WELCOME

TO THE

**2018/2019**

**Learning Through Play**

**INDEX**

**PAGE**

**1. Index**

**2. Our Address/session times and Fees**

**3. Welcome to Alec Hunter Pre-School**

**4. Keyworkers and the Six Main Learning Areas**

**5. Aims of our Pre-School**

**6. Pre-school aims continued/Staff Qualifications**

**7. Staffing continued/Ratio**

**8. Parents Involvement/Parent Committee**

**9. Parent Committee continued/Starting out**

**10. Starting out Continued/ Record Keeping/welcoming times**

**11. Morning Routine**

**12. Afternoon Routine**

**13. Homework/Afternoon Routine Continued**

**14. P.E**

**15. Kitchen**

**16. Our Learning Environment, FIRST AID and Administration**

**17. Our Home corner, Carpet Area, maths Area and Book**

**Corner**

**18. Our Resources and Safeguarding Children**

**19. Illnesses and Absences, Collection of children, Special Needs, and**

**Our Policies**

**20. Policies Continued, Non Smoking & Road Safety**

**21. Toys from Home, FEES, Queries, and FIRE DRILL**

**22. Discipline and**

**23. Class Rules & Toilet Trained?**

**24. Procedure for Nappy Changing & Thank-You**

**Alec Hunter Pre-School**   
**Barber Memorial Church**

**Hay Lane North**

**Braintree**

**CM7 3DU**

**Telephone: 01376-339914**

**SESSIONS TIMES**

**Monday to Friday during term time**

**9.00a.m. – 12.00 p.m.**

**And**

**12.30 p.m. – 3.30 p.m.**

**FEES**

**£14.00 per session unfunded**

**The pre-school manager is:**

**Mrs Beverley Middleton**

**Our Early Years Practitioners are:**

**Beverley Middleton, Mandy Porte,**

**Sarah Barth, Hannah Gullen,**

**Eliza Thorogood, Mrs Nicola Potter**

**Registered as A Company limited by Guarantee in England & Wales.**

**Registered Charity Number: 1137555**

**Registered Company Number: 7261959**

**Welcome to Alec Hunter Pre-school**

Alec Hunter pre-school takes place 39 weeks a year running concurrently with local school times. It was established in 1974 and become a member of the Pre-School Learning Alliance in 1984. Our membership with the Alliance ensures that we are constantly in touch with the latest developments in your child’s education and care.

Since February 2011 we are now based in a welcoming converted church which is situated in Hay Lane North and is approached from Coggeshall Road, and is located a little over 1 mile east of Braintree Town Centre. Access is through the bright red double doors at the front of the building.

Alec Hunter pre-school provides a safe, stimulating and caring environment that promotes learning through play, using a wide range of resources, and the opportunity for children to develop their social skills as they play alongside and with other children.

When your child starts Pre-School we understand that it is an important time for both you and your child.

Alec Hunter pre-school is registered for the Free Early Education Entitlement Grant for 3 and 4 year olds. Which will be introduced the term after your child’s 3rd birthday.

Pre-School is also registered for free early education funding for 2 year old’s with specific criteria.

We hope that this booklet will explain a little about us and perhaps answer some of the questions you might have. You are always welcome to come and chat to the staff and see what we at Alec Hunter Pre-school have to offer.

**Key Person**

Our key person system ensures each child has one designated member of staff, who not only supports each child but works closely with the parents, carers and families. The key person works with the parents to ensure that all children are supported in reaching their full potential.

Your child's Key person is your liaison with the Pre School and if you have any worries or queries please talk to her (or the manager). They will keep you informed of how your child is developing within the group. We keep written records of development and your Childs records are available for you to see at any time. The record is also intended to be a useful way of planning our curriculum to develop the individual children’s skills.

At Alec Hunter Pre-School we aim to provide a happy, stable and caring environment in which, through play, children aged 2 years and 6 months to 5 years can explore, enjoy, achieve and progress to their fullest potential at their own pace, through both child and adult initiated learning experiences.

We promote equality of opportunities and positive attitudes to issues that arise both from a multi-cultural society and from those with special needs. We will help children to interact well with other children and adults.

Staff will be positive role models and supportive of children’s individuality, culture and learning experiences.

This shall be achieved by providing challenging and stimulating experiences in line with our Learning and Development Policy that takes into account a child’s individual needs, their interests and choices, as well as encouraging the involvement of parents and carers, to build on what has been learnt at home.

**PLAY**

Our Play sessions include drawing, painting, building, cooking and singing. We work with natural materials such as sand, water and clay as well as topic work and imaginative play. Our curriculum is based on the Early Years Foundation Stage (EYFS) which is a framework of guidance for every registered early years setting, working with children from birth to five and is inspected by Ofsted.

HOW YOUR CHILD WILL BE LEARNING

The EYFS Framework explains how and what your child will be learning to support their health development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Children should mostly develop the 3 prime areas first. These are:

* Communication and Language;
* Physical Development; and
* Personal, Social and Emotional Development

These prime areas are those most essential for your child’s healthy development and future learning.

As children grow, the prime areas will help them to develop skills in 4 specific areas.

* Expressive arts and design
* Literacy
* Mathematics;
* Understanding the world;

These 7 areas are used to plan your child’s learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child’s unique needs. This is a little bit like a curriculum in primary and secondary schools, but it’s suitable for very young children, and it’s designed to be really flexible so that staff can follow your child’s unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

These each contribute by providing an excellent start to your child’s early education before they start school.

**AIMS OF OUR PRE-SCHOOL**

* To provide a safe, caring and stimulating environment
* To encourage children to be caring and respectful with their peers, carers and other adults
* To value the individuality of each child
* To meet the childcare needs of parents to the best of our ability
* Work in partnership with parents to help children to learn and develop
* To meet the needs of all children regardless of any disability , culture, religion or special educational needs
* To promote self-esteem and instil in each child the confidence to experiment and learn about the world they live in
* To provide each child with the social and educational framework which will continue into their primary school setting
* For the children to be happy and make their time at pre-school and exciting and enjoyable experience

**Staff**

The most important people as far as your children are concerned are our staff, who are all dedicated and caring, with a wealth of experience. The manager holds a level 3 qualification and during each session, all our staff holds a level 2 (or higher) qualification, appropriate for the care and development of children, as required by Ofsted.

Ongoing training is available for all staff to continue their professional development, and to help us keep up with new initiatives and to consolidate their areas of expertise. **All** members of staff are CRB checked and are qualified in First Aid in Childcare, and basic Safeguarding Children (which includes Child Protection). Current staff qualifications are as follows:

Beverley Diploma in pre-school practice level 3

Middleton First Aid Trained, SEN, Health & Safety, Safeguarding level 2,

Manager Level 2 in Food Hygiene, Fire Management. Behaviour Support

Eliza Thorogood Cache Level 3

First aid Trained

Mandy Porte / Deputy

Special Educational Needs Co-ordinator

SEN, Diploma in Pre-School practice level 3

First Aid Trained, Level 2 in Food Hygiene

Safeguarding level 2

Sarah Barth /Deputy Enco officer, Designated Safeguarding Lead officer NNEB level 3

First Aid Trained

Hannah Gullen Senco

Health and Safety Officer

CACHE Level 3

First Aid Trained

Nicola Potter

Fees Administrator Cache level 2

First aid Trained

Safeguarding level 2

We aim to ensure that the manager is present during each session, or an equally qualified member of staff, supported by four or five other staff members (Our staff: child ratio is 1:5, Ofsted requirement is staff: child ratio 1:8). Occasionally, in an emergency, sessions may be run by a fully qualified member of staff (level 3) and up to four /five other members of staff.

Staff present in each session, are recorded in the register. Unexpected staff absence due to illness or emergency is covered, where possible by existing staff members in order to maintain the ratio of qualified staff per session.

Children of course are the most important people at Alec Hunter Pre-School.

There is a maximum of 30 children per session. Staff will interact with the children by encouraging, facilitating and supporting them whist they have fun, learn through play, talk about their experiences and share their enjoyment with others, thus enabling the children to become more confident and independent.

**Parents Involvement**

Parents are as much a part of our Pre-School as their children. It is important for you and your child that you play an active part in this exciting phase of her/his life. You may be able to share a special skill or interest such as music, cooking, dance or even your job. Even if none of these apply to you, we would love you come along and help in any of our sessions.

Please feel free to talk to the manager or a member of staff and make arrangements to come along.

We do not expect you to come in or help in your child’s first half-term, as this can often be unsettling but once your child is more confident, in the second half-term and beyond, please feel free to speak to Mrs Middleton for a session of your choice. (Please note that due to insurance, and Ofsted restrictions we are unable to accept siblings into the setting when you are helping).

Remember that grandparents and childminders are welcome to help too. When you help, your child may want to stay close for much of the time, but this is quite natural behaviour for a child who feels s/he has to share you with all the others.

**Parent Committee**

You may not be aware that Alec Hunter Pre-School is a charity and managed by a Parent Committee, it is therefore vital that enough parents become involved as without the Committee, Alec Hunter Pre-School would have to close.

The Committee work in close co-operation with the manager and staff and is responsible for reviewing policies, employing staff, fundraising and strategic decision-making. The Committee is elected at an Annual General Meeting, held in October and members serve for a minimum of one year. You can join the Committee at any time during the year; more information can be obtained, in the first instance, from the manager or Committee Chair.

The Committee meets, on average, twice per term and you can arrange to observe if you wish to get a better understanding of its role. Even if you are unable to join the Committee, there are plenty of opportunities throughout the year for you to help with fundraising. The money raised is used to buy new toys and much needed equipment for the pre-school. Typically, the Committee organises the following activities below that need your support (but new ideas are always welcome!):

Pre-school summer fete, summer outing, sponsored events, Christmas party, Bingo/quiz nights, Teddy bears picnic, newsletters, book club, Easter competition and many more.

**Starting Out**

A happy introduction to Alec Hunter Pre-School is important and before your child’s start date you and your child will be offered a visit during a normal session. This allows you both to become familiar with the routine and with some of the other children and staff, and this hopefully makes it easier to settle in.

When your child starts properly, we have found from experience that staying only prolongs the ‘agony’ of parting. It is usually better to say ‘goodbye’ and go home (with the emphasis on home) so that we can contact you quickly, if necessary. We will not subject your child to any distress and, if s/he really needs you to stay for a while, you are welcome to join in the activities and encourage him/her to make friends.

Children are often involved in messy play during sessions so they should be dressed in washable clothes which are not too new! Children tend to become more independent as they progress through Pre-School and simple fastenings on jackets, trousers and Shoes and trainers (Velcro type fastenings) will enable them to go the toilet without assistance as well as move between indoor and outdoor play areas (**no backless sandals** **or flip-flops** for Health and Safety reasons please). We recommend for each session your child will need to bring a complete change of clothes, ‘just in case,’ although we do keep spare clothes in the pre-school if your child does have an accident. In the warmer weather please provide your child with a sun hat and also apply sun cream on your child before bringing them to pre-school. **Staff are able to apply sun cream but with written consent from parents/carers.**

And most importantly, please mark **all your child’s belongings with his/her name. Children do become very upset if they are unsure whether their items of clothing belong to them and in many cases, we can have two or three coats the same.**

**Record Keeping**

We are required to keep certain records about each child, including observations about their experiences and achievements at Pre-School and a selection of work. By observing the children in a systematic way, using either written notes, children’s own work or photographic evidence, we are able to focus on each child individually, to monitor progress and plan next steps/experiences in line with the child’s interests, which will be used to judge how your child is doing within the 7 areas of learning and development.

These observations also provide information that can be shared with you after your child’s time in session, as a parent helper, or at another mutually convenient time. As you are aware pre-school has an open-door policy in which you are able to speak to your child’s key person at a convenient to you and the member of staff.

Your child’s learning Record will move, with your child, to their next educational setting and will be continued by the Teacher’s /staff. All information within the setting with regard to your child is subject to our Data Protection and Confidentiality policies.

**Welcome Time**

**09.00 or 12.30 Welcome time:** Please wait patiently outside until we open the door at the start of each session and allow us time to get ready.

Please keep a close eye on your child, make sure they stay in the vicinity of the pre-school, and not near the road or residents’ gardens or driveways. Although we are aware how tempting it is for children, please do not allow your children to throw or pick up the stones in front of our pre-school waiting area.

When you arrive, please encourage your child to hang up his/her coat in the cloakroom area situated on the left of our classroom entrance.

Your child will have his/her own individual name at the top of the coat pegs. These will be in a different place each session, so please help and encourage them to find their own name.

When also entering the classroom, your child will need to attach their registration name to the apple tree, situated also in the cloakroom area inside the classroom, this activity is for name recognition also.

To begin with, please support your child with finding his/her name, maybe just by pointing out the first letter. Once they start to recognise their name, try and encourage them to find it by themselves or guide them in the right direction on the board. You will be amazed how quickly they will learn to spot their name.

**Morning sessions 9.00:** Once your child has attached their name to the tree, children can go to their chosen activity. Note Children are marked in on group registers informally. Staff will interact, observe and collect evidence for the children’s learning records.

9.00 a.m. Free play. Children are encouraged to tidy an activity away once they have finished with it and all children help with the tidying up and putting away of toys and activities at the end of free play. This is aided using pictures and labels on the boxes.

10.25 a.m. **Snack time**: We operate a rolling snack system. The children are asked to wash their hands and are then shown to their table where a name card represents where they are sitting. The children are encouraged to take turns pouring drinks and preparing snacks, remembering to say ‘Please’ and ‘Thank you’.

Our choice of drinks is generally, blackcurrant, orange, apple juice, milk or water. If your child has any dietary requirements, please let Bev Middleton or members of staff know.

10.50 a.m. **Outside play (weather permitting):** Children can access a range of activities available in our garden area (if weather is inappropriate, we will play circle games, or group games inside the classroom). Children are encouraged to help tidy the outside area before going back inside.

11.10.a.m. The bell is rung at approximately 11.10 and children are asked to line up at the door ready to go back into the classroom. During the better weather children will have a free choice of playing either inside or outside.

On entering the classroom, a **new set** of activities will be set up in the classroom, where again the children can go to their chosen activity.

11.40 a.m. Tidy-up time.

11.50 a.m. The children come together for either Story time, show and tell time or singing time.

12.00 p.m. **Home Time**. At 12.00 a staff member will open the door and call out one child at a time and guide them to the parent/carer collecting them. Please be patient your child’s safety is paramount. If you are unable to collect your child for any reason you must inform a member of staff when dropping your child off, and provide a note stating who will be collecting them, and a password.

**Afternoon sessions 12.30:**

Children will enter the classroom and place their name on the tree, and their coats on their individual named pegs. The tables in the classroom will be set for lunchtime where again the children will have their own individual place setting marked with their name. Staff will help children to find their names as well as encouraging them to find their own. Children then need to place their lunchbox on their table and line up ready to wash their hands. **(Note: please do not put fizzy drinks or sweets into your child’s lunchbox).**

Once all children are seated, a staff member will call the register and the children will be asked to raise their hands and say “yes”.

Children get approximately 35 minutes to eat their lunch. Staff will help children to open drinks, packets of crisps, peel fruit etc but once again will encourage the children to have a ‘have a go ‘attitude.

You may find half eaten sandwiches, fruit, crisps etc in their lunch boxes on their return home; this is so you are able to monitor how much they have eaten at lunch time and their likes and dislikes.

**1.15 p.m.** Lunch time is finished. Children will be asked to pack up their lunchboxes and place them on our shelf.

The children will then come together down onto the mat, where they will be able to show their homework, talk about their interests or have a story.

**Homework**

Once children attend the afternoon sessions, they will be provided with a folder roughly once a fortnight with some simple homework linking to our current topic or theme. On completion your child will be able to stand up at the front of the class and show them what they have achieved. Please note that it is not compulsory to complete homework just a bit of fun, and the majority of children love to show off their talents. No child is forced to come to the front of the class.

**1.30 p.m.** Children will access the garden enabling them to get fresh air an exercise, experience changing weather conditions and help with gardening. There are two circular roadways where they can extend their physical development by using bikes, cars, scooters etc.

In the centre of our outside area there is a climbing frame/slide and tunnel where the children can try out their balancing and climbing skills. Note this equipment is all erected on a soft safety surface.

We have a sand pit and a water tray in the corner containing child size spades, buckets and equipment.

We also provide other equipment for the children’s enjoyment such as:

* Dolls prams
* Hoops and balls
* Balancing beams
* Large building blocks
* Blackboards
* Bats and small balls
* Skipping ropes
* Basketball post
* Animal beanbags
* Large Velcro throwing wall
* Mega Blocks
* Large construction equipment
* Deckchairs and picnic table

On hot days some of our outside area is protected with large parasols to protect your children from the sun.

**1.50 p.m.** The bell is rung at approximately 1.50 and the children will line up waiting to return back into the classroom. The children then have access to all activities provided in the afternoon sessions. As the children are older, our afternoons are more structured and children are encouraged to write their names on drawings, and to sit and concentrate for longer periods during the activities.

**2.30/2.45 p.m.** Tidy-up time varies on whether it’s a P.E. day or not. We generally tidy-up 15 minutes earlier on P.E. days to allow children time to get changed.

**P.E. Time**

A fun PE session is held twice a week for p.m. children only.

Please could you provide your child with a t-shirt, pair of shorts and plimsolls. (We recommend the Velcro style plimsolls as the children find these much easier to put on themselves.) Please label all items of clothing with your child’s name and pop them into a P.E. bag please.

**Please note your child’s P.E. bag can remain in the pre-school and only needs to be taken home at half term to be washed. P.E bags are stored in the large plastic container in the cloakroom area.**

**3.15** **Snack time.** The children are asked to wash their hands, using our low level wash basins and are then shown to their table where a name card represents where they are sitting. The children are encouraged to take turns pouring drinks and sharing the snacks remembering to say ‘Please’ and ‘Thank you’.

During our A.M. and P.M snack time our preschool encourages healthy eating so has a programme of healthy snack options such as fruit, vegetables, cheese, bread sticks, a plain biscuit or crackers.

Children will learn about healthy eating during discussion with staff at snack time. The healthy eating policy ensures that children are provided with fresh fruit or other healthy options to eat at snack time.

**3.30 p.m**. **Home time.** The same rules apply as in the morning session. Please wait patiently in the outside waiting area and your children will be called one at time and be guided to the parent or carer collecting

**Our Learning Environment**

The area of our learning environment and supporting resources consists of two rooms. Our large main classroom, which consists of an area containing many child height table and chairs, gives the children access to a broad range of equipment and resources. Our room has special areas for role play, puppets, writing, craft as well as sand and water play. All the equipment and resources are easily accessed by the children who can choose their own equipment during child initiated play, the main room is spacious, well lit, exciting and practical.

There are places for children to display their work, and a visual timetable of the session. There is access to three small child height toilets and three small hand basins and soap where children are able to wash their hands. A paper towel dispenser is allocated on the wall next to the basins; we feel these are more hygienic than sharing a towel.

**Kitchen**

There is a kitchen for **adult use only**. This is allocated behind the main room opposite the quite room.

It contains a free standing electric cooker, sink, a microwave oven, kettle, fridge and a selection of cupboards to store refreshments such as tea, coffee, sugar, glasses and mugs for staff and beakers bowls and plates for children.

Our First Aid Cupboard is situated on the wall in the kitchen. This contains all crucial first aid items and individual children’s medication and permissions to administer. Note if you would like staff to administer any medication, creams, or inhalers to your child, you will need to bring in a letter of authorisation and instruction first.

Minor accidents and incidents are logged at the time, and the parent or carer will be asked to sign the book as proof that you have been told of the accident. If a carer collects your child, they will be told of the accident and asked to sign the book as usual. You will receive a duplicate copy of the incident/accident.

Located on the wall is a record of our children’s allergies, which is always read and checked before preparing snacks.

Four of our staff have completed a Food Hygiene course (level2) and their certificates are located on the wall next to the First Aid cupboard.

The main room is broken down into six areas:

**Home Corner –**

This area encourages personal and social skills which help to develop children’s language, literacy and Communication, as well as personal, social and emotional development, by using role play, whilst extending children’s imagination in the development of Knowledge and Understanding of the World around them.

It contains items such as:

* A Cooker, fridge, washing machine and sink
* Pans, crockery, cutlery and food.
* Table and chairs.
* Shopping tills, bags, purses and money.
* Post box

**Carpet area –**

This area is used by children to play with activities chosen from the open shelving system and encourages social interactive play skills and language development. We also use the carpet area for our daily story/singing time.

|  |
| --- |
|  |
|  |  |  |

**Book Corner**

All children need an area where they can take time out to relax and calm down. Our quiet/book corner is available for quieter activities including story reading. We provide a well-stocked selection of reading books, and we also use our local library on a half term basis so there are always new and fresh stories to read. The main learning opportunities this room provides is Personal, Social and Emotional development and Communication, Language and Literary through social interaction, by sharing books and stories.

**Maths**

One of the most powerful and self-motivating contexts for early mathematics is play. Our maths area enables the children to

* Count
* Recognise Numerals
* Represent Quantities
* Share things out
* Sort & match items
* Understand the language for comparing and ordering objects
* Do very simple addition & subtraction

**Sensory Room**

Our sensory has an underwater theme, it is newly equipped with a bubble tube, colour changing fibre optic carpet, a fibre optic shower, projector, sound and aromatherapy unit and lots of interesting sensory toys for the children to explore. This is a quiet and calming room for the children to relax in.

**Garden**

Our outdoor area is grassed with astro turf which means we can access it all year. It is equipped with a climbing frame, a tunnel, a Wendy House, a large sit-in sand pit, a digging area and a herb garden. There are also bikes, cares and a variety of outdoor toys for the children to use. We also have two guinea pigs named Peppa and George.

**Our Resources in our classroom include:**

* A Laptop and age appropriate software for children’s use.
* Small world animals – Large Jungle animals, Dinosaur Land, farmyard and Noah’s ark.
* Small world- house, dolls and furniture.

Castle, knights, three dolls houses and accessories.

* Puppet theatre and puppets
* Dolls, prams,clothes and accessories.
* Construction – bricks, Ki-nex, duplo, ‘Build it up’
* 3 train track and trains.
* Cars, garage and road mats
* Discovery box
* Musical instruments.
* Construction straws.
* Puzzles with a variety of sizes and levels of difficulty.
* Board games, sorting activities, shape games.
* Buttons, threading beads, mosaic shapes.
* Magnets, magnetic boards, letters and numbers.
* Mathematical toys, calculators, dice, weighing scales.
* Sand and water trays
* Dressing up clothes
* Sewing cards
* Constuct a robot
* Playdough and cutters

**Safeguarding Children**

Alec Hunter Pre-School aims to create an environment which promotes and safeguards the welfare of children which includes protecting children from maltreatment, preventing impairment of children’s health or development and ensuring that children are growing up in circumstances consistent with the provision of safe and effective care. We have a duty of care to refer any allegation, complaint or concern received relating to a child to Social Care or the police. A copy of our Safeguarding Children Policy and Procedures can be found in our waiting area. We have introduced a new password for Phone Conversations and for collecting your Child from Pre-School.

**Illness/Absence (including Unexplained Absence)**

If your child has a temperature, is sick or has diarrhoea, please do not send them in until **a clear 48 hours** after symptoms have stopped. We also request that if you or any other member of your family is suffering from an illness [](http://images.google.co.uk/imgres?imgurl=http://i.ehow.com/images/GlobalPhoto/Articles/4720447/children-cold-remedy-main_Full.jpg&imgrefurl=http://www.ehow.com/video_4441518_keeping-kids-from-getting-sick.html&usg=__MsoJncjy2cD8U06CP2fKPLFAe5M=&h=295&w=300&sz=22&hl=en&start=5&um=1&tbnid=WVSSpv_ViJi9vM:&tbnh=114&tbnw=116&prev=/images?q=preschool+pictures+sick+chidren&hl=en&rlz=1T4DKUK_en-GBGB276GB276&sa=N&um=1)with these symptoms that you or they do not come into Pre-School, as these types of bugs spread very easily and quickly in the setting. A copy of our Health & Hygiene Policy and Procedures, together with a copy of communicable diseases, can be found in our waiting area. If your child is absent

for any reason, please telephone on the day or as soon as possible.

**Collection of Children**

Please ensure that you collect your child on time, late collection can be very upsetting for some children. To comply with current legislation, we have introduced a ‘Collection’s Book’. If you collect your child from Pre-School earlier or later than the end of the session you will need to sign your child out on a form. Also, if anyone other than yourself or an authorised collector is to collect your child from Pre-School, they must beware of your child’s password. The alternative person’s contact details, name of child and date will need to be entered onto form booklet.

**Please note, our policy is that under no circumstances anyone under the age of 16 will not be authorised to collect your child.**

**Special Educational Needs**

As part of our pre-school policy is to make sure that its provision meets the needs of each individual child. We take into account of any special educational needs which a child may have.

The pre-school works to the requirements of ‘The Special Educational Needs Code of Practice 2014’. Our pre-schools Special Educational Needs Co-ordinators (SENCO’s) are Mrs Mandy Porte and Mrs Veonia Madlin. Please feel free to speak to them if you have any concerns about your child.

**Our Policies**

The pre-school policies help us to make sure that the service provided by the pre-school is of high quality. The staff and parents of the pre-school work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. There are always copies of the policies available in the main classroom for you to view. This review helps us to make sure that the policies are enabling the pre-school to provide a quality service for its members and the local community.

* PRE-SCHOOLS POLICIES
* Promoting health and hygiene
* 1.14 Animals in the setting
* 1.16 Managing children with allergies, or who are sick or infectious
* Nappy changing
* NO-Smoking
* Food and drink
* First Aid
* Special Educational Needs and/or Disabilities policy
* Equality and Diversity/Equal Opportunities policy
* 1.11 Valuing diversity and promoting equality
* 1.12 Supporting children with special educational needs
* 1.13 Achieving positive behaviour
* Health and Safety
* 3.1 Risk assessment
* 3.2 Health and safety general standards
* Fire safety and emergency evacuation
* 3.6 Recording and reporting of accidents and incidents
* 3.7 Food hygiene
* Employment
* 2.1 Employment and staffing
* 2.2 Induction of staff, volunteers and mangers
* 2.3 Student Placements
* Admissions policy
* 4.1 Admissions
* 4.4 The role of the key person and settlin-in
* Payment of Fees policy
* Safeguarding Children’s policy
* 1.1 children’s rights and entitlements
* 1.2 Safeguarding children and child protection
* 1.3 looked after children
* 1.4 Confidentiality and client access to records
* 1.5 Information sharing
* 1.6 uncollected child
* 1.7 Missing child
* 1.8 Supervision of children on outings and visits
* 1.9 Maintaining children’s safety and security on premises
* 1.10 Making a Complaint
* 1.11 Whistleblowing
* Child Care practice
* 1.4 The role of the key person and settling-in
* Partnership
* 4.6 Parental involvement
* 4.7 Working in partnership with other agencies
* Record keeping
* 5.1 Children’s records
* 5.2 Provider records

Equipment and Recourses policy

* Sunscreen policy
* Intruder Policy

A full set of policies and procedures can be found in the main classroom area of the pre-school.

**OTHER INFORMATION**

**Non Smoking Site and Road Safety**

We do ask you not to smoke outside our Pre-School as our pre-school is situated with on a strictly non smoking site.

We have very limited parking at the pre-school and it can become very congested at peak times. We recommend that you park either outside the front of the pre-school on the stoned area, outside the front of the pre-school or along Hay Lane itself, but **please do not park across residents driveways** or access areas.

Families are encouraged to walk or cycle to Pre-School if you live nearby, to reduce the volume of traffic at peak times.

**Toys from home**

Please encourage your child to leave their toys at home. So many toys have been lost or broken in the past and the children do become very upset if they can’t find them or they have got broken at the end of the session. In special circumstances we do allow comforters.

**Fees**

If your child is not eligible for Early Years Funding, our fees are currently £10.00 per session. If you have any problems with your payments please speak to Bev Middleton as soon as possible. If two weeks or more arrears accrue pre-school have the right to withdraw your child’s place until a payment is made. However we would ask that the pre-school manager be kept informed so she can take into account any exceptional circumstances. Fees **must still be paid** if your child is absent or on holiday. If your child has to be absent for a long period of time please speak to Bev Middleton the pre-school manager.

**Queries**

If there is anything worrying you in which you’d like more information, we hope you will feel you can come and talk to us. If you have any comments, critical or otherwise, please pass them on either directly or by using our suggestion box, so that we can take any appropriate action, if necessary. There is the opportunity to discuss your child’s progress when you are the parent helper or you may make an appointment at a mutually convenient time with your child’s key person. Staff are available at the beginning and end of each session for a less formal chat.

**FIRE DRILL**

We practice a fire drill regularly in a manner that does not frighten the children. We leave by the front door fire exit. The children are under constant supervision at all times, and they hold a knotted cloth rope that keeps them altogether. Before leaving the room the toilet area and classroom are thoroughly checked so that no child is left behind.

We meet in a small car park area which is situated just a few metres up the road from the pre-school on the same side of the road. A register is then called to make sure everyone is accounted for, and we only then return to the pre-school when a staff member has told us it’s safe to do so.

**Children develop quickly in the early years, and we aim to do all we can to help children have the best possible start in life.**

**Children have a right, spelled out in united nations conventions on rights of the child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background ,learning difficulties, disabilities or gender.**

**How we prevent or deal with unacceptable behaviour.**

* We have clear rules and discuss these with the children regularly during mat time using a flip style picture booklet.
* Staff will notice and praise good behaviour rather than only giving attention to unacceptable behaviour.
* We have a reward system to reinforce this approach. We use positive language as much as possible e.g. ‘In Pre-school we are kind to each other’ rather than ‘Stop being unkind, it’s naughty’
* Children who behave unacceptably will be given one-to-one support to see what was wrong and how to behave next time. They will be asked to look properly at any child upset as a result, and be asked to say sorry. Any child who is upset as a result of another’s unkindness will be comforted.
* Children who continue to misbehave will be moved away from the activity until the member of staff dealing with the situation feels they have understood what went wrong and are ready to return to the activity sensibly.
* Continued misbehaviour will be discussed with parents/carers, to try to establish what is causing the behaviour and agree a joint strategy.

**Class Rules**

1. Running and shouting are not allowed in the Pre-school room
2. Pushing or hurting another child, or making unkind comments, are unacceptable
3. Children are asked to sit still and listen when an adult is speaking to the whole group. We do try to make these times fun and an appropriate length!
4. Children are asked to stand quietly in a line whilst waiting to go in or out of the building.
5. We take care of the Pre-school’s resources and equipment
6. We all help to tidy away resources at tidy-up times
7. We say please and thank-you when appropriate
8. Snack and lunch times are times for quiet socialising and good table manners. At snack time we wait for everyone at our table to finish before getting down.

**Toilet Trained**

Alec Hunter Pre-School aims to meet the developmental needs of each child

within its care with regards to toileting. As far as possible toilet training if initiated at home will be continued within the pre-school environment to maintain continuity, or will commence after discussion by request of the parents or by staff who recognise symptoms, which indicate the child’s readiness towards toilet training. Children will be treated as individuals by all staff and toilet training will be initiated with consultation with parents when a child shows awareness of his or her toilet needs rather than by a specific age. Staff will adopt a positive approach to each child who is toilet training.

Children will be reminded to go to the toilet or potty at intervals or if the child indicates his or her toileting needs.

All soiled or wet clothing will be change and put into a carrier type bag and given to the parent/carer to take home.

The parents will be informed of the child’s progress. Any issues or areas of concern can be discussed between the staff and parents.

**Nappy Changing**

**At Alec Hunter pre-school we are happy to take children who are not potty trained as we do understand two and a half is very still very young and not all children are ready by then.**

**Just let us know if your child is not potty trained when they start, and we will be happy to change them.**

**Please provide your own nappies/pull-ups and wipes, and clearly label your child’s bag on the outside, this helps staff to find their bag much quicker.**

**Procedure for Nappy Changing**

1. Staff will wear disposable gloves
2. Your child will be placed on a large changing surface on the floor.
3. Wet/soiled nappy will be removed
4. Your Child will be cleaned from front to back and barrier cream can be applied with a letter of authorisation and carried out by two members of staff.
5. Clean nappy/pull-up will be secured on child
6. Wet/soiled nappy’s and all cleaning materials will be bagged and be disposed of in the designated nappy bin or taken directly to skip outside.
7. Staff will remove gloves and wipe/wash child’s hands
8. Staff will clean changing mat with detol spray and wipes
9. Staff will return child to the classroom

We hope you and your child enjoy being members of our group and that you both find the Alec Hunter pre-school a rewarding caring and stimulating environment in which your child can flourish, grow and reach their full potential.

Staff will always be ready and willing to talk with you about your ideas, Views and concerns.

Thank you for taking time to read this.