



Handbook for Parents 2022/2023

Caversham Heights Pre-school's Handbook for Parents
Caversham Heights Methodist Church Hall
74, Highmoor Road, Caversham Heights,
Reading, RG4 7BG
Telephone 07840 871524 / 0118 9484851
www.cavershamheightspreschool.org

Charlotte Ives, Administrator: info@cavershamheightspreschool.org

Simran Dhanjal, Committee Chair: chair@cavershamheightspreschool.org



CAVERSHAM HEIGHTS METHODIST CHURCH HALL
74 HIGHMOOR ROAD, CAVERSHAM HEIGHTS
READING, RG4 7BG | TELEPHONE 01189 484 851
www.cavershamheightspreschool.org
REGISTERED CHARITY 298720 | MEMBER OF THE EARLY YEARS ALLIANCE



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Welcome

Welcome to Caversham Heights Pre-school and thank you for registering your child with us.

We know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best.

This handbook aims to provide you with an introduction to Caversham Heights pre-school, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. This should be read alongside our Childcare Terms and Conditions for a full description of our services.

Our Vision, Values and Aims

Our Vision

Positive, caring relationships based on trust and respect, are at the heart of Caversham Heights Pre-school.

We have a clear vision of what we want to achieve.

- To provide a safe, caring, secure and stimulating environment for your child
- To enable all children to develop their capabilities as successful learners, confident individuals, responsible citizens and effective contributors to society.
- To help all children to prepare for the future.

Our Values

We have a clear understanding of our values at Caversham Heights Pre-school.

- WELLBEING – showing kindness, active listening and understanding
- ENGAGEMENT – being involved, flexible, playful, responsive, interested and interesting
- RESPECT – valuing everyone, celebrating individuality, diversity, promoting equality, equity and tolerance.
- COMMUNICATION – being open honest and sincere
- ACHIEVEMENT – ensure there are consistently high expectations for all
- INTEGRITY – maintaining high standards and being effective role models
- PARTNERSHIP AND CARE – being reflective and learning from parents as partners, developing strong nurturing relationships
- CHALLENGING – listening, reflecting and continuously improving on our previous best
- COMMITMENT TO EXCELLENCE – developing skills for learning, life and work
- LEADERSHIP – being inspirational leaders and learners ready to support and challenge others in their learning

Our Aims

At Caversham Heights Pre-school we believe that every day is a learning day and that learning is all around us. As well as being a place of learning, we pride ourselves on ensuring that all children are coming in to a loving, caring environment where they are valued and listened to. We also involve children and parents in trying to continually improve.

- To provide a safe, happy, caring, stimulating and secure environment for our children where everyone feels known, understood, cared about and safe.
- To engage our children in the highest-quality teaching and learning and to maximise success for all
- To develop a shared vision for the future of Caversham Heights Pre-school
- To foster high-quality leadership
- To work in partnership with other agencies and our communities to promote the welfare of our children
- To work together with parents as partners to improve learning and care
- To reflect on our work and fulfil our learning potential
- To value and empower our children and staff by recognizing and celebrating successes and achievements
- To promote well-being and respect
- To develop a culture of ambition and achievement
- To equip our children with skills for learning, life and work, ready to actively grasp and follow their dreams in the future

These aims reflect our high aspirations and our commitment to excellence. Through effective teamwork, open lines of communication and in partnership with our parents, we will work towards the realization of our vision, values, aims and mission

To achieve our aims, we will provide:

- Learning through play, support and care which puts children and families at the heart
- A stimulating safe, secure and welcoming environment with free-flow inside and outdoors
- Appropriate, responsive, differentiated, open ended and challenging learning opportunities
- Experiences that value, reflect, celebrate and build on our diverse community
- Effective working partnerships to ensure the needs of all are represented and heard
- Respectful, trusting and effective relationships which display emotional warmth
- Supportive induction procedures and routines
- Effective systems of communication
- A highly skilled, motivated and committed staff
- Promote healthy lifestyles

Parents

You are regarded as members of our setting who have full participatory rights. These include a right to be:

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

As a voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on you for your support and commitment.

Children's Development and Learning

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers;
- has the chance to join in with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

The Early Years Foundation Stage

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage (DfE 2021):

- **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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners, parents and/or carers.

- **Learning and Development.** Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

How We Provide for Development and Learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

Prime Areas

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

Specific Areas

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

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

The *Development Matters* (DfE 2020) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals (ELG). Our setting has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

Communication and language

- ELG: Listening Attention and Understanding.
- ELG: Speaking.

We provide a language rich environment, have daily story times, undertake listening and language games and activities, encourage conversations through role play and imaginative play using a wide range of equipment including puppets. We provide a lending library.

Personal, social and emotional development

- ELG: Self-Regulation
- ELG: Managing Self
- ELG: Building Relationships

We support the children to make friendships with other people, both children and adults and to have confidence in themselves by valuing their achievements. We keep the pre-school rules simple and discuss them with the children during group time. The staff are excellent role models and treat the children in a caring and fair manner.

Physical development

- ELG: Gross Motor Skills
- ELG: Fine Motor Skills

We do this by using a wide range of PE equipment and tools during structured music, movement and PE sessions and through providing a range of tools for children to use and explore. We encourage parents to provide healthy snacks and a healthy lunch.

Literacy

- ELG: Comprehension
- ELG: Word Reading
- ELG: Writing

We have a large library of fiction and nonfiction books, story bags, phonics games and activities. We provide a drawing / mark making table, painting easel and a range of mark making tools to use both inside and outside. Children can borrow books from our lending library, and we loan out our mark making busy bags. The children are introduced to phonics through songs and rhymes and group time activities.

Mathematics

- ELG: Numbers
- ELG: Numerical Patterns

We do this using a wide range of maths equipment, games, during role play, and during practical activities, both inside and outside.

Understanding the world

- ELG: Past and Present
- ELG: people, Culture and Communities
- ELG: The Natural world

The children have the opportunity to explore and experiment with a wide range of materials. We provide a computer, iPad, and a range of programmable toys such as Bee Bots. We celebrate the different religious festivals and cultural celebrations of the children that attend pre-school such as, Diwali, Chinese New Year, Eid, Harvest time, Christmas and Easter. There are planters in the garden area where we grow vegetables and plant flowers and herbs.

Expressive arts and design

- ELG: Creating with Materials

- ELG: Being imaginative and Expressive.

We provide a wide range of resources and activities at every session such as music and movement sessions. We have construction toys, role play and small world play equipment. Craft materials are kept in a cupboard that the children can access, and the painting easel is always available.

Our Approach to Learning and Development and Assessment

Learning through play

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners.

Characteristics of effective learning

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

- playing and exploring - engagement;
- active learning - motivation; and
- creating and thinking critically.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

Assessment

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

We make periodic assessment summaries of children's achievement based on our on-going development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different group or when they go on to school.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Records of Achievement; Tapestry Learning Journey

We keep a record of achievement for each child. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. Together, we will then decide on how to help your child to move on to the next stage.

Focus Children

Each week we select the Focus Children for the following week. Your child will be focus child once per term. Once your child has been selected, you will be given a parent consultation sheet to take home. We would like you to fill in the sheet in as much detail as possible about your child's needs, activities, interests and achievements and to take some photos over the weekend. The consultation sheet is returned after the weekend and the photos are uploaded onto Tapestry.

These sheets are stored in your child's Learning Journal and the photos are used to prompt your child to talk about events e.g. visiting relatives, family events, new pets etc.

During the focus week, staff observe and interact with your child in their pursuits – looking for “teachable moments” in which they can make a difference. These interactions with the focus children are recorded on the Tapestry Learning Journey.

In the week following your child's focus week, we invite you in for a discussion about the week and all that we have learnt about your child. Together we agree on possible areas for focus in future and how we can support your child with these.

Language Development

Don't worry if your child is not speaking English as they will usually pick it up quickly at pre-school. You only need to be concerned if they are not using any language confidently.

It is important that your child is given a good model of language as it will support your child's overall learning of how to use language e.g. for conversation, choice, etc.

Always talk to your child in your own language. Even when they are too little to understand, talk to them about what you are doing when you are cooking, bathing, shopping, etc.

Try to find books written in your own language for your child. If there aren't any, just talk to your child about the pictures.

Tell your child stories in your own language. Encourage your child to join in with the story telling. Teach your child nursery rhymes and songs in your own language. Make your child feel proud of your language.

If there are two parents that are confident in two different languages, then it is a good idea for each parent to use a different language with the child, e.g. Mum talks to her child in Urdu and Dad uses English. Make sure that your child knows the names of the different languages he speaks and check that they know which language has which name.

If your child uses English words it is helpful to repeat what they have said back to them using their own language.

Any language used by your child is important.

It is also important for English to be developed over the Early Years Foundation Stage and for children to have a good standard of English by the end of the reception year so they are ready for the new opportunities available to them in Year 1. Staff are required to assess a child's communication, language and literacy skills in English.

Working Together for Your Children

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We also have volunteer parent helpers, where possible, to complement these ratios. This helps us to:

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

Our Staff

The staff who work at our setting are:

Name	Job Title	Qualifications and Experience
Katharine Yarwood	Pre-school Supervisor (from April 2015) Safeguarding Children Officer	Joined September 2007 Early Years Professional Status Qualification Sept 07 Safeguarding Children Officer as of September 2013 Secondary school teacher. BEd Food and Textile Technology. Ofsted Registered Childminder Pre-school committee member and voluntary helper Paediatric first aid Universal Safeguarding Safeguarding trainer

Name	Job Title	Qualifications and Experience
Hazel Lambert	Pre-school Assistant Supervisor Key person Yellow Group SENCo Safeguarding Children Officer	Joined July 2011 Level 3 qualification Safeguarding Paediatric First Aid SENCo Training Level 3 Early Years SENCo qualification April 2021
Simona Maluwe	Key person Green Group	Joined September 2021 Level 2 Qualification Paediatric First Aid Safeguarding
Rehina Ahemd Khan	Key person Green Group	Joined November 2021 Working towards Level 2 Qualification Paediatric First Aid Safeguarding
Samantha Hyslop	Key person Red Group	Joined November 2020 Level 3 Qualification Paediatric First Aid Safeguarding
Diane Richardson	Pre-school Assistant Pre-school 2 nd Assistant Supervisor	Joined September 2008 Level 3 Qualification Paediatric First Aid Safeguarding

How Parents Take Part in the Setting

Our setting recognises parents as the first and most important educators of their children. All of our staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff;
- contributing to the progress check at age two;
- helping at sessions of the setting;
- sharing their own special interests with the children;
- helping to provide and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting where appropriate;

- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities, in which the setting takes part; and
- building friendships with other parents in the setting.

See website for policy on **Parental Involvement** <http://cavershamheightspreschool.org/wp-content/uploads/2021/05/10.1-Parental-Involvement.pdf>

Joining In

Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to play the piano for the children, show the children how to use chopsticks, to talk about their religious festival, and to run a PE session.

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

Key Person and Your Child

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

See website for policy on **the Role of the Key Person**

<http://cavershamheightspreschool.org/wp-content/uploads/2022/06/4.1-The-role-of-the-key-person-and-settling-in.pdf>

Learning Opportunities for Adults

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to-date with thinking about early years care and education. We also keep up-to-date with best practice, as a member of the Pre-school Learning Alliance, through *Under 5* magazine and other publications produced by the Alliance. The current copy of *Under 5* is available for you to read. From time to time we hold learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

The Setting's Timetable and Routines

We are open for	38 weeks each year Term time only
We are closed on	Mondays
We are open for	4 days a week
The times we are open are	9.15 – 12.15 or 2.15 Tuesday 9.15 – 1.15 or 2.15 Wednesday 9.15 – 12.15 or 2.15 Thursday 9.15 – 12.15 Friday
We provide care and education for children aged	2 ½ to 5 years

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in our setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

The Session

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom(s).

Session Timetable

9.15 – 9.30	Registration / Wash hands / Free Play
9.30 – 10.00	Key person group time / phonics / Bag time
10.00 – 10.20	Wash hands / Snack time

10.20 – 11.45	Free play Home corner, painting, playdough, craft, cooking, construction, trains, cars, animals, people, library, puppets, games, puzzles, drawing/mark making, sand, bikes, role-play, instruments, gardening, planting seeds, investigation, large wooden blocks, outdoor play.
11.45 – 11.55	Tidy up time
11.55 – 12.00	Whole group song time
12.00 – 12.15	Small group story and rhyme time, HOME TIME
or	
12.00 – 12.30	Wash hands /Lunch
12.30 - 1.45	Free play
1.45 – 1.55	Tidy up time
1.55 – 2.15	Story activity and rhyme time. HOME TIME

This is the typical day's routine for pre-school. There may be changes to these routines, dependent on any special events or activities taking place.

Arriving at Pre-School

Please arrive promptly. The doors are shut at 9.30. While parents/carers are delivering children to pre-school any additional children accompanying the adults are solely their responsibility and must always remain with their parent/carer. Register your child's presence at pre-school

1. On arrival your child will be registered by the member of staff at the gate.
2. If someone else is collecting your child e.g. they are going to play with a friend, let the staff member at the gate know in order that we are aware.
3. If you need to send someone else to collect your child, please notify pre-school and if they are not well known to us provide them with your password. **Never send a person who is a stranger to collect your child as we will not allow a child to leave the premises with an adult who has not been identified to us by the parent.**
4. Please collect on time as children can get very upset and worried especially if they are last to be collected. Let us know if you have been unavoidably detained.

See policy **Uncollected Child Procedure** on the website <http://cavershamheightspreschool.org/wp-content/uploads/2022/12/1.4-Uncollected-child.pdf>

What to Bring to Pre-School

Checklist of Things to Bring

- A spare set of clothes and underwear in a bag.
- If they are wearing wellies, a change of footwear.
- Sunhat if the weather is hot.
- Coat for cold or wet days.
- A water bottle that is named.
- A healthy snack. Milk will be provided.
- Lunch box with a cool pack to keep food at a safe temperature. Please label all containers within lunch bag/box with child's name

Please label everything with the child's name.

Snacks and Meals

We make snacks and meals a social time at which children eat together. Please tell us about your child's dietary needs and we will plan accordingly. We provide milk or water to drink at snack time and ask parents to provide a bottle of water for their child to drink during the session. The children bring in a healthy snack from home such as fruit, vegetables, a small sandwich, breadsticks or rice cakes. Children staying for the afternoon session will need a packed lunch. As part of the children's learning to be healthy we request that no sweets, chocolate, crisps and sweet drinks are provided in their lunch boxes.

It is essential that the group's policy of no nuts or nut products is adhered to. Please see the Food and Drink policy listed below.

As soon as we are notified of any children with allergies attending pre-school, we inform all the parents of the foods they must not bring into the setting.

Please clearly name your child's lunch box and any drink or separate food containers within the box.

Food such as grapes, tomatoes and sausages should be cut in small lengthwise pieces, to avoid them being a choking hazard. It has been found that uncut food or food cut across can form a plug in a child's throat and stop them breathing.

See website for policy on **Food and Drink**

<http://cavershamheightspreschool.org/wp-content/uploads/2022/06/6.5-Food-and-drink.pdf>

Clothing

Please clearly label coats, shoes and pre-school tops with your child's name.

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

Starting at Our Setting

We want your child to feel happy and safe with us. To make sure that this is the case, our staff will work with you to decide on how to help your child to settle into the setting. Our policy on the Role of the Key Person and Settling-in is available on our website, or on request from Katharine Yarwood or Charlotte Ives.

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

You and your child will be invited to attend a New Starter's session exclusively for children who are starting with us during the term. This session will allow your child to acclimatise a little.

When your child first starts pre-school, we welcome you to stay as long as you wish. You may attend sessions with your child until you feel your child is settled at pre-school.

While it is our policy that children leave toys safely at home, favourite cuddlies are one exception we make. They can be a great comfort when first starting pre-school. If your child has a cuddly, please let your child's Key Person know what it is.

Behaviour

Aims

To promote good behaviour and respect for others.

In agreeing to a place at Caversham Heights Pre-School you agree to abide by our behaviour policy.

Expectations of Children and Staff

Children are expected to show care and consideration for themselves, the other children and adults within the group. Children are expected to treat the groups' equipment and premises with care. The group works to reinforce good behaviour rather than give attention to undesirable behaviour. Parents/Carers are expected to support the staff in this.

We actively encourage and praise the following behaviours

Please discuss and encourage the following behaviour from your child:

- Sharing.
- Being kind and considerate to others.
- Being polite and using the words 'please' and 'thank you'.
- Taking care of toys and equipment.
- Helping others including tidying up
- Listening to stories.
- Following instructions to take part in an activity.

See website for policy on Promoting positive behaviour <http://cavershamheightspreschool.org/wp-content/uploads/2022/12/7.1-Promoting-positive-behaviour.pdf>

Health and Safety

Accidents at Pre-School

A first aid box is provided on top of the piano.

In case of an accident, you or your alternative contact will be notified as soon as possible. An accident record is kept and you will be asked to sign a statement of what happened in all cases, even minor accidents.

The pre-school Committee and staff cannot take liability for medical treatment beyond that covered by the pre-school's insurance.

See website for policies on **Health and Safety General Standards and Recording and Reporting of Accidents**

http://cavershamheightspreschool.org/wp-content/uploads/2021/05/8.8_Health_and_Safety_Risk_Assessment_Template.pdf

<http://cavershamheightspreschool.org/wp-content/uploads/2022/06/6.3-Recording-and-reporting-of-accidents-and-incidents.pdf>

Accidents at Home

If your child receives any bruises or injuries since they last attended a pre-school session, we are required to ask you to complete a *Home Accident/Incident Report form*. This should be completed by the parent or guardian when arriving at pre-school. It is particularly important to report any bumps to the head. You can find a copy of the form at the end of this handbook.

Fire

Please read the fire drill notice on the wall in the main hall.

Emergency Evacuation Process

In the unlikely event of the pre-school needing to be evacuated due to an incident or fire, we have an arrangement with St Andrews pre-school. The children would be walked to St Andrews and then all parents would be notified by way of a telephone cascade system. **St Andrews Pre-School, St Andrews Church Hall, Albert Road, Caversham.**

See Website for policy on **Fire Safety and Emergency Evacuation**

<http://cavershamheightspreschool.org/wp-content/uploads/2021/05/8.5-Fire-safety-and-emergency-evacuation.pdf>

Child Safety

We have the following rules to ensure the safety of our children:

- Children and babies are not allowed in the kitchen, except for medical attention.
- No smoking is allowed on the premises.
- Doors must be closed behind you so that the building remains secure.
- Only cold drinks may be consumed near the children (hot drinks stay in the kitchen).
- Only staff should:
 - Take children to the lavatory
 - Help with children's coats
 - Administer First Aid

Toilet Training

It is not expected that all children will be toilet trained before starting pre-school. Please talk to your Key Person or the Supervisor if you need help and advice on how to start toilet training.

See website for policy **Nappy Changing**

<http://cavershamheightspreschool.org/wp-content/uploads/2022/06/6.4-Nappy-changing.pdf>

Protecting Children from the Sun

On hot days you may wish to take the following precautions:

- Apply sunscreen to your child before pre-school. Our policy is not to apply sunscreen, even if parents supply it themselves.
- In accordance with Health and Safety regulations all children are advised to wear a sunhat. Please provide your child with a sunhat (labelled with the child's name).

Illness and Infection

When to Keep Your Child at Home

We need to minimise infection risk for the children and we ask you therefore to please keep your child at home if they:

- Are unwell during the night and have been given Calpol, or other such medication to control their temperature.
- Have been sick or had an upset stomach during the past 48 hours.

- Have started a course of antibiotics within the past five days.

Please inform pre-school by phone if your child will be absent from pre-school.

If your child has a medical condition that makes them especially vulnerable to infections, please make pre-school aware of this, so that we can inform you of any current infections throughout the time your child attends our pre-school.

See website for policy on **Managing children who are sick, infectious, or with allergies**

<http://cavershamheightspreschool.org/wp-content/uploads/2022/06/6.2-Managing-children-who-are-sick-infectious-or-with-allergies.pdf>

Notifying Pre-School of Infectious Diseases

See government website for Health Protection Exclusion table:

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/children-and-young-people-settings-tools-and-resources>

The table gives guidelines for illnesses and how long children should be kept at home. Please inform the Supervisor if your child becomes unwell with any of these illnesses.

Administration of Prescribed Medicine

It is our policy that medication will only be given to a child during pre-school sessions in exceptional circumstances and only following the completion and acceptance of all documentation (available from website or from the supervisor)

<http://cavershamheightspreschool.org/wp-content/uploads/2022/06/6.8-Individual-Health-Plan.pdf>

<http://www.cavershamheightspreschool.org/wp-content/uploads/2019/02/Medication-Form.pdf>

<http://www.cavershamheightspreschool.org/wp-content/uploads/2019/02/Permission-for-the-administration-of-medication.pdf>

<http://www.cavershamheightspreschool.org/wp-content/uploads/2019/02/Permission-Form-Epipen.pdf>

See Website for policy on **Administering Medicines**

<http://cavershamheightspreschool.org/wp-content/uploads/2022/06/6.1-Administering-medicines.pdf>

Exceptions

The exceptions to this rule are emergency administration of:

- Prescribed medicine for asthma.
- Adrenaline for severe allergic reactions.
- Medication for diabetes.

Parents must understand that there are very specific guidelines to be followed should their child require medication during pre-school and that all of these must be followed before any staff can administer medication.

Please contact the Supervisor before your child is due to start.

Staff are not required to administer medication; they undertake training to do so voluntarily.

Policies

Our Policies and Procedures

Our staff can explain our policies and procedures to you. Copies are available on the Website <http://cavershamheightspreschool.org/about-us/our-policies/>

Our policies help us to make sure that the service provided by our setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

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

Information We Hold About You and Your Child

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data is we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and, where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects [you and your family] for no longer than is necessary for the purposes for which the personal data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

When you register your child with us we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

Safeguarding Children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

See website for **Safeguarding children and young people policy**

<http://cavershamheightspreschool.org/wp-content/uploads/2022/11/1.2-Safeguarding-Children-and-Young-People-Policy.pdf>

Special Needs

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

Our Special Educational Needs Co-ordinator is	Hazel Lambert
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See website for **Supporting Children with Special Educational Needs policy**

<http://cavershamheightspreschool.org/wp-content/uploads/2021/05/9.2-Supporting-children-with-special-educational-needs-policy.pdf>

The Management of Our Setting

Our setting is a charity and as such is managed by a volunteer management committee whose members are elected by the parents of the children who attend our setting. The elections take place at our Annual General Meeting. The committee make up the registered person with Ofsted and are responsible for:

- managing our finances;
- employing and managing our staff;
- making sure that we have, and work to, policies that help us to provide a high quality service; and
- making sure that we work in partnership with parents.

The Annual General Meeting is open to the parents of all of the children who attend our setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

Complaints

Complaints Policy

Caversham Heights Pre-School exists for the benefit of the local children and their families. We welcome comments and suggestions on how to improve our group.

We believe that should any complaint arise it is made constructively and can be sorted out by discussion at an early stage. We also believe that it is in the best interests of the pre-school and parents that complaints should be taken seriously, dealt with fairly and in a way that respects confidentiality. Any comments about pre-school should be directed initially to either the Committee Chair or the Supervisor.

Parents, Staff and Committee Members are discouraged from discussing grievances amongst themselves as this often leads to an escalation of a problem that could have been sorted quickly and easily had the correct procedure been followed.

Making a Complaint

Stage 1

Any parent who has a concern about an aspect of our setting's provision talks over his/her concerns with our Supervisor first of all.

Stage 2

If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing.

When the investigation into the complaint is completed, our supervisor meets with the parent to discuss the outcome.

We inform parents of the outcome of the investigation within 28 days of him/her making the complaint.

Stage 3

If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with our supervisor and the chair. The parent may have a friend or partner present if they prefer and our supervisor should have the support of the management team.

Stage 4

If, at the stage three meeting, the parent cannot reach agreement with us, we invite an external mediator to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help us to define the problem, review the action so far and suggest further ways in which it might be resolved.

Stage 5

When the mediator has concluded her/his investigations, a final meeting between the parent, our Supervisor and Chair is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.

Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as

the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.

Parents can complain to Ofsted by telephone or in writing at:

enquiries@ofsted.gov.uk Tel: 0300 123 4666

See website for our policy on **Making a complaint**

<http://cavershamheightspreschool.org/wp-content/uploads/2021/05/10.8-Making-a-complaint.pdf>

Fees and Funding

Funding Allowances

All 3 and 4 year olds are eligible for Universal Funding, which is 15 hours per week for 38 weeks per year (term time) and starts from the start of the term following their third birthday.

- A child born between 1 January and 31 March is entitled to claim from the start of the Summer term
- A child born between 1 April and 31 August is entitled to claim from the start of the Autumn term
- A child born between 1 September and 31 December is entitled to claim from the start of the Spring term

Some families may also be eligible for Extended Entitlement Funding, up to a total of 30 hours per week. More information is available here: <https://www.gov.uk/30-hours-free-childcare>. Please note that you must receive your eligibility code by the following dates in order to claim extended funding in the following term:

- 31st August (for Autumn term)
- 31st December (for Spring term)
- 31st March (for Summer term)

Extended Entitlement codes must be renewed periodically – parents must ensure that their codes remain valid in order to continue to claim funding through pre-school.

In a limited number of circumstances, 2 year olds may be eligible for funding. More information can be found here: https://servicesguide.reading.gov.uk/kb5/reading/directory/advice.page?id=24_JrgkoQLA

If you are eligible for Extended Entitlement or 2 Year Old funding, please inform our Administrator (Charlotte Ives) as soon as possible.

Fees

Where funding is not received, then fees apply and must be paid for your child to keep his/her place at our setting.

The fees are paid termly during the first half of the term. Our current fee rates can be found on our website: <http://cavershamheightspreschool.org/about-us/session-times/>

Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time, talk to Simran Dhanjal who is the Committee Chair or Charlotte Ives who is our Administrator.

In summary, the method of payment for your child’s pre-school place is as follows:

If your child is	And...	Then your child’s place is paid for by...	And you receive...
Ineligible for funding		Pre-school fees	A bill in the first half of Autumn, Spring and Summer Terms
Eligible for funding	You do not use the Government funding at pre-school	Pre-school fees	
	You use the Government funding at pre-school	Government funding. Should your child attend for more hours than their funding entitlement, you will be billed for additional hours.	Documentation at start of Autumn, Spring and Summer Terms

Paying Fees

Fees are payable 3 times per year (January, April and September). Bills are sent out during the first half of the term and include a date by which the bill must be paid. A fee of £25.00 will be charged for late payment of fees. To pay your bill please use one of the following methods of payment:

1. Bank transfer

Caversham Heights Preschool

Sort code 20-71-03

Account no. 50722294

Payment reference as detailed on your invoice.

2. Tax Free Childcare Scheme

Some parents may be eligible to use the tax free childcare scheme, for which pre-school is a registered provider. You can find more information here: <https://www.gov.uk/tax-free-childcare>

3. Early Years Childcare Vouchers

Childcare Voucher schemes are now closed to new applicants. If you are already registered in a scheme, pre-school is registered to accept childcare vouchers from employers via a number of different childcare voucher providers. Please contact us for further information.

4. Cheque (NOT PREFERRED)

Payable to CAVERSHAM HEIGHTS PRE-SCHOOL in a sealed envelope with “fees: your child’s name” on reverse of cheque. If parents pay a cheque to the pre-school and the cheque is refused by the bank, then any charges incurred will be passed onto the parent.

Claiming Government Funding

In order to claim government funding, you must complete a Parental Agreement form and return it to pre-school by the deadline set. Forms will be provided at the start of the first term for which a child is eligible. A new form must be completed at the start of each term if any of the following apply:

- The number of hours claimed has changed
- Any of the child's details (e.g. postal address) have changed.

Pre-school is required to view documentation to verify the name, date of birth and address of all children claiming funding. We request sight of a passport or birth certificate and proof of address such as a utility bill when your child first becomes eligible.

Children must be in attendance at pre-school during the termly "headcount week," otherwise they may not be eligible for funding for the term. Our administrator aims to inform parents of the next headcount week dates towards the end of the previous term.

It is not possible to alter the number of hours claimed once the headcount week has passed. Any changes must then wait until the start of the following term.

Cancelling Sessions

If you wish to cancel your child's place at pre-school, once you have signed and returned the acceptance form, the following period of notice comes into effect:

Caversham Heights Pre-School requires a terms' notice (12 weeks), or fees in lieu, if you want to cancel your child's place or a session.

Please consider this very carefully when accepting a place at pre-school as cancelling your child's place has a significant impact on pre-school. The pre-school may have turned down other parents to offer you a place and may not be able to find another child to fill the space without losing necessary income.

To cancel your child's place, you must complete the following form and return it to our administrator: <http://cavershamheightspreschool.org/wp-content/uploads/2020/11/202011-Notification-of-Leaving-Form.pdf>

All requests to reduce the number of hours that your child attends must be emailed to our administrator (info@cavershamheightspreschool.org) at least 12 weeks in advance.

If adequate notification (12 weeks or more) is not provided, the following fees will be charged:

- For a child who normally pays fees – full fees to the end of the 12 week period from the date of notification
- For a child whose fees are usually covered by government funding – fees at the applicable hourly rate of government funding for any weeks within the 12 week period from the date of notification for which the pre-school is unable to claim funding. This will usually be weeks within the following term, although if a child leaves or cancels a session before the termly headcount week we will also be unable to claim funding for the whole of the current term and fees will be payable.

Fees are not refundable for holidays, short illnesses or other occasional absences. Refunds for extended unavoidable absences are made at the discretion of the Committee.

Financial Help

Staged payments are available by arrangement.

Fee Review

Our policy is to review fees annually April with any increase coming into effect in the Autumn Term.

However, additional reviews may be held at any time during the year provided that in this case parents are given a term's notice of any increase.

Optional Donation to Pre-School

In the past, parental administration fees helped the pre-school with running costs, however more recent government legislation prevents this. The pre-school kindly requests that parents consider giving an optional donation of £48 donation per term to help the pre-school cover running costs including resources and activities for the children. This amount is added as an optional extra to all invoices. Parents who do not receive invoices can make this payment using the bank details detailed above, making sure to clearly mark their payment as a donation.

CAVERSHAM HEIGHTS PRE-SCHOOL

Home Accident / Incident Report Form

To be completed by parent /guardian when arriving at pre-school.

Please use this form to report any bruises or injuries your child has received since they last attended a pre-school session. It is particularly important to report any bumps to the head.

Name of child			
Date reported to pre-school		Time	
Nature of injury			
Cause of accident			
Action taken by parent			
Was the child see by a doctor	YES	NO	If yes, Doctors name And address
Signature of parent/guardian reporting accident/incident			
Signature of staff member accident/incident reported to			