

TEYNHAM COMMUNITY PRE-SCHOOL
C/o Teynham School, Station Road, Teynham, Sittingbourne, Kent. ME9 9BQ
TEL: 01795 522004

Member of the Pre-School Learning Alliance
Registered Charity no: 1025917

A Warm Welcome to

Teynham Community Pre-school

The pre-school was set up over 35 years ago now and although we are based in Teynham CE Primary School we are still an independent charity.

Our staff are qualified in the care and education of young children and the pre-school is managed by the supervisor and administrator with the support of the staff, officers and a committee of parents.

This Hand book tells you everything you need to know (we hope!) about life within the Pre-school.

Pages 2-9 give you the **essential information** you need to know before your child starts with us: where to go, what to do and when to do it.

On **pages 10-14** you can find out about **the staff**, the kind of **training** they have received and **what your child will be doing** and how staff will record your child's development.

A list of infectious diseases can be found on **pages 15-16**

Turn to **pages 17-19** for an explanation of our learning programme.

Pages 20-22 gives some information regarding policies and where to find further details. also how we work behind the scenes.

Finally, we do our best to ensure that all parents, carers and children are happy with the care we offer and that any problems are sorted out informally. However, **if you need to make a complaint**, you can find out how to do this on **pages 23-24**

Any questions?

If you have any questions about pre-school, just ask! The staff are here to help you.

Pre-School Education for All

This pre-school operates an equal opportunities policy. It is open to any family in the community. We believe that no child, individual or family should be excluded from the pre-school's activities on the grounds of age, gender, sexuality, class, family status, means, disability, colour, ethnic origin, culture, religion or belief. We aim to ensure that all those who wish to work in, or volunteer to help with, our Pre-school have an equal chance to do so.

You should have already received a copy of our admissions policy with our leaflet when you first enquired. If you have not received one or have misplaced it please telephone the pre-school for another copy.

There is also an appeals procedure for admission to the pre-school with this policy.

Please note: that we do not guarantee a place at Teynham primary School as a result of your registration with the pre-school.

If you have difficulty in reading the handbook, or any information we give to you at pre-school (for example, because of a visual impairment), we are happy to help you in any way we can. Please speak to the supervisor, Jackie King, or to Nicky Kadwill, our administrator. Anything you say to them will be treated in complete confidence.

We operate within the educational term time and will open the same days as Teynham Primary school unless we inform you otherwise.

**What will my
child actually
do at
Pre-school?**

A truly astonishing variety of activities! Everything from modelling with play dough to baking cakes (hopefully without mixing up the two), making models, playing in the home corner, looking at books, sharing stories and songs, making music, playing on the computer, investigating plants and minibeasts and if they can fit it in, even the occasional painting! As well as making sure they have a great time, our aim is to help the children to develop a wide range of skills. More of which later!

Before Your Child Starts Pre-School

If your child is aged 2½ when he or she starts pre-school, we strongly recommend that you **take advantage of the two free sessions** that we offer. You stay with your child during these sessions, which helps your child to settle into this new environment. Just as importantly, it gives you the chance to find out what your child will be doing with us.

Unfortunately, you can't bring younger children to the free sessions, as they are not covered by our insurance. For the same reason, you cannot leave your child with us during the free sessions.

Children who begin pre-school after the age of 2½ are not eligible for free sessions, but you are welcome to visit with your child before his/her starting date and to stay during the sessions until you and your child feel settled and confident.

Don't forget to **fill in the registration and permission forms** enclosed with this handbook – you will not be allowed to leave your child with us until the registration form has been completed.



You must provide us with an **emergency contact number**.

There is also a form for any information about your child's likes and dislikes or special circumstances that you would like to tell us about. This helps us build up a profile of your child they are after all unique.

We will need to make a photocopy of your child's **birth certificate** – This is so that we can apply for government funding on your behalf. Please bring the original with your registration forms.

Once your sessions have been allocated it is very difficult to alter them due to very few spaces being available. Every 4 months we will approach you to arrange new sessions if your child is moving on to Rising 4's/5's or confirm your existing sessions.

If your circumstances change in any way and you need to change or withdraw your child from the session/s, please let us know as soon as possible.

Here are a few tips on how to help settle your child.

- ❖ Take up the opportunity to visit the pre-school (and others) before your child starts. This will help you to make an informed choice. Read through any handbooks or literature that is available.
- ❖ If your child is 2 ½ they will be offered 2 free visits. You and your child will stay for these sessions to help you become familiar with the routines, meet the staff and to ask any questions.
- ❖ Your child may be excited at the prospect of joining the pre-school and be happy for you to leave. Encourage this of course, but never forget to say goodbye.
- ❖ If your child is not happy to be left then speak to the Supervisor or key person who will devise a strategy that will help both of you to make this transition easier. (*Remember the staff are trained to deal with distressed children; most have also been there themselves at some time.*)
- ❖ No child is left to cry on their own and members of staff will help them gain confidence in their new surroundings. 99.9% of children have stopped crying by the time you have reached home and are taking part in an activity. We will telephone you when you get home if you have left your child in distress.
- ❖ If your child does not settle then we will telephone you and suggest that you either come back and stay for the remainder of the session or take them home early. We will work with you and your child drawing on our own knowledge and experiences as well.
- ❖ Sometime we find that it is the grandparents that come along that become more distressed than the parents at leaving a crying child. Don't worry; try to explain to them that it's alright.
- ❖ If your child is not keen to come, try to speak positively at home to them, encourage other members of the family to do the same. If your child cries when you bring them you may be reinforcing their worries by soothing them with 'don't worry it will be fine' and hanging on to them as if you are leading them into the lions den. Remain positive. Your body language can speak volumes to a small child in need of reassurance.
- ❖ In our experience we find that in most cases withdrawing your child if they are still distressed after a couple of weeks can have the adverse effect.
- ❖ Allow your child to bring along a favourite item such as a teddy. Having something that your child is familiar with also allows us to encourage them to communicate with the staff.

We know that for many parents/carers this can be the first time that your child has been parted from you for any considerable length of time with relative strangers. This transition can be very difficult for both you and your child and we will continue to monitor and support your child throughout their time with us.


Your children are the most precious thing in the world to you and we will look after them knowing this.

How Much Does it Cost?

Sessional fees apply to children who start pre-school at the age of 2½. **The initial registration fee is £10. This is a one-off payment made when your child starts Pre-school, to cover administrative costs. If you are registering twins then the registration fee will be £15.00. The session fee is £7.50 you can pay the session fee each time your child attends or you can pay for several sessions in advance.** Please pay the staff member which will normally be Jackie King or Nicky Kadwill at the registration desk at the start of the session. If arrears mount up, we will ask you to pay the outstanding amount within a set time limit. Unfortunately if there are continually outstanding payments we will follow our policy and withdraw a session so that you do not incur any further amounts. If there are still fees outstanding we will have no choice but to withdraw your child until the amount is paid in full. Re-registering your child at a further date will only happen after outstanding fees are paid even if your child is then eligible for government funding. You are still able to receive funding by registering at another pre-school/nursery.

Although the pre-school organises a lot of fundraising events through out the year to help meet our overheads, we have introduced a **voluntary donation of £2.50** from parents/carers once a term (every 6 weeks) to help pay for resources and equipment. You are able to pay this at the registration desk any time throughout the term. Although this is a voluntary contribution we are aware that without sufficient donations we will have to look at alternative ways of increasing our income. So in advance we thank you for your understanding and contribution.

We ask all parents to **donate food items each term** to help to keep our costs down.

The children are offered a range of healthy snacks – fresh fruit and vegetables, toast  sandwiches, bread sticks, crackers, as well as biscuits. Please ask a member of staff what we need.

Sorry – but yes, you do! If your child is ill, or does not attend pre-school for any other

reason, you still have to pay for the sessions he/she has missed. However, if he or she has an infectious disease (see the list of infectious diseases) or has to spend time in hospital, you will only have to pay half fees. It is important to tell us this straightaway – if you don't tell us; you may have to pay the full fees.

Please **call us if your child is ill or unable to attend.** If your child misses sessions and you don't let us know why they are absent, we may offer their place to another child. If your child has a government-funded place but does not attend, and you don't tell us why, you may lose the funding and have to pay for the sessions yourself.

If my child is too sick to come to pre-school, do I still have to pay for the sessions?

What about vouchers?

As a KCC (Kent County Council) registered pre-school we are able to apply for Government **funding (usually referred to as 'vouchers')** **this is available for children aged 3 and 4**. This means your child can have up to five sessions in a pre-school and you don't have to pay! A new funding period starts at the beginning of September, January and April each year. Your child will be eligible in the funding period that starts **AFTER** their third birthday.

So if your child's third birthday is in mid-August, his/her funding will start in September. If, however, his/her birthday is in October, he/she won't be eligible for funding until January. Don't worry about claiming funding yourself - **we will tell you when your voucher sessions will start and you will be asked to sign a parent declaration claim form**. There are a couple of things that you do need to remember though. Your child must attend regularly, especially in the week that the head count is carried out, in order to qualify for funding. If you owe money for any sessions (even for another child), the **arrears must be paid before you will be allowed to claim voucher-funded sessions**.

Working in Partnership with parents and carers

The pre-school will create opportunities for parents/carers to become involved with their children's education. It recognises that parents/carers are the primary educators for their children and by contributing to their children's time at the pre-school can help towards their child's experience being a positive and rewarding one.

Staff will send out information by way of a newsletter or updates. There is also a parents/carers survey which is distributed twice a year, this helps us understand your needs better, so that we may continue to provide a high quality service that you want.

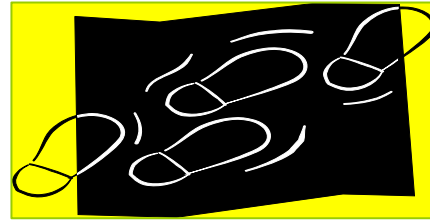
The pre-school will share information and encourage parents/carers to take an interest in the child's development by keeping them informed of the activities on offer. The staff will take time to speak to all parents/carers keeping them up to date with their child's development; this will include looking through their development record.

We like to invite parents/carers to share many experiences with their child/ren, at the end of the summer term for those children who are leaving to start school they are involved in a play which those parents/carers and family and friends are invited to. This also happens at the end of December term when we portray our nativity.

The pre-school offers the opportunity for parents/carers to stay in a session if they would like to visit. You may find that you have a spare morning or afternoon when you can come in to read with the children or help with their activities.

Arriving at Pre-School

The pre-school rooms are at the back of Teynham CE Primary School – follow the footprints to the right from the front gate. There is also an entrance gate at the bottom of Belle Friday Close. The Pre-school has a sign displayed on the wall in front of the school canteen which directs you to the pre-school entrance. You are able to use the car park that is located at the end of Belle Friday close beside the park.



Please note that for safety reasons **you must not use the car park entrance or park in the school car park.**

The **morning session runs from 9.15–11.45 am. The afternoon session is from 12.40–3.10 pm.** The pre-school is open from 9.05 a.m. but you must not leave your child before 9.15. In the morning sessions staff are available to if you wish to speak to them when you arrive. They usually can be found chatting to parents/carers in the 2nd room, if you would like to see one of them more privately let them know. ,

Please leave your prams/pushchairs outside. Your child can hang up his/her coat and bag on their named peg in the corridor and change into their plimsolls/slippers. You can leave their outdoor shoes in the shoe bags provided. Wait in the corridor until a member of staff opens the inner door.

Make sure that the member of staff at the registration desk knows your child has arrived. This is the time to **pay any session fees** and return borrowed clothing. If someone else is going to collect your child, please tell the staff member doing the registration and put the details in the child collection book on the desk.

We have strict procedures for child collection this is for the safety of your child.

**What clothes should
my child wear for
Pre-school?**

Your child will need slippers or plimsolls, with his or her name on them. Although the children wear aprons for messy activities, accidents will happen, so please don't send your child in his or her best clothes!

If you prefer, you can buy the T-shirts and sweatshirts with the pre-school logo on them. Please ask at the registration desk for prices and order details.

Make sure all clothing is marked with your child's name.

Jewellery can be dangerous when children are playing – we prefer them not to wear it.

Help! My child is still in nappies! Will he/she be able to start pre-school?

Don't worry! We accept children who are still in nappies or trainer pants, we do ask that you have already started toilet training. You do need to provide spare nappies/trainer pants and

wipes, though – leave them in a bag on your child's peg. We will make a small charge if we have to supply them.

Different Sessions for Different Needs

We offer several different types of session based on the children's age.

- **Standard pre-school sessions –**

These are available to all children aged between 2½ and 4½, usually in the mornings, Monday–Friday. Each session begins with circle time when the children sing songs and share news. During the play session children can choose from a wide range of activities. A 'snack bar' provides healthy snacks and drinks. Children spend some time playing outdoors when the weather permits. Sessions end with story time and talk about the morning's activities.

- **Rising 4s and 5s groups –**

These sessions are designed to prepare children for the move to school and children attend in the two terms before they begin school. The focus is on learning colours, shapes and number through play in the Rising 4s sessions and on recognising letter names and sounds through play in the Rising 5s sessions.

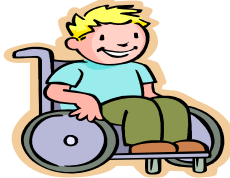
- **Play and Discovery sessions –**

These are also for children in the two terms before they begin school. Children are introduced to more challenging concepts and projects; opportunities are provided for them to develop listening skills and concentration. Bringing their own packed lunch and eating with their friends is a highlight of these sessions for many of our children.

Home Time

The children wait together in the second room and a member of staff calls each one as their parent comes in. **Have a look in their tray** for their latest wonderful creation! Don't worry if there isn't one, they may have been so involved with enjoying something else that there wasn't time for a painting.

We also put information for parents in the tray, and the contact book (see page 10) is kept there too, so it is important to check the tray after each session. Please **DO NOT** put your child's outdoor shoes in the tray, after all they may not be impressed to find mud from their shoes on their painting at home time.



Many children find it very upsetting when their parent or carer is late picking them up.

If you are unexpectedly delayed, let us know.

If a child is not collected and we have been unable to contact the parent/carer through emergency contact numbers, we will have no alternative than to telephone social services, however this will not take place until 45 minutes have passed. More details can be found in our uncollected child policy located in the policy document file in the corridor.

Of course we would never leave a child unattended.

There will probably be times when you ask someone else to collect your child from pre-school. It is essential that the pre-school staff are aware of this. You or the person who drops off your child at the start of the session must **fill in the child collection book** on the desk, and tell the staff member at the registration desk. (If someone else will be collecting your child regularly, you can complete one of the pre-schools forms confirming this.) You must also **provide us with a password**, which we keep confidential. We will ask the person collecting your child for your password (so don't forget to tell them what it is!). We will not hand over your child to a person we do not know and who cannot give us your password.

Pre-School Education:

The Staff

Not all that long ago, pre-schools were run by enthusiastic volunteers, usually the parents. Today the staff are still enthusiastic (of course) but they are also paid and qualified to various levels in child development and early year's education.

The Supervisor, Jackie King, and Administrator Nicky Kadwill hold a Level 4 in Managing Quality standards in child-care services and a Diploma in Pre-school Practice at Level 3. Our Deputy Supervisor Rachel Ivory and senior assistant Donna Hawkins also hold Level 3 Diplomas in Pre-school Practice. Our assistants Sue Hills, Jacqui Walsom and Hayley Whitehouse all hold Level 2 with a view to increasing this to a level 3 shortly.

Louise Crossley and Rebecca Greenstreet are our most recently employed members of staff and will commence training very soon with a view to obtaining a Diploma in Pre-school Practice.

The pre-school is committed to funding an on-going programme of training and development including first aid and child protection training.

The pre-school is registered with Ofsted and abides by the National Standards as set out by The legal staff to child ratio is set at:

2 ½ year olds - 3 year olds 1 adult to every 4 children

3 year olds - school entry 1 adult to every 8 children

However, we try to work with 1 adult for every 4/5 children for most sessions.

Who to speak to and when

Jackie King and Nicky Kadwill are responsible for managing the pre-school. They hold the responsibility of the Child Protection Officers, Equal opportunities officer and Jackie is also Special Educational Needs Co-ordinator. They manage the intake of new children and the availability of sessions. If you need to alter your child's sessions please speak to one of them. The pre-schools finances are organised by them, including the Government funding, if you have any questions regarding your child's funded sessions they can help you. They are also involved in arranging fund raising activities for the pre-school.

They are responsible for the recruitment and training programmes including staff knowledge of Ofsted's National Standards, renewing policies and procedures ensuring that all staff and committee have an opportunity to be involved in the formatting of new policies. They continue to ensure that everyone abides by all of regulations that govern us.

If you have any concerns or complaints regarding the pre-school, staff, volunteers, students or any other concern please speak to Nicky or Jackie. They are available everyday at the

beginning or end of the session and will make an appointment to speak to you in private if you require.

Rachel Ivory is the deputy Supervisor she holds the responsibility for the day to day running of the session. She is also our named practitioner for the Leading Early Years Team, and spends time away from the setting to act as a spokesperson on areas that the pre-school is achieving well in; she attends training days arranged specifically for this team provided by KCC which she cascades back to the setting.

Donna Hawkins is our senior assistant; she acts as deputy supervisor in the absence of Rachel. She is responsible for organising record books for the children, and has arranged the documents regarding the new curriculum for the staff. She spends time researching current legislation that the pre-school uses. Donna also organises the end of term programmes for the plays.

Remaining pre-school assistants: Sue Hills, Hayley Whitehouse, Jacqui Walsom, Louise Crossley and Rebecca Greenstreet are all responsible for maintaining the day to day running of the session. Some have additional responsibilities such as senior assistant or health and safety representative. **Hayley Whitehouse is currently on Maternity Leave.**

Covering staff: Karen Samworth and Amanda Field are brought in to cover staff absences.

Take a look at the photographs displayed on the wall of the staff.

Officers:

Chairperson: Ann Sigsworth holds the position and is responsible for ensuring that the pre-school is organised effectively and following their constitution. She supports staff and oversees the committee. Ann is involved with arranging fundraising and assisting with other activities when necessary.

Secretary: Catherine Nind supports the chairperson and committee assisting as and when necessary.

Treasurer: Gen Abbott supports the chairperson and committee assisting as and when necessary. Along with the chairperson she also ensures that the pre-schools finances are in order.

Committee: They are a group of parents or people with a like minded interest in the pre-school who support the officers, attend meetings when necessary, assist in fund raising and ensure that the pre-school is organised in accordance to the constitution and follow the legal requirements set out by the Charities Commission.

Key person

When your child starts at pre-school, one member of staff will become his or her key worker. The key person will help your child to settle in and discuss with you the kind of activities your child will be doing. Each child will be assessed to make sure that his or her specific needs are being met.

The key person monitors your child's progress and keeps records of his/her achievements. You can ask to see your child's records at any time.

It is important to be aware that the key person does not work exclusively with her/his group of children. She/he will be involved in activities with all the children in the group. Equally, your child will be able to talk, work and play with any of the staff and volunteers, not just the key worker. The key person will be available for parents/carers to speak to at the beginning and end of each session; however the end of sessions can become busy so if you know that you would like to speak to them then ask them at the beginning of the session so that they can arrange this in advance. If the matter is private this allows them time to arrange a private area for you to speak.



Contact Books

The best way for you to find out how your child is getting on is to have a chat with his/her key person

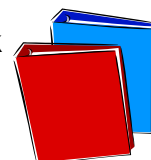
How can I find out how my child is getting on?

Sometimes, though that just isn't possible. The blue contact book in your child's tray is a way of letting you know about your child's day-to-day achievements. You can use it too if you have any comments or there is anything you need to tell the key worker. It also enables you to read about your child's time with us if you have alternative arrangements and someone other than yourself collects your child on a regular basis. Please sign this book when you have read it, this lets the key worker know that you are reading the information that they have written. If problems arise the key worker will always want to discuss them with you face to face and in confidence. If you would like to speak to someone in confidence, please speak to Jackie or Nicky to arrange a suitable time.

Observation Reports

Observation reports are more structured than the notes recorded in the contact book and observations are carried out regularly during your child's time at pre-school.

They explain how your child reacts to certain situations, whether he/she mixes well with other children and what activities he/she takes part in during a session. Staff are always willing to discuss these observations with you.



Your Child's Safety and security

We take our responsibility for your child's safety very seriously. Fire drills are carried out by all staff at different times on different session throughout the terms so that all children are familiar with the procedures. Help us by making sure that you always close the side gate when you arrive and leave. Keep the fire exits clear from buggies etc and remain vigilant.

Complete all the details about your child's medical history on the registration form in full, and let us know if anything changes especially telephone numbers.

Accidents



Any minor accidents that occur during the session

are recorded in the accident book and we will

explain what has happened when you collect your child. It's helpful if you tell us about any significant injuries that your child has picked up outside the pre-school sessions. In the unlikely event that your child is seriously injured, we will contact you immediately. We require your consent to transport your child to hospital by ambulance and for any emergency medical treatment – please read the medical consent form provided carefully.

Medicines

The staff can give your child prescribed medicines. If, however, your child is prescribed medication that has to be taken at intervals throughout the day, for example cough medicine, paracetamol or antibiotics please give these to your child at home.

We ask that you:

- Fill in the form detailing when and how the medicine is to be given, and in what doses
- Ask the pharmacist to put the label on the medication itself and **NOT** on the box or other removable packaging (this also applies to inhalers used to treat asthma)
- Bring in the medication in a container labelled with your child's name.



We keep medicines in a locked cupboard to which only the staff and relevant officers from the committee have access.

Think! If your child needs calpol on a regular basis are they well enough to come!!!!

Children with Specific Medical Conditions

If your child has a medical condition that may require emergency treatment (for example, if your child is allergic to insect stings and has to carry an epipen), we can accept him/her at pre-school. However, you must arrange for a suitably qualified medical professional to train the staff in dealing with the condition. We are sorry to have to make this a condition of entry to the pre-school but training by an approved medic is a requirement of the inspection service, OFSTED. We have been unable to find medical staff willing to provide such training, so with regret we must pass the responsibility to you.

Personal Safety

The doors to the pre-school rooms are kept locked during the sessions, so if you have to pick up your child during a session, you need to ring the bell to be let in. If the children are outside please make yourself known to a member of staff before you enter through the gate.

All our staff and committee members have been checked by the police.

Only qualified staff who have been police-checked are allowed to take the children to the toilet. Children never go to the toilet on their own.

We will **not allow** your child to be collected from pre-school by anyone apart from the people listed on your '**Authorisation of collection**' form and we will ask them for your **password** (see Home time, page 9).

Head lice – Really Irritating!

Head lice aren't dangerous, so what's the big deal?!

Head lice are not dangerous and having head lice certainly doesn't mean your child has dirty hair!

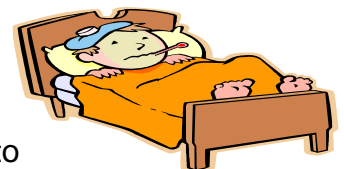
But– let's be honest – who wants them?? A severe case of head lice will make your child feel pretty

miserable and itchy and can lead to conditions such as

dermatitis, and before you can say 'Nits' the pesky little beggars will have hopped onto every head round the table. So – if you know or suspect that your child has head lice, please don't bring them to pre-school. Check their hair and if you find lice or nits, treat him or her (staff are very understanding and have plenty of tips or advice, or ask a chemist) and wait until your child's hair is clear before bringing him/her back. It will help if you check your child's hair every day as you brush it or wash it.

We understand that many parents find this topic embarrassing and we are sympathetic but if the staff think your child has head lice we will contact you and ask you to collect him/her straightaway.

Infectious Diseases



If your child has an infectious disease, please do not bring him/her into pre-school (see the list included in this handbook). This includes minor infections such as conjunctivitis and impetigo, as well as the more serious diseases such as chicken pox and hand, foot and mouth. Similarly, please do not bring in brothers and sisters who have infectious diseases. We are happy to arrange for you to bring or collect your child at slightly different times if you have to bring an infectious sibling with you.

Incubation and exclusion periods for infectious illnesses

Disease	Signs and symptoms	Usual incubation period (days)	Time between start of illness and appearance of rash (days)	Minimum number of days you should keep your child away from pre-school
Chicken pox	Slight fever, irritating rash that looks like small blisters	10–21	0–2	7 -10 days from appearance of rash; you need not wait until all the scabs have come off, but the spots need to be dry if the scabs are falling off.
Conjunctivitis	Inflamed, sticky eyes that feel gritty and burning			Until child has been treated with antibiotic eye drops and the eyes are clear
Diarrhoea and vomiting		1–7		48 hours after symptoms have stopped. Normal appetite and energy levels have returned.
Fifth disease (slapped cheek)	Bright red cheeks, fever, blotchy rash mainly on arms and legs	4–14 days	1–4	Until child is fully recovered
Flu	High temperature, tiredness, runny nose			Until child is fully recovered. Normal appetite and energy levels have returned.
Food poisoning	Vomiting, diarrhoea	0–2		48 hours after symptoms have stopped. Normal appetite and energy levels have returned.
German measles (rubella)	Slight cold, sore throat, enlarged glands behind ears, rash of tiny, flat, pink spots that first appears on the face	14–21	0-2	Until child is fully recovered
Hand, Foot and Mouth	Small blisters around these areas, very contagious	7–10		From appearance of blisters until scabs have cleared
Impetigo	Blisters/sores that gradually increase in size, very contagious			Until sores have disappeared
Infective jaundice	Headache that comes on gradually, loss of appetite, feeling sick, dark urine, pale, putty-coloured faeces	14–42		Until child is fully recovered

Disease	Signs and symptoms	Usual incubation period (days)	Time between start of illness and appearance of rash (days)	Minimum number of days you should keep your child away from pre-school
Measles	High temperature, heavy cold, flat, blotchy red rash that appears first on the face. Later harsh cough, conjunctivitis	7–21	3–5	Until child is fully recovered
Meningitis	Headache, fever, vomiting, neck stiffness, joint pain, drowsiness or confusion, dislike of bright lights, rash of red/purple spots that do not disappear when pressed	2–10		Until child is fully recovered and bacterial examination is clear
Mumps	Fever, headache, swelling of jaw in front of ears	12–28		Until disappearance of swelling
Ringworm	Round, scaly patches on skin	Until treated		Until 'rings' have disappeared
Scarlet fever	Fever that begins suddenly, sore throat, vomiting, 'strawberry' tongue, flushed cheeks but pale around mouth, rash of red spots	2–5	1–2	Until child is fully recovered
Tonsillitis	Swollen glands in neck, sore throat and enlarged tonsils, fever			Until child is fully recovered
Whooping cough	Severe coughing bouts	5–14		Until child is fully recovered



Our Learning Programme

The staff have drawn up a long-term plan for the children's pre-school education. This reflects the objectives of the Early Years Foundation Stage framework which supports and guides staff to care and educate children from birth to six years. The pre-school adapts its curriculum to meet the needs of individual children. Details of the terms topics are always displayed in the entrance corridor along with requests for resources or items.

- **Personal, social and emotional development**

Our aim is to ensure that every child has the opportunity to further their personal, social and emotional development, enabling them to feel secure, confident and trusting in their environment. This will begin when they first join us, through careful settling-in procedures, and continue throughout their time with us.

Using individual and group activities, children will be encouraged to adopt a motivated, attentive disposition, showing care and concern for themselves and others.

Opportunities will always be available to allow children to become more independent, selecting their own activities and, where possible, resources.

Emphasis will be placed on the development of self-help skills and confidence to try things for themselves.



The development of self esteem and an ability to form relationships with others forms a key part of this development. Every child will be treated as an individual and will be encouraged to feel valued and respected. The ability to recognise their own emotions and those of others will be encouraged, along with the effects of their actions, allowing children to become aware of and respectful of the feelings and beliefs of others.

- **Communication, language and literacy**

Children will be encouraged to extend their vocabulary and fluency by talking and listening, and by hearing and responding to stories, songs and rhymes. In both small and large groups children will be helped to understand that written words and symbols have

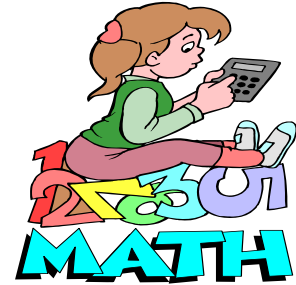


meaning, to be aware of the purposes of writing and, when ready, to begin to use drawn and written symbols and marks for themselves.

An inviting book area will offer all children the opportunity to explore and become familiar with books, handling them carefully and recognising their uses as a source of reference as well as for pictures and stories.

- **Problem Solving, Reasoning and Numeracy**

Children will be encouraged to extend their knowledge and understanding of mathematical concepts, through activities involving shapes, numbers, space and measure, and throughout everyday routines. A wide range of resources and equipment, as well as everyday objects, will be used to encourage mathematical skills in counting, and recognising numbers and numerals. Children will be given opportunities to explore shape, space and measures using a range of resources, including natural materials, small world and construction toys. Children will be supported in developing problem-solving skills and using mathematical language as a matter of course.



- **Knowledge and understanding of the world**

We aim to ensure that children gain an understanding of the world around them by acquiring the skills and knowledge needed to form a basis from which later learning will come. We will offer opportunities for children to explore and investigate the world around them using their senses, in both individual and group settings. They will be encouraged to ask



questions about why things happen and how things work, and will be helped to identify some answers for themselves.

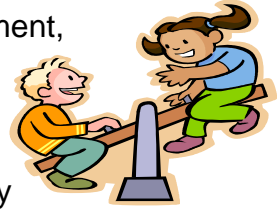
Children will be helped to develop the necessary skills to design and make things, using tools, techniques and technology appropriately.

Activities and projects will be planned to increase knowledge, skills and understanding of science, history and geography using a range of materials and resources.

A range of cultural activities will help children to discover the diversity of the world in which they live, and help them to become aware of issues such as race, disability and equality, and accept them as a matter of course.

- **Physical development**

Physical development forms an essential part of all children's development, and they will be provided with physical challenges to ensure that they are able to control and co-ordinate their bodies, experiment and explore movement and actions. This will be done in a safe and carefully



resourced manner, using appropriate equipment, space and support. Children will be encouraged to be aware of those around them, using space and boundaries thoughtfully. They will be asked to consider the effects of activity on their bodies and look at ways to help them remain healthy.

Emphasis will be placed on learning to use small and large equipment, tools and resources safely, appropriately and independently.



- **Creative development**

Children will be given time, resources and

opportunity to develop their creative skills in four areas: art, music, imaginative play, and dance and movement. They will be given the freedom to explore their own ideas using appropriate materials and activities, whilst being given guidance, direction and confidence to try new things.

Children will be given every opportunity to express their creativity individually and be stimulated by the environment in which they are operating. Children will be encouraged to evaluate their own work, saying what they especially like or dislike about it.

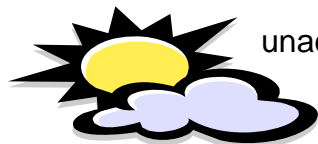
Equipment, toys and resources

The pre-school provides toys and equipment to offer children opportunities independently or with adult assistance to develop new skills and concepts in the course of their play and exploration. The equipment we provide is appropriate for the ages and stages of the children. It offers challenges to develop physical, social, personal and intellectual skills. It features positive images of people both male and female and from a range of ethnic and cultural groups with different abilities. The equipment provided is made of a range of man made and natural resources and conforms to all relevant safety regulations and is sound, well made and value for money.

All toys equipment and resources will enable children with adult support to develop individual potential and move towards required learning goals.

Behaviour Management

We encourage children to respect one another and to settle minor differences themselves. However, the staff deal firmly with unacceptable behaviour, for example, hitting other children. We operate a 'time-out' policy for children whose behaviour is inappropriate – this involves removing the child from the rest of the group and the activities for a short period of time. A member of staff stays with the child and explains to the child why his/her behaviour is



unacceptable. The child is then encouraged to apologise for any misdemeanour. The time-out period only lasts for a few minutes and the child is reintroduced to the session with a minimum of fuss.

The incident is explained to the parent at the end of the session.

Pre-School Policies/information



The pre-school has agreed policies covering key areas of its operation.

Copies of all the policies are in the coloured folders in the entrance corridor. These policies are very important to the pre-school and to you. They tell you what procedures the staff, and committee will follow, for example, medical emergencies, staffing policy and our no smoking policy etc.



Child protection (A full copy of this policy is available from the pre-school)

The pre-school is committed to providing a safe environment for all children and staff. Staff, volunteers and committee members receive clear guidelines and training in how to keep children safe from abuse and themselves safe from allegations of abuse.

The pre-school applies this procedure to its recruitment process, training and planning & curriculum.

If a member of staff has a concern regarding a child's welfare they are legally bound to consult Jackie King the Supervisor and Nicky Kadwill the Administrator who are the Pre-schools Child Protection Officers (CPO). Discussions will take place with the parent/carer, unless in extreme circumstances the child's welfare would be at risk in doing so, in this instance Kent Safeguarding Children's Board will be informed.

If an allegation is made against a member of staff investigations will be carried out internally by the Administrator and Supervisor, unless the allegation involves either of these people. In this instance the Chairperson will be informed and carry out appropriate procedures. If internal investigations require, then the Kent Safeguarding Children's Board will be informed and if necessary external investigations will be carried out. The member of staff in question will carry out duties that do not require contact with children until the outcome of any investigations.

Behind the scenes

The pre-school is a registered charity which abides by a constitution set out by the Pre-school Learning Alliance and agreed by the Charities Commission.

Predominately this means that a committee which is made up from un- paid representatives (parents or others that have an interest in the organisation) hold a position.

The pre-school committee is not the same as a school parent-teacher association or 'Friends' group, which mainly involves raising funds. Its role is more like that of school governors because it has important legal responsibilities.

It's important to understand that without a committee, the pre-school cannot operate.

And it's important that the committee reflects the opinions and concerns of parents whose children are currently attending the pre-school. Please think about joining the committee when a position becomes available and please attend the AGM, held in the spring term every year.

The pre-school is unable to open the week day after the A.G.M. if not enough parents attend this important meeting as 30% of parents have to attend to vote on the next committee.

A very simple and straight forward meeting which takes ½ hour of your time.

Don't worry – no one expects you to run the show! The Supervisor and Administrator are responsible for the management of the pre-school. You will be kept up to date on the organisation of the pre-school and need to attend meetings which are arranged approximately 4 times a year.

'There's no point in me joining I don't know anything about running a pre-school!'

There may be an occasional call for help with a fund raising event for example, but apart from that it shouldn't take up much of your time.

'I haven't got

It's not my responsibility - why should I bother?'

It is your responsibility! If you compare the cost of the pre-school sessions we offer with private nurseries, childminders

or other childcare, you will find that we are

cheaper. That's because we are a charitable organisation, committed to providing early years education for the community of Teynham. We don't exist to make a profit. But we can't exist at all without your involvement. It's part of the deal.

Moving Forward

At our recent Ofsted inspection in January 2008 we received a judgement of Outstanding, which we are incredibly proud of. This judgement is the highest grade that Ofsted will give and identifies settings whose children are making excellent progress towards the early learning goals, who are forward thinking and identify further improvements that will benefit the children.

For a full copy of the report please go to the Ofsted website. www.ofsted.gov.uk

We have included some of the comments from the Ofsted report.

“Children show independence, making choices about the activities that they become involved in. Children are encouraged to undertake tasks themselves, but given good support when needed. Staff understand when to stand back and when to become involved in order to enhance children’s learning through play.”

“Parent and carers are well informed about the Foundation stage as they receive written information and are invited to a meeting to discuss it. The Pre-school ensures that parents are aware of how they promote children’s development in the different areas of learning and makes suggestions as to how they can extend children’s learning at home.”

In June 2007 the Pre-school was recognised as a setting which delivered a good and effective practice and was invited to become part of a select number of pre-schools, nurseries, schools (Foundation classes) and child minders in Kent, who will then share their good practice with other providers.

We have included some of the comments from the selection visit.

“An outstanding safe and secure learning environment had been created both inside and outside; where children were given superb opportunities to use a wide range of resources for their learning that fascinated and intrigued them.”

“All children were very independent and their well-being and involvement was high”.

“There is a strong partnership with parents and good community links”

“This is a very good setting; the team are very reflective and work hard to ensure that each child has the best possible opportunities.”

What to Do if You Have a Complaint?

We do our very best to please all of the people, all of the time, but occasionally problems will arise. The pre-school treats complaints very seriously and deals with them promptly. If you have a general concern, please speak to Jackie King or Nicky Kadwill who will be able to assist you.

Less urgent or sensitive issues will be discussed at the next scheduled committee meeting (these are held every four months). It may be appropriate for the parent/carer to attend a meeting in person to explain their complaint. An officer will report back to the parent/carer with the committee's decision, either verbally or in writing.

If you wish to make a more formal complaint against a member of staff or a member of the committee, or about the general running of the pre-school, again speak to Jackie or Nicky who will take your concern to the committee in writing and give you an account of their findings within 28 days of receiving the complaint.

A complaints form is on page 25

**What if I am
still not happy?**

If you are dissatisfied with the outcome or if you feel that you are unable to discuss your complaint with the pre-school for example a child protection issue, you are able to inform Ofsted by telephoning **08456 40 40 40** or by writing to the following address:

**Ofsted Early Years
2nd Floor
Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA**

Ofsted will consider any complaints regarding the pre-schools registration very carefully.

**What will
happen next?**

Ofsted will take appropriate action according to the nature of the complaint. They may ask the pre-school to investigate, particularly if the complaint involves someone in our employment. Ofsted will then determine their conclusions from the pre-schools investigations. If they feel that the pre-schools actions are not sufficient they may carry out their own investigations. This may include an unannounced visit to the pre-school, at the end of the inspection the inspector will decide what action to take, if any. In extreme circumstances Ofsted may cancel the pre-schools registration or prosecute if the pre-school have committed an offence.

TEYNHAM COMMUNITY PRE-SCHOOL
COMPLAINTS FORM

Name:.....

Address:.....

.....

.....

Contact numbers:.....

Nature of complaint:.....

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SignatureDate.....

A copy of this complaint will be returned to you within 28 days along with the outcome and any actions.