

Childville Pre School

Pre school for 2-5 year olds



PARENTS HANDBOOK

Registered Address: 109B High Street, Old Town, Hemel Hempstead, Herts, HP1 3AH

Addresses:

Childville@Gascoigne
Gascoigne Community Centre
160-164 Ripple Road
Barking
IG11 7PR

Childville@Thamesview
Thamesview Community Hall
Bastable Avenue
Barking
IG11 OLG.

Childville @St Johns
St Johns Divine Church
522 Goresbrook Road
Dagenham
RM9 4XA.

Childville@Dagenham Parish Hall
Dagenham Parish Hall
Exeter Road
Dagenham
RM10 8TR

Childville@Catterall Hall
1st Chadwell Heath Scout
Catterall Hall, Cecil Road
Romford
RM6 6LB

Childville@Chadwell Heath
Chadwell Heath Community Centre
High Road
Romford
RM6 6AS

Childville Pre-school aims to:

- provide high quality care and education for children primarily below statutory school age;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of its local community; and
- offer children and their parents a service which promotes equality and values diversity.

As a member of Childville Pre-school, your child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our high ratio of adults to children;
- has the chance to join 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 your child makes satisfying progress;
- is in a pre-school which sees you as a partner in helping your child to learn and develop; and
- is in a pre-school in which parents help to shape the service it offers.

The service offered by Childville Pre-school:

The pre-school is open 38 weeks each year.

We are closed during Bank holidays.

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We are open 5 days each week between 9am and 2pm or 3.00pm (depending on the setting, for 30 Hours extended session enquire within your branch as some settings open for 3 and 4 days per week).

We offer the following types of care between the following times:

We provide care and education for young children between the ages of 2 and 5years old.

The curriculum provided by Childville Pre-school

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

The pre-school provides a curriculum for the Early Years Foundation Stage for children between the ages of 2 to 5 years. This curriculum is set out in early year's foundation stage principles in a document, published by the Department for Education and Skills, and called The Early Years Foundation Stage Curriculum - Setting the Standards for Learning, Development and Care for children from birth to five. The Early Years Foundation Stage principles into practice four themes the pre-school work to is: Unique Child, Positive Relationships, Enabling Environments and Learning and Development.

The guidance contains detailed information on the seven areas of Learning and Development to help the pre-school observe and assess our activities with children based on their individual development and needs. The seven areas are as follows:

3 Prime areas:

- Personal, Social and Emotional Development (PSED);
- Physical Development; and
- Communication and Language

4 Specific areas:

- Literacy
- Mathematics
- Understanding the World;
- Expressive Arts and design.

Childville pre-school uses the observation and assessment process to help us to trace each child's progress and to enable us to provide the right activities to help all the children in their learning and development.

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children,

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practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. Paperwork should be limited to that which is absolutely necessary to promote children's successful learning and development. Parents and/or carers should be kept up-to-date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

Personal, social and emotional development

This area of children's learning and development covers:

- Having confidence and self assurance;
- Manages their feelings and behaviour;
- Makes friends - being able to get on, work and make friendships with other people, both children and adults;
- Shares and take turns - becoming aware of - and being able to keep to - the rules which we all need to help us to look after ourselves, other people and our environment;
- Valuing their own achievements;
- Being able to dress and undress themselves, and look after their personal hygiene needs; and
- Being able to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Communication and language:

This area of children's learning and development covers:

- Listens and pays attention;
- Understands what is being said;
- Communicates with others - able to use conversation with other person, in small groups and in large groups to talk with and listen to others
- Develops vocabulary and speech - adding to their vocabulary by learning the meaning of - and being able to use - new words;
- Being able to use words to describe their experiences;
- Getting to know the sounds and letters which make up the words we use;
- Knowing how to handle books and that they can be a source of stories and information;
- Knowing the purposes for which we use writing; and making their own attempts at writing.

Physical development

This area of children's learning and development covers:

- Movement and use of gross motor skills- gaining control over the large movements which we can make with our arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift ;

- Develops fine motor skills- gaining control over the small movements we can make with our arms, wrists and hands, so that they can pick up and use objects, tools and materials;
- Learns about healthy living;
- Manages self care independently- learning about the importance of - and how to look after their bodies.

Understanding the world

This area of children's learning and development covers:

- Finding out about the nature and the world around them;
- Talking about people and their local community and learns about similarities and differences;
- Learns to confidently use ICT equipment
- Learning how to choose - and use - the right tool for a task;
- Starting to put together ideas about past and present and the links between them;
- Beginning to learn about their locality and its special features; and
- Learning about their own and other cultures.

Mathematics

This area of children's learning and development covers:

- Learns about numbers and counting
- Recognises the passing of time
- Explores measures, capacity, space, shapes, opposites etc during play.
- Building up ideas about how many, how much, how far and how big;
- Starting to understand that numbers help us to answer questions about how many, how much, how far and how big;
- Building up ideas about how to use counting to find out how many; and
- Being introduced to finding the result of adding more or taking away from the amount we already have.

Art and Design

This area of children's learning and development covers:

- Enjoy being creative
- Sings, dances and makes music
- Plays imaginatively
- Uses colour to express themselves

Literacy

This area of children's learning and development is about how they:

- Enjoys reading books
- Likes making marks
- Learns to write
- Starts to explore phonics and letter sounds

For each area, the guidance sets out 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. For each early learning goal, the guidance sets out stepping stones, which describe the stages through which children are likely to pass as they move to

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achievement of the goal. Childville Pre-school uses the early learning goals and their stepping stones to help us to trace each child's progress and to enable us to provide the right activities to help the entire children move towards achievement the next step/ stage of their development.

Working together for your children

Pre-school has a high ratio of adults to children in the setting. 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 team details are displayed on the notice board within each setting detailing their qualification and the names of their key children.

How parents take part in the pre-school

As a member of the Pre-school Learning Alliance, Childville Pre-school recognises parents as the first and most important educators of their children. All of the staffs see themselves as co-workers with you in providing care and education for your child. There are many ways in which parents take part in making the pre-school a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- helping at sessions of the pre-school;
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- taking part in events and informal discussions about the activities and curriculum provided by the pre-school;
- joining in community activities in which the pre-school takes part; and
- building friendships with other parents in the pre-school.

Any parent/carer is not allowed to speak to any other child in the premises except their own child. If you have any issues, please see staff or manager and let us resolve it. If problem still continues we will arrange a meeting with the other parent to get issue resolved.

Parent/Carer Help

If a parent/carer would like to help at a particular session or sessions of the pre-school, in order to see what the day-to-day life of the pre-school is like and to join in helping the children to get the best out of their activities, please speak to the manager who will arrange a suitable time with you.

Joining in

Parents/carers can offer to take part in a session by sharing your own interests and skills with the children. For example, parents can visit the pre-school to play

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musical instrument for the children; show pictures of the local carnival held in their childhood; show the children their collection of shells or join parent sessions organised by the pre-school such as sing along sessions etc. Do feel free to arrange to drop into the pre-school, if you would like to see it at work or to speak with the staff.

Key persons

The pre-school has a key person system. 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 what the pre-school provides is right for your child's particular needs and interests. When your child first starts at the pre-school, she/he will help your child to settle and throughout your child's time at the pre-school, she/he will help your child to benefit from the pre-school's activities.

Records of achievement

The pre-school keeps a record of achievement for each child. Staff and parents working together on their children's records of achievement is one of the ways in which, Pre-school and parents work in partnership. 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 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 interest and stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the pre-school staffs take part in further personal development training to help them keep up-to-date with thinking about early years care and education.

The pre-school also keeps itself up-to-date with best practice in early years care and education through the Pre-school Learning Alliance's magazine Under Five and publications produced by the Pre-school Learning Alliance and via internet.

The preschool's timetable and routines

Childville Preschool believes that care and education are equally important in the experience, which we offer children. The routines and activities that make up the preschool's session/day are provided in ways that:

- help each child to feel that she/he is a valued member of the pre-school;
- 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.

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The session

The preschool organises its 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.

Snacks and meals

The preschool operates a rolling snack system where children take turns to eat their snack together. We plan the menus for snacks so that they provide the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met. Parent/carers are encouraged to pack a healthy lunch/snack box for their child/ren.

Policies

Copies of the preschool's policies are kept in a folder within the setting.

The preschool's policies help us to make sure that the service provided by the preschool is a high quality one and that being a member of the pre-school is an enjoyable and beneficial experience for each child and her/his parents.

The staffs of the preschool work together to adopt the policies and they all have the opportunity to take part in the monthly review of each of the policies. This review helps us to make sure that the policies are enabling the preschool to provide a quality service for its members and the local community.

Special needs

As part of the preschool's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs, which a child may have.

The preschool works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001). The preschool's Special Educational Needs Co-ordinator for each setting is displayed on the notice board.

The management of Preschool

The preschool is owned and governed by Childville Centre Directors.

Fees

The fees are £30 per session or £140 per week discounted for full week payable weekly or Monthly in advance. (£25 registration fee is payable on enrolment and two weeks deposit payable in advance for fee paying only

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parents). Fees must still be paid if children are absent with or without notice for a short period of time. If your child has to be absent over a long period of time, talk to the manager. For your child to keep her/his place at the preschool you must pay the fees or we must receive nursery education funding for your child.

The total fee payable in the first week of your child/ren's attendance will be 3 weeks fee. Please note that deposits are NON-REFUNDABLE. If you give 4 weeks notice prior to leaving the preschool setting, the deposit will be offset against your final month's fee.

Please note that government funded childcare places are free.

NB: Weekly fees are due every prior Friday or on Monday in advance of receiving the childcare service. Please note that fees not paid on Friday or Monday will attract £5 late fee charge. Persistent non fee payment will result in child(ren) exclusion from Preschool. Cheques returned unpaid attract £25 administrative charge.

Starting at Childville Preschool

The first days

We want your child to feel happy and safe at the preschool. To make sure that this is the case, the staff will work with you to decide on how to help your child settle into the preschool. The preschool has a policy about helping children to settle into the preschool: a copy is enclosed in this prospectus.

Clothing

The preschool provides protective clothing for the children when they play with messy activities.

The preschool encourages children to gain the skills, which 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 which is easy for them to manage will help them to do this.

Attendance Monitoring Policy

Children's attendance is monitored through daily registers. All absences and reasons given for them are recorded.

Parents are asked to inform us in person, by phone or by text, if their child/ren will not be attending for any reason, as soon as possible. If we are not contacted, we will contact parent, and if that fails we will ask parents about absences on the child's return.

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All absences will be recorded, and frequent absences will be investigated and further action or monitoring considered. We will always discuss our concerns with parents and endeavour to enable children to attend as regularly as possible.

Absence is also monitored for the health and well-being of children, for example so that we are aware of outbreaks of illness which need to be investigated, or to warn parents of infections such as German measles. Monitoring attendance and use of government funded hours are passed on to the local authority monthly as requested.

If a child is absent from preschool on several occasions or stops attending the setting with no explanation, and staff are alert to the possibility of risk of abuse or neglect, we have a duty of care to inform the Local Authority Safeguarding lead or MASH team who will take appropriate action to ensure the child's safety.

Health and Safety

In the event of a minor accident, First Aid will be administered by the staff and a written account will be entered into the 'Accident form' - this must be signed by a parent and the signed copy will be filed at the preschool. If, however, an accident should occur which we feel requires a hospital treatment, we would first contact you. If we were unable to do so, a qualified member of staff would escort the child to the hospital where all efforts would be made to contact you again.

Insurance

Childville preschool carries full public and professional liability insurance.

Security Arrangements

The security of the children whilst within the preschool is the responsibility of the Manager. In the case of fire, the children will be evacuated to an area outside the building and the necessary services called upon.

Please press the bell outside the main hall and a member of staff will let you in.

Late Collection Policy

The preschool opening hours are between 9.00am - 3.10pm depending on your branch (Monday to Friday) term time only.

Parents /carers must ensure that their child /children is(are) collected on time daily. Any parent/carer that feels they may be late should inform their Manager by telephone and if necessary, make alternative arrangement for the child/children collection.

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If a child remained uncollected after pick up time, late collection fee of **£1** will be charged for every **minute**.

Any child that is not collected by **30minutes after closing** will be considered as a 'neglected' child and will be referred to the duty social workers team. Once involved, the uncollected child will be taken into their care and the parents/carers notified.

Childville preschool will not be responsible for any decisions or actions taken by the duty social workers team after that time.

Missing Children Policy

Our settings have the highest regard for the safety of the children in our care. Staff will always be extremely aware of the potential for children to go missing during sessions.

Even when all precautions are properly observed, emergencies can still arise. Therefore members of staff will undertake periodic head counts, especially at the transition points between sessions (in addition to the registration procedures set out in the Arrival and Departures policy). If for any reason a member of staff cannot account for a child's whereabouts during a session at Childville, the following procedure will be activated:

- The member of staff in question will inform both the Manager and the rest of the staff team that the child is missing and a thorough search of the entire premises will commence. The staff team will be careful not to create an atmosphere of panic and to ensure that the other children remain safe and adequately supervised.
- The Manager will nominate two members of staff, one male and one female where applicable, to search the area surrounding the premises. All staff will be extra vigilant to any potentially suspicious behaviour or persons in and around Childville.
- If after 15 minutes of thorough searching the child is still missing, the Manager will inform the police and then the child's parent/carer.
- While waiting for the police and the parent/carer to arrive, searches for the child will continue. During this period, other members of staff will maintain as normal a routine as is possible for the rest of the children at Childville.
- The Manager will be responsible for meeting the police and the missing child's parent/carer. The Manager will co-ordinate any actions instructed by the police, and do all they can to comfort and reassure the parents/carers.
- Once the incident is resolved, the Manager and the staff team will review relevant policies and procedures and implement any necessary changes (paying

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particular note to the relevant provisions of Childville Site Security and Risk Assessment policies).

- All incidents of children going missing from Childville will be recorded in the Incident Record form, and in cases where either the police or social services have been informed, Ofsted will also be informed, as soon as is practicable.

COMPLAINTS

If you are not happy about any aspect of our service, please inform the preschool manager and the Management and staff will take reasonable steps to resolve your concern.

However, if you are still not satisfied with the outcome, you can write to:

enquiries@ofsted.gov.uk

Ofsted
Piccadilly Gate
Store Street
Manchester M1 2WD.

OR

Call OFSTED on 0300 123 1231

Child Protection/Safeguarding children

If an allegation is made against a member of staff

The staff in charge must be notified immediately. The alleged member of staff will be removed from session immediately and suspended until further notice as our main priority is the safety and well being of the children and we would contact (LADO) who will then investigate the incident fully. In order to safeguard the children in our care please note that the use of mobile phones by staff and parent/carers is prohibited on our premises. Mobile phones prohibited signs will also be displayed to avoid unauthorised children's pictures being taken and used inappropriately.

Childville has a duty of care to children attending our settings, therefore if we have a concern about a child's welfare in terms of any form of abuse such as Physical, Emotional, Sexual, FGM and PREVENT from extremist and radicalisation view. We will record our concerns, share with parent if appropriate and/or report directly to LBBD Nominated Safeguarding Officer.

The procedure for reporting Allegations against staff, what to do if we have a concern about a child's welfare and PREVENT Duty procedure are all displayed on the parent notice board within the settings.

Parents/carers can also contact the following agencies if they have concerns about safeguarding:

Ofsted

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Piccadilly Gate
Manchester
M1 2WD
Telephone: 0300 123 1231

Children Services Duty and Assessment Team
LBBD Multi Agency Safeguarding Hub (MASH): 0208 227 3811
Out of Hours Duty Social Worker after 4.45pm 0208-594-8356

Local Authority Designated Officer (LADO) 0208 227 2265

Parents/carers can download our full policies and procedures from our website:
www.childvillcentre.com

Please note that there are hard copies available to read on request from your setting - please speak to your setting manager.

Contact Details - Opening Hours

Monday to Friday (term time only)
Between 9.00am to 3.00pm Week days (Depending on the site)

TELEPHONES:

Childville @ Gascoigne	07825 132 898
Childville @ Thamesview	07760 220 367
Childville @ St Johns	07914 824 676
Childville@Dagenham Parish	07799 130 805
Childville@Catterall Hall	07590 056 580
Childville@Chadwell Heath	07951 414 426

If you have any queries or questions that need answering do not hesitate to speak to your Preschool manager/Deputy or telephone Nicky Coker (Director) on out of hours number 07919 913 302.

Childville Preschool hopes that you and your child enjoy being members of the preschool and that you both find taking part in our activities interesting and stimulating. The staffs are always ready and willing to talk with you about your ideas, views or questions.

Thank you for choosing Childville.

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