

**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;

### **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.

### **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**

### **Snacks**

We provide a snack each morning with healthy and nutritious food. Please tell us about your child's dietary needs and we will plan accordingly. We aim to make snack and meal times a social experience where children and adults eat 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/I] provide; and
- allow the children to explore and be adventurous in safety.

### **Clothing**

We provide aprons for the children when they play with messy activities and encourage them to gain the skills that help them to be independent and look after themselves. Wearing clothing that is easy for them to manage and that they are allowed to get a little dirty, will help them to do this.

### **Absence**

If your child is absent from pre-school, please inform us of the reasons either by telephone **020 8663 6149**, after 9am, or by email [admin@clockhousepreschool.org](mailto:admin@clockhousepreschool.org).

### **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. When you are ready to leave your child(ren), please;

- Alert a staff member (preferably your child's key worker) so they can be on hand to support your child & let them know when you'll return.
- Say goodbye to your child and that you will return and then leave quickly to minimise upset.

Your child may initially get upset when you leave, but it is important they know you have gone and they will learn that you will return. This approach will not break their trust in you and will help them build resilience when separated from you. Most children settle very quickly and join in with the activities once their parent has left. If, however, they do not we **will** telephone you and may ask you to return to them earlier than planned.

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.

## **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.

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 to keep your child(ren) safe; In the first half of the session we have a 'no running' rule as there are too many obstacles (and usually small toys on the floor) for this to be safe.

- Children are not allowed into the kitchen or the resources cupboard or to open the main door **at any time**.
- We all join in tidying up at the end of each part of the session.
- We sit at the table during snack or lunch time.

## **Morning Session**

**09:15** All the children arrive at preschool and are free to choose resources and activities from the many which will be available, or to attend our welcome circle time which lasts around 10 minutes. During this part of the session, we always have painting and play dough available, along with a variety of role play and small world equipment. There are jigsaws, maths and science equipment each day and sensory play and craft activities.

**10:15** Snack time begins. Children are free to come to have a snack at any point from now until it is put away at around 11:15.

**11:00** Tidy up time – We all tidy up together, sometimes to music or a song.

**11:10** Singing / music time – We all sing songs, use instruments or dance.

**11:20** Outdoor Play – All the children go outside for a few minutes while we set up the large physical play equipment.

**11:30** Large physical play – Equipment such as slides, climbing frame, bikes, scooters and cars are available for running, jumping, climbing and other physical play. Sometimes this part of the session is more adult led, with activities like parachute games, sports day style games or an obstacle course.

**12:00** Story time – We all come together or gather one to one or in a small group for a story.

**12:15** Home time (for children attending only the morning session) – We encourage children who are going home to find their own coats, bags and drinks bottles and let parents in at 12:15 to collect their child(ren)

## **Afternoon session**

**12:15** After the children who are going home have left, those staying for the afternoon wash their hands and are encouraged to get their own lunch and drink to bring to the table and eat. As children finish eating, our first half begins (similar to the morning session, where we always have painting and play dough available, along with a variety of role play and small world equipment. There are jigsaws, maths and science equipment each day and sensory play and craft activities.)

**1:50** Tidy up time – We all tidy up together, sometimes to music or a song.

**11:10** Singing / music time – We all sing songs, use instruments or dance.

**11:20** Outdoor Play – All the children go outside for a few minutes while we set up the large physical play equipment.

**2:15** Large physical play – Equipment such as slides, climbing frame, bikes, scooters and cars are available for running, jumping, climbing and other physical play. Sometimes this part of the session is more adult led, with activities like parachute games, sports day style games or an obstacle course.

**3pm** Story time – We all come together or gather one to one or in a small group for a story.

**3:15** Home time – We encourage children who are going home to find their own coats, bags and drinks bottles and let parents in at 3:15 to collect their child(ren).

## **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 worker, when they start with us. If you would like to talk about your child or their progress, please speak to Sarah or their key worker in the first instance.

## **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.

### 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

### Our Team;

 <p><b>Sarah</b> 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 &amp; Portage.</p>	 <p><b>Stuart</b> 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><b>Rosie</b> is the Deputy Manager (and Sarah's daughter) and has worked at Clockhouse since 2008. Rosie is the 2<sup>nd</sup> Designated Safeguarding Lead. Rosie holds a BA in Early Years along with Safeguarding, Paediatric First Aid, Food Hygiene &amp; Portage certificates.</p>	 <p><b>Julie</b> 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><b>Gill</b> joined Clockhouse in 2016 having previously worked in other local preschools. Gill holds a BA in Early Years and is a key person. Gill also holds Safeguarding, Paediatric first aid and food hygiene certificates.</p>	 <p><b>Karolina</b> joined Clockhouse in 2016 and is currently completing her level 3 Early Years Educator qualification. Karolina is a key person and holds certificates in Safeguarding, Food Hygiene, and Paediatric First Aid.</p>
 <p><b>Clare</b> 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><b>Alan</b> joined Clockhouse in 2017 and is currently completing his level 3 Early Years Educator qualification. Alan is a key person and holds certificates in Safeguarding, Food Hygiene, and Paediatric First Aid</p>
<p><b>Alex</b> joined Clockhouse in 2018 and is currently completing her level 3 Early Years Educator qualification. Alex is a key person.</p>	<p><b>Jade</b> joined Clockhouse in 2018 and is currently completing her level 3 Early Years Educator qualification. Jade is a key person and holds a Paediatric First Aid certificate</p>
<p><b>.Sherimar</b> joined Clockhouse in May 2018 and holds a level 2 childcare qualification.</p>	<p><b>.Joanna</b> joined Clockhouse in May 2018 and holds a level 3 childcare qualification.</p>

### How parents take part in the setting

Parents are 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;
- 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.

### **The parents' rota**

Our setting has a dated rota which parents can sign if they would like to help at a particular session or sessions of the setting. Helping at the session enables parents to see what the day-to-day life of our setting is like and to join in helping the children to get the best out of their activities.

Joining the rota is not the only means of taking part in the life of the setting. 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 violin for the children, speak another language, read stories and run dancing activities.

### **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. From time to time we hold learning events for parents. These are usually to offer additional suggestions of how adults at home can help children to learn and develop in their early years.

### **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. Our setting also has a parent support group. This group is made up of, and elected by, the parents of the children who attend the setting. In our setting we share with this group, some of the tasks involved in managing the setting.

### **Policies**

Our staff can explain our policies and procedures to you. Copies of which are 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 supplied on this form 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 promptly 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.

We will email you an invoice for any fees due to be paid to pre-school, during the first half of each term. This will detail the ways you can pay us. If you do not receive your invoice, please let Rosie know as soon as possible to avoid running up a large bill.

If you are using 2, 3 or 4 year old funding, you must ensure we have the necessary documentation from you to allow us to claim this; where funding is not received, then fees apply.

### **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](mailto: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](http://www.clockhousepreschool.org) or email [info@clockhousepreschool.org](mailto:info@clockhousepreschool.org)