



6_13 Pre-school Prospectus

Updated November 2019

We are an Ofsted registered pre-school providing high quality, affordable care and education for children below statutory school age.

We work in partnership with parents to help children to learn and develop, offer children and their parents a service that promotes equality and values diversity.

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 highly 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;

Working together for your children

We maintain a high ratio of adults to children in the setting usually in excess of that set by the Safeguarding and Welfare Requirements of the Early Years Foundation Stage (EYFS).

We also have volunteer and 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.

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;
- 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.

Our Team;

	<p>Sarah is the manager and is a founder member of staff. Sarah is the Designated Safeguarding Lead and is the SENCO. Sarah holds a BA in Early Years and Early Years Professional Status (EYPS). She also holds certificates in Safeguarding, First Aid, Food Hygiene & Portage.</p>	 <p>Stuart joined Clockhouse in 2014 after his daughter attended the setting. Stuart holds an Early Years Level 4 qualification and is a key person. He also holds Safeguarding, Paediatric First Aid and food hygiene certificates.</p>
	<p>Rosie is the Deputy Manager (and Sarah's daughter) and has worked at Clockhouse since 2008. Rosie is the 2nd Designated Safeguarding Lead. Rosie holds a BA in Early Years along with Safeguarding, Paediatric First Aid, Food Hygiene & Portage certificates.</p>	 <p>Alan joined Clockhouse in 2017. Alan holds a level 3 Early Years Educator qualification. Alan is a key person and holds certificates in Safeguarding, Food Hygiene, and Paediatric First Aid.</p>
	<p>Julie started with us at Clockhouse in 2011 after working at another local setting. Julie holds a Level 3 Early years qualification along with certificates in Safeguarding, Food Hygiene, and Paediatric First Aid.</p>	 <p>Clare has worked at Clockhouse since 2015, having been on our committee since her own children attended. Clare holds a level 2 Early Years qualification along with Safeguarding, Paediatric First Aid and food hygiene certificates.</p>
	<p>Lisa joined Clockhouse in 2019 after working elsewhere with children. Lisa holds Safeguarding and Paediatric First aid certificates.</p>	 <p>Jade joined Clockhouse in 2018 and is currently completing her level 3 Early Years Educator qualification. Jade is a key person and holds safeguarding, food hygiene and Paediatric First Aid certificates</p>

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). We support children with additional needs in any way we can and are lucky to have secured local business support in funding this where needed.

Our Special Educational Needs Co-ordinator is

Sarah Campbell

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.

Your child will be allocated a key person, when they start with us. If you would like to talk about your child or their progress, please speak to Sarah or their key person in the first instance.

Starting at our setting

We want your child to feel happy and safe with us. To make sure that this is the case, we will work with you to decide on how to help your child to settle here. We will follow your lead when it comes to settling, you are welcome to stay with your child(ren) until you are comfortable leaving them if you would like to.

Opening Hours

We are open Monday to Friday from 09:15-12:15 and Monday to Thursday 12:15-15:15, during term time. If you wish for your child to attend different (or more) sessions, please let Rosie know. Session changes are processed on a first come, first served basis.

Routine

We organise our sessions so that the children can choose from 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 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. Our outdoor space is open for free-flow play for the majority of each session. Around 30 minutes before the end of the session, we all tidy up together, sometimes to music or a song followed by another group time where we all come together or in a small group for a group activity or a story, before home time. We encourage children who are going home to find their own coats, bags and drinks bottles before letting parents in at the session end time.

We have the same basic routine for each session, allowing children to get used to what comes next regardless of when they attend. We keep rules to a minimum to keep the session relaxed and informal as this is when children learn and develop best, however there are some rules which are necessary. These are;

- We play gently.
- Inside, we use inside voices and walking feet
- We put things away when we've finished with them.

Safeguarding children

Our setting has a duty under the law to safeguard the children in our care. Our employment practices include rigorous safeguarding checks to ensure children are protected against the likelihood of abuse in our setting. We have a procedure for managing complaints or allegations against a member of staff and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

What will your child(ren) need?

When your child(ren) come to pre-school, please can you ensure they bring the following each day;

- A named drinks bottle of fresh water.
- A change of clothes if they are potty training or likely to have accidents (such as during settling)
- Nappies and wipes if applicable
- **A packed lunch if they are coming to an afternoon session**

Policies

Our staff can explain our policies and procedures to you. Copies will be emailed to you when you join us. They are also available on the entrance desk and on our website. 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.

Our privacy notice is also available at the front door and on our website. All information collected from our CCTV system, on our forms, in emails or via our website will be collected, processed, stored and retained in accordance with this privacy notice.

Fees

A deposit of £50 is required when we accept a signed contract from you. This will be repaid on receipt of your child's first half terms fees. The fees are £14.10 per session for three & four year olds and £18 per session for two year olds. 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 Rosie who is our deputy manager. For your child to keep her/his place at our setting, you must pay the fees.

How to apply

If you wish to enrol your child with us, email us (or fill in the online form) to request a place. You will then be made an offer as soon as a place is available. Your place is not confirmed until your completed registration form and deposit have been received by us.

Feedback & Suggestions

We welcome your feedback & suggestions which you can give us by speaking to us at the start or end of the session, emailing info@clockhousepreschool.org, or putting a slip into our suggestion box by the entrance door.

More Information

If you need any more information, please ask one of us, check our website www.clockhousepreschool.org or email info@clockhousepreschool.org