

# Prospectus 2017-18



Founded 1975

Registered Charity Number 1036131

**Clyst St Mary**

**Exeter, EX5 1BG**

**[www.clystvalleypreschool.org](http://www.clystvalleypreschool.org)**



# WELCOME.....

Welcome to Clyst Valley Preschool.

The following information is your guide to our Preschool and attempts to answer the questions all new parents ask.

The preschool was founded in 1975 and is now located in a purpose-built building opened in April 2011, in the grounds of Clyst St Mary Primary School.

For further information, or to arrange a visit, please contact the administrator, Helen Muscutt or the preschool leader and manager, Barbara Taylor on 01392 876615 during normal preschool hours and term time.

Alternatively e-mail: [admin@clystvalleypreschool.org](mailto:admin@clystvalleypreschool.org)

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## **OUR AIMS & WHAT WE OFFER;**

### **Our aim is**

- To enhance the development and education of children under statutory school age in a community based group that involves and supports parents and families.
- To support every child in fulfilling his/her potential and to provide the foundation for future learning.
- To provide a safe, secure, inclusive, welcoming and stimulating environment.
- To work within a framework that ensures equality of opportunity for all children and families.

### **We offer your Child**

- A specially tailored curriculum that is based on your child's interests, needs and abilities and that follows the framework of the Early Years Foundation Stage (EYFS).
- Individual care and attention of experienced and qualified Early Years staff with the additional support of designated Key workers.
- Opportunities to build relationships and friendships with children and adults.
- Opportunities for you to be directly involved in the activities of the group and in your own child's learning and development.



## **SESSION TIMES.**

Clyst Valley Preschool is registered with Ofsted to provide care and Early Years education for 24 children at each session, age 2 years 8 months - 5 years.

The Preschool holds sessions every day during term-time both morning and afternoon.

Morning sessions run from 9.15am to 12.15pm, and afternoon sessions from 12.15pm to 3.15pm to include lunch-time. Please see our healthy eating policy for packed-lunch ideas.

Our session timetables are shown on the next page, these are a general guide only; our session timings and plans are flexible according to children's interests, curiosity and spontaneity.

FROM Morning routine.	TO	ACTIVITY	STAFF
9:10am		Preschool Opens – greet parents & children. (Registration)	Leader & assistants.
9:15am	9:30 am	Free play -choice of <b>table-top</b> activities	All staff

**A GUIDE TO THE PRESCHOOL ROUTINES.**

9:30am	9:50am	'Welcome'.... introduction to the morning. Carpet time activity.	Leader ( ring bell)
<del>FROM</del> 9:50am <b>Afternoon routine.</b>	<del>TO</del> 11:15am	<del>ACTIVITY</del> <b>Free play</b> , inside & out. Table top activities, craft & messy play.	<del>STAFF</del> Staff <i>deployment included in daily planning</i>
<b>12:15pm</b>		<b>AFTERNOON ARRIVAL</b> – greet parents & children. (Registration)	Leader & assistants. <i>Identified in daily planning</i>
10:10am	10:45am	<b>Rolling cafe snack-time.</b> <i>Children to select &amp; prepare own snack,</i>	1 staff
12:15pm	12:20pm	Hand-washing <i>Wash-up own cups.</i>	All staff
11:15am	11:35 am	Planned group/individual learning activities	All staff/ *Staff Rota
11:35am	11:40am	TIDY UP TIME – <i>everyone!</i>	All staff
11:40am 11:55am	11:55am 12:10pm	<b>Songs/rhymes &amp; review of morning.</b> <b>Storytime,</b>	*staff member <i>identified in planning</i>
<b>12:15pm</b>		<b>Departure.</b>	<b>Assistant to man door.</b>

***\*Please note, this is intended as a guide only.***

12:20pm	12:50pm	<b>LUNCH TIME.</b>	All staff eat with, & assist children.
12:50pm	13:00pm	Lunch time tidy-up & 'quiet reading'/storytime.	Staff to tidy up.
13:00pm	13:15pm	Carpet time activity/ planned group activities.	2 staff Identified in daily planning
13:15pm	14:35pm	Free play, inside & out. Table top activities, craft & messy play.	All staff/ *Staff Rota
14:00pm	14:20pm	Snack time. (2 sittings)	*staff member identified in planning
14:35pm	14:45pm	TIDY UP TIME – <u>everyone!</u>	All staff
14:45pm	14:55pm	<b>Songs/rhymes &amp; review of afternoon.</b>	*staff member identified in planning
14:55pm	15:10pm	<b>Storytime.</b>	
<b>15:15pm</b>		<b>Departure.</b>	Assistant to man door.

*\*Please note, this is intended as a guide only.*



### **FUNDING, FEES & ATTENDANCE.**

All children are eligible for 15 hours Early Years Universal funding the **term following** their third birthday. Children whose parents both work at least 16 hours per week may be entitled to 30 hours funding. Go to <https://www.childcarechoices.gov.uk> to see if you are eligible. We ask for a copy of your child's birth certificate or passport on entry to Preschool, which is submitted to the Early Years Funding Team. The Early Years funding is then paid directly to the Pre-school from Devon County Council.

At the start of each term you will be asked to sign a pre-printed 'headcount' list from the EYF Team to verify your child's attendance and number of hours claimed here and at any other provision, (ensuring children have access to up to 30 hours if applicable).

To check when your child is eligible for funding please check their birthday against this chart;

**Children who are 3 years old**  
**On or after, & on or before,**  
 1<sup>st</sup> January      31<sup>st</sup> March

**15/30 Hours funding -**  
**Term funding starts,**  
 Summer – after Easter holidays.



1<sup>st</sup> April                      31<sup>st</sup> August:                      Autumn – after Summer holidays.  
 1<sup>st</sup> September              31<sup>st</sup> December:                  Spring – after Xmas holidays.

If your child starts with us before they qualify for funding, the cost per hour will be **£5.00** for two year olds and **£4.00** for 3 year olds.

Children can start Clyst Valley Pre-school from 2 years 8 months, this allows children to access early years education during the term in which they turn 3.

Once your child is eligible for Universal Funding or 30 Hour Funding you may choose how many funded hours they attend (up to 30 per week) and, where you use that funding, it may be split between providers, for example 18 hours may be claimed at Pre-school while 12 hours are claimed at another nursery.

	Morning Session (9.15-12.15)	Afternoon Session (12.15-3.15)	Full Day
Cost for 2 Year olds	£15.00	£15.00	£30.00
Cost for 3-5 Year olds	£12.00	£12.00	£24.00

If however, you choose to use all of your child’s funding entitlement elsewhere; **our cost per hour is currently fixed at £4.00.**

If your child just receives the 15 hours Universal Funding, you may of course pay for additional sessions.

Due to the Government requirement that the Extended Entitlement is used solely for childcare and education, we ask for a voluntary contribution from parents of £20 per term, to be used towards snacks and the many resources that are available to the children e.g. paper, paint, glue, sand etc.

All fees, are payable, termly, in advance, (prompt payment is always appreciated, a bill will be prepared for you by the group’s administrator at the beginning of each term.) Fees **continue** to be payable if a child is absent, whether for holiday or sickness. In cases of long-term absence, parents should consult the Preschool administrator for support and assistance.

If your child is unable to attend their session, it would be helpful if you could let us know, either by telephone or by sending a message, also if you plan to take a holiday in term time, we are required to have written notification of the

dates in order to comply with nursery funding guidelines, please ask for a form, (this form **must** be completed for **all** periods of absence, including sickness.)

Please be aware that there is a minimum required attendance to qualify for the nursery funding. The Pre-School has to conduct a self-audit each term and repay any child's funding where attendance does not meet the required number of sessions, the Pre-School can then invoice the parents for this money.

All fees are reviewed and set at the Annual General Meeting, usually held in October.

***\*Please note if a space is no longer required, we require a half-term's notice, in writing, likewise any changes of days/sessions that you require must be put in writing, thank you.***



### **INTAKE, ADMISSIONS & SETTLING IN;**

Preschool is extremely flexible when admitting children and they may start at the start of a new term or half-term as and when they are 2 years 8 months.

Applications are invited from all, however, if the number of applications exceeds the available spaces, places will be allocated by applying the following priorities:

- Siblings of children attending the Preschool
- Distance from Preschool to home address.

Any special circumstances will always be considered when allocating places, please refer to the full **Admissions Policy**.

This is an exciting time for your child and settling into Pre-school can sometimes take time. It is important not to rush this transitional period and parents/carers are welcome to stay until your child is happy and settled. We

are aware that this may be the first time your child has been left with someone other than family so please do not worry if your child appears to be taking longer to settle than others, you are welcome to stay for as long as it takes. Perhaps they have a special toy that they could bring for comfort but please feel free to stay and reassure them, encouraging them to join in with activities. Some parents gradually increase the amount of time they leave their child for, while some ring the Pre-school to check all is O.K. Please remember, we want you to feel comfortable and confident that your child is settled and happy.

We have introduced a paired key worker system, this means that each member of staff has a group of children for whom they are particularly responsible, they will share responsibility of individual children with another staff member, ensuring one of your child's key workers is always present at his/her sessions. When your child first starts at the Pre-school, your key-worker will help your child settle in and throughout your child's time at Pre-school, they will support your child's learning by observing, planning and offering appropriate activities to benefit his/her development, they are also your point of contact for information, support and advice.

Your child's key workers will work with you to make sure that the Pre-school provides care and opportunities that are appropriate for your child's particular needs and interests; you will be introduced to your key workers when your child starts at Pre-school.

Parents /carers are always welcome to attend Pre-school sessions, this can be an ideal opportunity to see your child interacting, working and learning with other children and adults, it also gives your child the opportunity to meet other unfamiliar adults in a safe and friendly environment. Children like to show their parents all the activities and toys at Pre-School and they enjoy feeling special when it is **their** parent is helping. Dads find that are especially popular when they visit Pre-School!

The Pre-school staff truly respect and view parents as partners, the group really values all parental involvement. We acknowledge and understand that you are your child's first and most important educator, and as such, have the most knowledge about your child, their likes, dislikes, and personality. By chatting together and sharing information we can really enhance their learning experience.

Sometimes parents are willing to share a musical talent or talk about their job with the children, this is always very much appreciated. On admission to the Preschool, you will be asked if you would like to help out at any sessions. This

is entirely voluntary and we realise that many parents work and are unable to attend sessions, however if you would like to become more involved, a helper/visitor list is produced each half-term and you can, if you choose, add your name to this list.



**PRESCHOOL STAFF.**

NAME	POSITION	QUALIFICATION/EXPERIENCE
<b>Barbara Taylor</b>	<b>Preschool Teacher Manager &amp; EYP/T.</b> - <b>SENCO</b> - <b>Safeguarding Officer.</b> -Keyworker	<b>DPP- Diploma in Preschool Practice.</b> <b>Foundation Degree -Early Years</b> <b>BA(Hons) -Early Childhood Studies.</b> <b>EYT -Early Years Teacher status.</b> Paediatric First Aid Safeguarding level 3 (incl Domestic Abuse) Food Hygiene cert. (incl Food Allergies).
<b>Alison Clarke</b>	<b>Deputy Playleader.</b> - <b>Behaviour Management.</b> - <b>SENCo Support</b> -Keyworker	<b>NVQ 3 Early Years/CCLD</b> <b>Foundation Degree – Early Years</b> <b>BA(Hons) – Early Childhood Studies</b> <b>EYITT - Early Years Teacher Status</b> Paediatric First Aid Safeguarding level 3 Food Hygiene cert
<b>Shelly Raybould</b>	<b>Assistant Playleader.</b> & 1 to1 SEN support -Keyworker	<b>NVQ2-CCLD</b> <b>NVQ3-CCLD</b> Paediatric First Aid Safeguarding (level 2) Food Hygiene cert

<b>Jennifer Meynell</b>	<b>Preschool Assistant.</b> -Keyworker	<b>CACHE LEVEL 3 Diploma Children &amp; Young Peoples workforce.</b> Paediatric First Aid Safeguarding (level 2)
<b>Carol Barkwill</b>	<b>Preschool Assistant.</b> & 1 to1 SEN support -Keyworker	<b>NVQ2-Childrens care Learning &amp; Development.</b> Paediatric First Aid Food hygiene cert Safeguarding awareness (level 2)
<b>Pam Martin</b>	<b>Preschool Assistant.</b> -Keyworker	<b>NVQ2-Childrens Care Learning &amp; Development.</b> Paediatric First Aid Food Hygiene cert. Safeguarding awareness (level 2)
<b>Katie Webber</b>	<b>Preschool Assistant</b> & 1 to1 SEN support -Keyworker	<b>Studying towards EYITT – Early Years Teacher Status</b> BSc (Hons) Education & Psychology Paediatric First Aid. Safeguarding (level 2) Food Hygiene cert.
<b>Sophie North</b>	<b>Preschool Assistant</b>	<b>Studying towards NVQ3-EYE</b> Safeguarding awareness (level 2)

**In addition the preschool employs an administrator, Helen Muscutt.**

*\*All employees undergo full disclosure/police checks- for details; please see our **Safeguarding Policy**.*



### **THE PRESCHOOL COMMITTEE;**

#### **OFFICERS:**

CHAIRPERSON - Liz Statham  
 TREASURER - Emma Webber  
 SECRETARY - Ali Cornick

#### **Committee Members-**

Helen Muscutt  
 Lynne Armstrong  
 Charlene Parkes  
 Ali West  
 Lucy Craig  
 Gemma Fairfield-Sampson

*\*All committee officers have undergone full DBS disclosure.*



## **THE COMMITTEE'S ROLE**

Parents and families are fundamental to the existence of our Preschool and Clyst Valley Pre-School values everyone; by joining the Pre-school each family becomes a member of the group and has a voice in the running of the Preschool. Parents elect committee members at the AGM who in turn employ the staff and manage the legal running of the group.

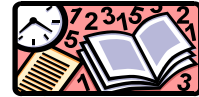
We currently have a very active volunteer Management Committee (consisting of elected parents & carers.) The committee comprises of officers, the chairman, vice-chair, secretary and treasurer as well as ordinary members, and is always open to new members. Committee meetings are generally held each term and an AGM is held in October/November, this is an excellent forum for all the users of the group to discuss and plan for the future.

A committee member will be available to greet all new families to the group shortly after your child starts at Pre-school. In addition, you will have the opportunity to find out more about the group and maybe become more involved.

There are many opportunities to meet other parents and families throughout the pre-school year, we hold regular events such as Sports Day, Picnics, Easter Egg Hunts, Garden Makeover Day and Coffee mornings, the children perform in both Christmas and Graduation shows, we organize a summer trip and have annual meals out (adults only!) and quiz evenings.

The Pre-school is a member of the Pre-School Learning Alliance, and as a result benefits from many services including expert guidance and legal help for the committee, comprehensive insurance cover, parent and staff training opportunities and professional publications.

The group is a registered charity, and like most we often have to boost the bank account by fundraising, for example we have recently held a children's sponsored marathon and several raffles in order to purchase a new wooden playhouse for the garden. So, your ideas, talents, contacts, help and support will always be very much appreciated!



### **SESSIONS AND CURRICULUM;**

A variety of equipment and activities are presented at each session to enable your child to develop physical, social and cognitive skills. We operate a “learning through play” philosophy, but this also includes structured, planned activities designed to extend your child, staff are always on hand to support and encourage the children in their learning.

The Preschool ‘curriculum’ is based on the Early Years Foundation Stage (**EYFS**) and its set ‘Early Learning Goals’, children progress and develop towards achieving these goals by the end of the Foundation Stage; (the end of the Reception year of compulsory schooling).

Of course, children progress and learn individually, at their own pace and led by their own interests and experiences.

The **EYFS** links learning with the five ‘Every Child Matters’ outcomes, these are;

1. Staying Safe
2. Being Healthy
3. Enjoying & Achieving
4. Making a Positive Contribution
5. Achieving Economic Well-Being.

The **EYFS** features these four main principles and guiding themes;

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development.

And recognises the different ways children learn; through,

- Playing and exploring
- Active learning
- Creating and thinking critically.

There are 7 areas of learning and development in the EYFS, this shapes our preschool Curriculum, with each area delivered and guided by the principles above.

Although it must be understood that all 7 areas are important and interconnected, there are 3 PRIME AREAS that are particularly crucial for igniting children's curiosity and for building their capacity to learn, form relationships and thrive, these are;

1. Communication and Language
2. Physical development.
3. Personal, Social and Emotional development.

A further 4 SPECIFIC AREAS detail areas through which the 3 Prime areas are strengthened and applied, these are;

1. Literacy
2. Mathematics
3. Understanding the world
4. Expressive arts and design.

*A brief description of each area follows, although it must be acknowledged that each area should not be considered in isolation, as activities, skills and learning are interlinked.*

### **The 3 prime areas.....**

#### **Communication and language:**

*Listening and attention:* children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

*Understanding:* children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

*Speaking:* children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when



talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

**Physical development:**

*Moving and handling:* children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

*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. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

**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. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

*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. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

*Making relationships:* children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

**The 4 specific areas.....**

**Literacy:**

*Reading:* children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

*Writing:* children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

### **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. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

*Shape, space and measures:* children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### **Understanding the world:**

*People and communities:* children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

*The world:* children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

*Technology:* children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

### **Expressive arts and design:**

*Exploring and using media and materials:* children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

*Being imaginative:* children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

***The full Statutory Framework for the Early Years Foundation Stage can be found at; <https://www.education.gov.uk/publications/standard/AllPublications/Page1/DFE-000337-2014>***

More information can also be found at [www.foundationyears.org.uk](http://www.foundationyears.org.uk)

Our preschool staff are experienced and skilled in supporting learning, they offer encouragement to develop independence & self-confidence while promoting cooperation, communication, problem solving and creativity. All our children are supported and encouraged to participate in small and large group activities. Games, resources, play opportunities and experiences are presented that facilitate and promote discovery, exploration, experimentation, imagination, decision making, and the practicing of new skills.

Outdoor activities contribute to children's health and well-being by aiding physical development and by giving them access to space and freedom. Exploring, investigating and experiencing nature enhances their knowledge of the world around them; in fact, every part of the curriculum can be delivered outdoors. Therefore, every Pre-school session offers free access to outdoors; providing your child with a waterproof coat and wellington boots is desirable.

***\*The standard of teaching and care at Preschool is assessed at regular intervals by the Office for Standards in Education (Ofsted). The most recent inspection report, November 2015, can be seen on the preschool notice board and on the official Ofsted website.***

Every child at Pre-school has their own personal tray, their achievement book containing samples of work, observations and photographs, are kept in here, together with their 'Learning Journey' file. The Pre-School staff will carefully monitor your child's development throughout the 'Foundation Stage', and progress is recorded in these individual 'Learning Journeys' and we very much value contributions from home.

(Your consent will be sought for us to take photographs of your child and these together with observations are key to planning future activities, ensuring all children's interests and developmental needs are recorded and met). \*Please

note that these records are kept strictly confidential, but are available to you at any time.

Shortly after starting preschool, all children are given a book-bag and are invited to choose books to take home and share, we find that this encourages early reading skills and provides a strong link between preschool and home. These books are changed weekly on a day specific to your child, or more often on request by putting the book-bag in the red book box next to the children's trays.

Once your child turns 4 and if the staff feel they will benefit, they will move on to our shared Preschool/School reading scheme that gradually introduces key words.



### **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS:**

We understand that every child is unique with individual needs; therefore, every child in the Preschool is able to progress at his/her own rate in all areas of development.

The preschool staff are experienced in working closely with professionals from outside agencies, such as Speech and Language therapists, Portage workers, Sensory Advisory Teachers and Educational Psychologists supporting a range of special needs. If you would like to discuss the group's ability to meet your child's needs, please talk to the group Leader and Special Educational Needs Co-ordinator (SENCO); a copy of our full **Inclusion Policy** is available on request.



### **KEEPING HEALTHY & SAFE:**

Children at the group are encouraged to be active, to understand the benefits of exercise and to develop an awareness of health, safety and taking risks. The importance of hygiene is also introduced and reinforced by activities, posters and stories.

### **FOOD AND DRINK:**

Each Pre-School session offers a break for food and drink. We plan a weekly menu for snacks that provides children with a variety of healthy, nutritious food, for example, one day we may offer grapes and cheese, another banana and breadsticks, or apple and bread and low-fat spread etc. To drink, children

are offered milk, which is delivered fresh daily and water. (Fresh drinking water is available to the children throughout the session; we have a small water chiller/dispenser for the children to use.)

Please let us know of any dietary need and we will ensure that these are met.

Packed Lunches should also adhere to our **Healthy Eating Policy** (a copy is enclosed) and we ask parents not to include sweets or fizzy drinks in lunch boxes.

#### SICKNESS, MEDICATION AND ACCIDENTS:

In order to maintain the health and well-being of the children and staff, please do not send your child to Pre-school when he/she is suffering from any **contagious disease or condition**, this includes **Impetigo, Head lice, Threadworms, Conjunctivitis or sickness and diarrhoea, thank you.**

The Pre-School is willing to administer any medication/ inhaler etc. that your child requires, however authorisation and instructions must be put in writing and a medication record form completed stating medicine, dose, time required and staff member responsible. We will administer the medicine and verify the form each time. On collection of your child you will be asked to counter sign the record. Please speak to the Pre-school leader if you have any questions.

All accidents and incidents will be recorded on individual pages in the accident book; each child has their own confidential page. Staff will note the nature of the accident, location, time, injury and treatment, the staff concerned will sign the form and will ensure the child's parent/carer is informed and signs the form to acknowledge the information.

On application, you will be required to notify the group of any allergies/medical needs/ regular medication etc. that your child has or needs. When your child is due to start preschool, you will be asked to supply this information again, on a 'This is Me' form. This ensures staff have relevant, up-to-date information.

#### KEEPING SAFE:

To ensure your child's safety, we will,

- Vet all staff applications and conduct full CRB checks.
- Undertake daily risk assessments, premises and equipment checks
- Ensure internet access is filtered, monitored and supervised.
- Purchase comprehensive insurance

- Ensure premises and garden is secure
- Ensure all visitors produce identification and sign in
- Keep full records of any accidents/incidents
- Keep a fully stocked First Aid box
- Ensure at least one staff member on duty is First Aid trained
- Restrict access to kitchen area
- Undergo regular Fire Drills
- Access regular Child Protection training

In addition, children will only be released into the care of a parent/carer or an authorised adult. A copy of the child collection policy is enclosed.

***Please note: all applications must have emergency contacts that we can contact at any time.***

Copies of our **Emergency Fire Drill Procedure, Health & Safety** and **Safeguarding Policies** are available on request.

### **BEHAVIOUR:**

We believe that adults can be extremely powerful role models for children, the adults in the group will model considerate, consistent, caring and respectful behaviour at all times.

Children will be fully supported when settling in and will be helped to become familiar with the groups rules and routines, using symbols, pictures and a visual timetable will assist this.

Any strategies employed to handle conflicts will be discussed with parents/carers, physical punishment will never be used or threatened.

Praise will be used to endorse desirable behaviour. A copy of the group's **Behaviour Management Policy** is available on request.



### **CLYST ST MARY PRIMARY SCHOOL:**

Many of our children go onto Clyst St Mary Primary School; the preschool has developed excellent links and has a close working relationship with the school; the Preschool Leader regularly meets with the Reception teachers to discuss individual children's needs to ensure a smooth transition into formal schooling.

A transition document is completed by your child's keyworkers, this includes your child's own thoughts and opinions. Parents are also invited to contribute to this document which is then passed on to reception teachers in order to share crucial developmental information.

*\*Please note, joining the Preschool **does not** guarantee a place at Clyst St Mary Primary*