

Meet our Team!



Supervisor: *Liz Sheldon*

Other Duties: Key person,
First aider, SENCO,
Designated safeguarding
lead (DSL).

Data Protection Officer

Qualification: Level six,
BA 1st class Honour's
degree in Childhood
Education



Deputy:

Claudia Bardetti

Other duties: Key
person, first aider, DSL
deputy

Qualifications NVQ,
Children's care,
learning and
development.



**Pre-School Assistant
*Ann Partridge.***

Other duties: Key
person, Experience 19
Years plus



**Pre-School Assistant
*Tina Phillips.***

Other duties: Key Person,
first aider

Qualifications: Level two.



**Pre-School Assistant
*Katie Burrows***

Other duties:

Keyperson (from 2023)

First aider

Qualifications: Currently
training to a Level two,

Welcome to Chipstead Pre-School



Chipstead Pre School has been established since the 1960's. Our friendly team work hard to meet the needs of each child, encouraging individuality within a safe and stimulating environment.

The Pre School is run by the supervisor and our committee who are a committed group of parents who help to manage the Pre-School, organise fund raising events and to help ensure that the Pre School is welcoming and friendly, but also an efficient Pre School with reasonable fees for the local children. All parents are encouraged to become part of this important team.

Our aim is to encourage the children to grow, explore and discover by:

- Working towards the holistic development of each child, concentrating firstly on language and communication, physical development, and the children's personal, social, and emotional development, as these provide a strong and essential basis for learning.
- Offering an environment in which we will provide each child, with a sense of belonging and self-confidence, where all children have Equal Opportunities.
- Encouraging children to show care and respect for themselves and others.
- Providing an environment that will encourage learning, friendships, and fun.

The Pre- School is open for thirty-eight weeks in the school year (please refer to term dates), we are open Monday, Thursday, and Friday 9.15 – 2.45 this incorporates two sessions and lunch, we are also open Tuesday and Wednesday 9.15 – 12.15.

We are able to accommodate up to twenty-six children from the age of two and a half up to school entry age. The Pre-School always maintains an excellent child - staff ratio and is always in line with the Statutory Framework for the Early Years foundation Stage 2017.

The Pre-School routine is flexible but generally follows the routine of:-

(Revised August 2022)

9.15-9.30 The Pre-School opens and the children settle in and join their keyperson at their table activity and to sing our good morning songs and prepare for the session.

9.30-10.30 The children then play freely both indoors and in the garden, with the resources and activities that are set up, linking to the theme, children's interests, and choices. This is child led play, so we have toys and resources that are age appropriate, but also more challenging ones which provide the children with a rich learning environment. During this time, the Key persons will engage, settle, talk to, play with, and observe the children.

10.30 The children have a short group time where we choose the story for story time and sing our song of the week, we then all get ready for snack, the children all wash their hands and join their keyperson at their table for a sociable snack time. After snack the children will continue to play indoors and once all the children have finished the garden is re-opened for free flow access, the garden is always supervised at least two members of staff.

11.45 The children are asked to spend a short time helping to tidy up the toys and activities. They are then asked to join in with story and song time, this can either be as a whole group or several smaller groups, this time is also used for larger group activities such as music and movement, ring games, action songs and activities such as the parachute, races, ball skills etc.

12.15 Home time. **This routine is repeated for the afternoon sessions, lunch is from 12.15.**

Your child's first day

On your child's first day, it is important your child feels secure and safe, so please bring in any special comforters (cuddly, blanket, dummy) as this helps with the transition into pre-school, it is also a good idea to give us a family photo, so your child has a picture to show us and to talk about. We suggest that you settle your child with their keyperson and say a positive goodbye, allowing the key person to settle them, play, interact and take over. If your child does become upset we will endeavour to settle them through distraction and comfort, if this cannot be achieved we will phone you to discuss the situation and put strategies in place to ease this process.

Please ensure that your child is in comfortable clothing that will allow them to participate in activities such as climbing and outdoor play, your child will need plimsolls to change into when arriving at pre-school (this is to ensure that clean shoes are worn indoors) and wellies for outdoor play. We ask you to provide a change of clothing, nappies, and wipes, (no nappy bags, pre-school will provide these so they are out of the reach of the children at all times) if appropriate, you will be asked to take home soiled nappies as the Pre-School cannot dispose of these items. Your Child's key person will help to settle your child and will see to your child's intimate care.

Keeping the Preschool Up to date (Revised August 2022)

It is important that you keep us up to date with changes in your child's life as these can have positive and negative effects on your child and their behaviour. We would ask you to tell us of any change in your contact details and your child's emergency contact details. If you wish to share more sensitive information you can inform us verbally or by using the home contact book, this can be things such as any concerns or changes in your child's behaviour or if there has been a death or birth in the family including pets.

The Pre-School will update parents through weekly information in the Children's home contact book, and through emails, newsletters, the website, our face book site, and during parent and committee meetings.

Your Child's Key Person.

Relevant policy: Key person policy

Information: keyperson leaflet

'Children have good relationships with their key persons and other staff members. This means that they are confident to explore the environment and ask for help when they need it' (Ofsted report 2015)

Your child's key person will get to know you and your child and is the person that will help your child to settle into Pre School, forming an especially important attachment for your child, this provides a secure base for your child, which will enable them to feel confident to explore and investigate the Pre-school environment. Your child's Keyperson will complete your child's learning journey, and will observe, assess, and plan for your child's learning and development and if appropriate will complete your child's two-year assessment. They are there to answer any concerns or questions you may have.

Learning and Development.

Relevant Policy: Curriculum Policy

Information: Development Matters in the Early Years Foundation Stage (EYFS)

Link: <https://www.early-education.org.uk>

'Staff have a highly secure understanding of the different ways in which children prefer to learn. They adapt their planning skilfully to meet the different needs of individual and groups of children.' (Ofsted report 2018)

'Children are extremely well prepared for transfer to school. They develop excellent pencil control, learn to recognise, and write their names, and link letters to sounds. Children are incredibly sociable. They show strong ability to apply mathematical skills. Children are immensely inquisitive. They very confidently express their views and ask questions. Children are hugely independent. They manage their own personal care extremely well.' (Ofsted report 2018)

What is the Early Years Foundation Stage (EYFS) Framework?

The EYFS Framework exists to support all professionals working within the early year's sector and is the foundation for your child's learning and development. This was developed by a number of early year's experts and parents. In 2021 the framework was revised to make it clearer and easier to use, with more focus on the things that matter most. This new framework also has a greater

emphasis on your role in helping your child develop and to help ensure your child's 'school readiness'.

We believe that parents are the child's first educators and have an important role in their education and development and it is essential to work together with parents to provide the best learning experiences for each individual child.

'Staff forge outstanding partnerships with parents, external agencies and any other early year's providers involved with children. Parents are provided with excellent ideas for supporting children's learning at home so that they receive consistent support.' (Ofsted report 2018).

At Chipstead Pre School, we provide opportunities for children in our care to develop in a way that will have a direct impact on their future, by providing high quality early learning experiences and a language rich environment. Our OFSTED reports demonstrate that we continue to provide our children with a safe, secure, and educationally rich environment in which they thrive and grow.

'Arrangements for assessing, tracking, and planning for children's individual progress are excellent. Staff know their key children extremely well. All children, including those who have special educational needs (SEND) and/or disabilities and those learning English as an additional language, make outstanding progress in all areas of learning. Staff plan and provide an extremely exciting and challenging play and learning environment for children. Activities and play areas are inspiringly presented and exceedingly well used by children'. (Ofsted report 2018)

We believe that allowing children access to good quality preschool education enhances their future life chances. We follow the Early Years Foundation Stage Framework which reflects our ethos of children learning through play.

How and what your child will be learning.

'The activities that staff plan for children are based on the children's interests, skills and needs. This means that children are highly motivated and become deeply engaged in their learning' (Ofsted report 2015)

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

Children will mostly develop the three prime areas first. These are:

- Communication and language.
- Physical development; and
- Personal, social, and emotional development.

These prime areas are those most essential for your child's healthy development and future learning. As your child grows, the prime areas will help them to develop skills in four specific areas. These are:

- Literacy.
- Mathematics.
- Understanding the world; and
- Expressive arts and design.

These seven areas are used as a base to plan your child's learning and activities. All the staff and keyperson supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary schools, but it is suitable for young children, and it is designed to be really flexible so that staff can follow your child's unique needs and interests. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

When your child is between two and three.

At some point after your child turns two, the professionals working with your child must give you a written summary of how your child is progressing against the three prime areas of learning:

- communication and language.
- physical development; and
- personal, social, and emotional development.

This is called the progress check at age two. This check will highlight areas where your child is progressing well and any areas they might need some extra help or support and how mums and dads and other family members or carers can work with the key person to help with their child's progress. The summary should be placed in your child's red development book and shared with your health visitor, who can then use it as part of the health and development review.

Events, The Committee and fundraising

Events

The pre-school holds several events throughout the year, all children are invited to participate in these events regardless of their normal session days, so all children have the opportunity to join in, children must be accompanied by an adult if not their usual day. We will incorporate festivals and important dates in your child's calendar into our planning and events where possible.

Currently we hold:-

- * A Christmas party and fundraising raffle
- * A sponsored obstacle course which is normally just before the Easter break and incorporates an Easter egg raffle and egg hunt for the children
- * Visit from the fire service (when possible)
- * End of year photographs
- * Flower show entries for each child; a model and a picture, we also run the bottle tombola at the Flower show.
- * End of year party and leavers celebration

The Committee and Fundraising

The Pre-school cannot run without a parent committee of at least five voted members, so it is important for parents to be involved and participate.

The Pre-School Committee is led by the Chairperson, who works closely with the supervisor to ensure that the pre-school is run smoothly and follows the policies and procedures and is in line with the statutory guidance.

The Committee is responsible for:

Ensuring the pre-school is solvent, well run and delivering the outcomes for which it has been set up, Publicity, Staff recruitment, ensuring compliance with safeguarding and health & safety policies & procedures (joint responsibility with Pre-School Manager and H&S staff representative), Fundraising and helping with the running of event

Treasurer's responsibilities

Fundraising finance

Liaison with administrator (who does wages/accounts etc)

Reporting to committee on spending

Secretary

Meeting minutes and agendas (Termly or as needed)

Committee registration – CRB/EY2 checks

Arranging meetings and Annual General Meeting

General Information

Notice Period

Relevant policy; Session and fees policy

A half terms notice period of your child's place is required when leaving the setting.

For any family that is claiming the additional +15hrs funding there is a terms grace period, if you fall out of eligibility.

Fees

Relevant policy; Session and fees policy

Fees are due at the beginning of every half term, these must be paid within five days of receipt of the invoice, or a £5.00 late fee will be charged. Fees can be paid by Bacs, or cheques. If you would like to pay using childcare vouchers please let us know and this can be arranged.

Late collection of Children

Relevant policy: Time keeping policy.

In the event of a parent being over five minutes late there will be a late pick-up fee of £1.00 per minute; this will be documented and signed by the parent and supervisor. We are required to log in children who arrive late for a session and are also required to log down the time for a child who is picked up late. Any late pick-up fee will be invoiced half termly with the fees invoice.

Health and Hygiene

Relevant policies: Health and Hygiene

No smoking, no drugs, and no alcohol policy

Nappy changing policy

Our Pre School policy is to promote a healthy lifestyle and a high standard of hygiene and we encourage the children to enjoy the same standards. With the garden and access to the Meads, we frequently play in the fresh air throughout the year.

We operate a policy whereby we do not allow children to attend Pre-school, who are suffering from infection and in the event that your child is suffering from sickness or diarrhoea they cannot return

to pre-school until forty-eight hours has elapsed following the last bout of sickness or diarrhoea. Any open sores and cuts must be covered with a plaster or dressing.

To ensure that the Pre-school is hygienic and also that the children are aware of the necessity of hygiene, we always ensure hands are washed after the toilet and before eating. Tissues are always available, soiled tissues are disposed of and the children are taught always to cover their mouths when coughing and sneezing.

The Pre School observes current legislation regarding food hygiene, registration, and training.

There is a strict no smoking, alcohol, or illicit drugs policy, which is strictly adhered to and this includes the hall, outdoor garden, and surrounding area of the premises.

Behaviour Management

Relevant policy: Behaviour Management policy

Physical handling policy

We believe that children and adults flourish in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning.

We teach that aggressive behaviour is not tolerated; we normally find that diverting the child's attention is sufficient with explanations of why certain behaviour is not acceptable. Persistent difficult behaviour is discussed with the Parent / carer. Humiliating forms of punishment and physical punishment such as smacking will never be used.

Safety (Revised August 2022)

Relevant policies: Health and hygiene

Safeguarding children

Accident and incident policy

The safety of the children is of paramount importance. Children must wait in with their parent / carer until 9.15 and should be collected promptly at 12.15 (or 2.45 for an afternoon session) there is a late fee that will be charged if parents persist in collecting their child late (please refer to the full policy), our insurance does not cover us outside of these times.

Changes in collection of your child: - The supervisor must be informed if you have arranged for someone else to collect your child. The children will not be handed over to another person (not even the child's other parent if they are not known by the Pre School) unless the supervisor has

been told. This must also be recorded in the Change of Collection Procedure Book, which is situated in the foyer.

Fire regulations are strictly observed including clear access to fire doors, maintenance of extinguishers, fire drills and layout and space ratios.

A register of both adults and children is completed each day so that a complete record is available in an emergency. Main doors will remain locked during the sessions. Equipment is regularly checked and replaced as required.

Parental Involvement

Relevant policies: Partnership with parents

Keyworker policy

Chipstead Pre School is a registered charity (No. 1055601) and as such may only charge enough to cover staff salaries and our basic running costs. All other expenses must be met by fund raising. The Pre School administration and fund raising are organised by the committee members who are parents / guardians of past and present children at Pre School. In addition, it has always been the policy of the Pre School to encourage the involvement of parents / carers in our daily routine. We strongly encourage the support of parents / carers as session helpers whenever possible, if you would like to volunteer you will find information and the diary in the lobby where you can chose a session to help on, this starts in the second half of the Autumn term as it gives the children time to settle into the Pre-school routine, during this time parents have the opportunity to share their knowledge of their child, their needs, favourite activities, interests and progress, and the opportunity to share their own interests with the children

Keeping you informed (Revised August 2022)

You will receive newsletters, information sheets termly.

Weekly information on activities, themes and the song and stories of the week

Letters

Termly summaries of your child's development and next steps

The Pre-schools website, which has information such as term dates, event information, useful links.

Special Educational Needs and disabilities

Relevant policy: Inclusion Policy Including Special Educational Needs and Disability
and Equal Opportunities

Our Pre School provides welcome and appropriate learning opportunities for all the children. Children with Special needs are admitted to the Pre School after consultation with parents and Pre School staff. If it is felt that a one-to-one support worker is required for a child, then extra funding will be sought to supply one. Our special educational needs co-ordinator is Liz Sheldon.

Equal Opportunities

The Pre School observes current Legislation regarding equal opportunities and anti discriminatory practice.

Complaints Procedure (Revised August 2022)

Relevant policy: Concerns Compliments and Complaints Policy

If any person should have cause for complaint regarding any aspect of the Pre School including a member of staff they should in the first instance raise their concerns with the Pre School-Supervisor or Deputy. If the concern is regarding the supervisor or deputy please contact the Chairperson whose name and email is on the termly newsletter or can be found on the complaints policy . This may be verbal or in writing. Any complaints that are still unresolved after this stage may be referred to OFSTED, who are the Pre Schools regulating body.

They can be contacted in the following ways:-

In writing to: - Ofsted Complaints, Investigation and Enforcement Team
Piccadilly Gate, Store Street, Manchester. M1 2WD

Telephone: - 0300 123 1231

Or Email to: enquiries@ofsted.gov.uk.

List of Policies and Procedures available (Revised August 2022)

Policies:	Where to find the policies
Accidents / Incidents / pre-existing Injuries	Website
Admissions	Website
Behaviour management	Website
British values	Website
Complaints	Website
Committee	Website
Confidentiality	Website
Curriculum Policy	Website
Food and drink policy	Website
Footwear	Website
Health and Hygiene / safety and medication / Ofsted advice/ riddor / risk assessment policy	Website
Infectious disease control	Website
Information sharing	Website
Key worker policy	Website
Maintaining children's safety and security on the premises including a procedure for arrival and departure of the children	Website
Managing sick children	Website
Medication	Website
Missing child policy	Website
Nappy changing	Website
Nonattendance	Website
No smoking	Website
Outings	Website
Online safety	Website
Oral health	Website
Pandemic	Website
Parental involvement	Website
Physical Handling	Website
Policy and procedure implementation	Website
Records- Children	Website
Records - Provider	Website
Risk Assessments	Website
Safeguarding children	Website
Selecting play equipment and toys	Website
Session and fee policy	Website
Sick children	Website
Staffing and recruitment	On request
Student Placement	On request
Supervision of staff policy	On request
Suspected case of covid	Website
Supporting children with SEND	Website
Time Keeping	Website
Transition Policy	Website
Transfer of records to school policy	Website
Uncollected child	Website
Valuing diversity	Website
Visitors Policy	Website
Whistle blowing	Website