.3m <sup>2</sup>	3-4 years

At the beginning of the term we may be able to help if you need to change a session, subject to availability. We are unable to swap sessions through the term; however you can usually book extra sessions with reasonable notice that will be charged for at the usual rate subject to availability.

Our intakes are usually at the beginning of the autumn, winter and summer terms. We may be able to admit children at other times dependant on session availability. We will endeavour to keep some places available for emergency admittance.

At the start of each term children already attending the setting will be offered any available sessions to increase their hours if they wish to do so. We aim to offer the 15 hour universal entitlement to every 3 and 4 year-old child who attends the setting. Wherever possible parents will have the choice of how they wish to use this entitlement. We are able to offer up to 30 hours for those families who qualify for this extended entitlement. Parents receive information about how to apply for this as their child starts in the setting.

Any remaining available sessions will be offered to children on the waiting list.

We 'stagger' the intake of children joining the setting. This ensure a smooth transition for everyone and gives children the opportunity to build strong relationships with their key person. This is at the discretion of the management team.

At times a particular session you require may not be available. In this instance a waiting list will operate. It may be necessary in the interest of the child to give priority e.g. vulnerable children etc (at the discretion of management) however usually names will be taken from the top of the list as spaces become available.

We are aware that every child is unique and individual and that for some children the transition time may need extra support from parents/carers and key person. We offer a flexible approach. Children usually have taster days in the setting. At times we may need to offer more or shorten session times until children are settled. Parents may wish to stay with their child in the early days. The key person will support and give advice at all times.

By clearly setting out our admissions procedures we aim to ensure a fair and impartial system for all families and children. However the management committee and staff reserve the right to admit and prioritize vulnerable children and families at their discretion and with the consideration of outside agencies.

## **5. UNIFORM/CLOTHING**

Children at Scorton Village Pre-School are not required to wear uniform. Polo shirts and sweatshirts are available with the Pre-School logo should you wish to purchase one.

The children take part in many activities which could result in clothing becoming marked. We would recommend that you only send your child in clothing suitable for such activities.

Please name all clothing to ensure we can return any items to you.

A named bag with spare clothes may be useful, this can also contain any supplies required for hygiene requirements.

## **6. TRANSITION INTO PRE-SCHOOL/SCHOOL AND SHARED PLACEMENTS**

“High quality early years’ experience necessitates continuity between all settings.” (EYFS)

Scorton Village Pre-School is committed to making good transition arrangements for each child in the group. Listed below are procedures followed to ensure that all transitions are as smooth as possible.

- All children and parents/carers are invited to an open afternoon in order to meet their key person and the rest of the staff. Details of how the key person will support the child and work with the family are detailed in the ‘Information for new Parents’ guide and discussed with parents. Children are invited to ‘taster transition sessions’. Parents /carers receive a welcome pack with helpful information about the setting and other useful information. At times home visits are arranged.
- Parents are asked to complete the “All about Me” booklet with their child before joining the group. Within a short settling in period the key person will have added to this record to clearly see and record the child’s ‘starting point’
- When a child attends more than one setting every effort will be made to liaise with other settings and visit the other placement. Any information collected will be included as the child’s ‘starting point’ in the setting. The two or three year old check profile is completed with parental participation.
- Transition into school. Children will have regular visits in order to meet and get to know their new school and teacher. Teachers are invited into the Pre-School to see the children in their familiar setting. Children visit school with staff from Pre-School.
- Records kept on children are shared individually with teaching staff before transferring to school/setting. If a transitional review is to be held, teaching staff from the child’s new school/setting will be invited.

We are committed to building better relationships with other settings and schools in our area. We make visits to the local primary school for special events for example; sharing Christmas activities and Stay and Play activities. We also take part in ‘share and learn’ sessions with our local primary school FS2 class.

## **7. PAYMENT POLICY**

Bills for all sessions which your child/ren attend, including lunch club, will be sent out in the first few weeks of the start of each term (you will receive 3 bills yearly, autumn term, spring and summer). This covers fees for the whole term and can be paid in complete. Alternatively you may make two equal payments, one at the start of the term then one after the half term break.

It is your responsibility to ensure the second payment is made as you will not be issued with another bill. This keeps administration expenses down which in turn is passed on to parents/carers in our determination to keep fees affordable for all. All payments must be made within two weeks of receiving your bill or within two weeks of returning after the half term break if you choose to make two payments.

PLEASE ensure you respect this as again administration of late payments can be costly to the setting.

If your child/ren does not attend their pre-booked session (including lunch club) the fees must still be paid. (I.e. sickness or holidays).

Any extra sessions or lunch clubs will be included in next terms bill or arrangements can be made to make an immediate payment.

For all children leaving Pre-School at the end of the summer term, all fees/bills must be paid up to date before leaving.

If payment has not been received within two weeks a reminder will be issued. If payment is still not received within four weeks of receiving your bill, non-funded sessions and lunch clubs will be withdrawn until the arrears have been settled. If this happens we cannot guarantee the same session will be available. If 3 or more late payment reminder letters are sent out whilst your child attends the setting, an administration fee of £15 will be charged.

If Pre-School has to close unexpectedly, we will endeavour to compensate lunch club and sessions by providing another in lieu. Throughout the year children are invited to attend some extra sessions to take part in a variety of activities. With this in mind, and the unlikely event of Pre-School being closed within the term, it is agreed that compensation for funded sessions will be highly unlikely.

If you are experiencing difficulties paying your bill please contact the Chairperson or the Pre-School Leader, either in person or writing as soon as possible. Weekly payments can be arranged.

We respectfully request that payment is made by BACS. Your bill has the account details you need. Please use your child/ren name as a reference. You may make a payment by cheque made payable to Scorton Village Pre-School. We do not accept cash payments unless otherwise agreed with the committee.

For parents in full/part time employment, Pre-School is registered with numerous Child Care Voucher Schemes, e.g. Computer Share, Fidelti, Kiddi Vouchers, please make any enquiries to the Pre-School Leader. Should your workplace be registered with another Voucher Scheme please contact Pre-School for further details on how to register.

If you think you are eligible for Working Tax Credits please visit [www.direct.gov.uk](http://www.direct.gov.uk)

Pre-School reserves the right to ask parents of funded children for a voluntary contribution for items and services which are not covered by the funding, e.g., snacks, trips etc. Full information will be provided to parents if the Pre-School committee agrees to do this.

## **8. FUNDED ENTITLEMENT**

Children become eligible for 3/4 year-old universal entitlement funding from the start of the term after their 3rd birthday. All three and four year olds in England are entitled to 15 hours of funded early education and child-care each week for 38 weeks of the year. Some two-year olds are also eligible. More information on funding is available on the North Yorkshire County Council website.

Pre-School applies on your behalf for the 3/4 year-old funding. You will need to provide verifying documents to the setting, however you will be asked for this information when given the necessary agreement to complete and return.

### **Extended 30 hours childcare entitlement for three and four year-olds**

From September 2017 the funding for 3/4 year olds increases for working parents. Eligible parents will be able to access up to 30 hours of funded child care. To check if you may be entitled please visit the North Yorkshire County Council website. The extra 15 hours must be claimed by parents/carers and we cannot claim this on your behalf. Information on funding is in the New Parent's Information pack.

Another helpful contact is the Families Information Service on 01609 533483 or email [fis.information@northyorks.gov.uk](mailto:fis.information@northyorks.gov.uk).

This government funding is for 38 weeks of the year. On some occasions the school year runs for longer than this. Pre-School has elected to mirror the school year term times. If the setting is open for more than the 38 weeks we will ask for payment according to our usual sessional costs.

## **9. SUGGESTIONS AND COMPLAINTS POLICY**

We aim to promote close involvement with parents. Pre-School welcomes suggestions on improving the group and its running. We encourage parents/guardians to take an active role and invite parents to offer any ideas or suggestions they may have, either informally or by joining the management committee.

Should parents wish to make positive comments about Pre-School in general or any staff member then they should contact either the Pre-School Leader or the Chairperson (contact

details available at Pre-School), or phone Ofsted on **03001231231**. Such comments are always welcomed

We have also introduced a 'suggestion box' which can be found in the entrance.

Should problems arise, parents/carers should initially approach the Pre-School Leader who will endeavour to resolve the situation. It is hoped that Pre-School Leader and the parent/carer will resolve the problem together. If a parent/carer is not satisfied or feels unable to approach the Pre-School Leader and wishes to take the matter further, the Chairperson of the Committee should be approached, details of how to contact the Chairperson can be found at Pre-School. Complaints may be put in writing to the Chairperson c/o Pre-School. Appropriate and prompt action will be taken.

If following the procedures above the parent/carer still remains dissatisfied/concerned, then they should contact Ofsted on **03001231231**. For further information on how to contact Ofsted please see the poster on display at Pre-School entitled "Parents".

Ofsted can be contacted at;

The National Business Unit  
Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M12WD

A record of complaints will be kept.