



# Enstone Pre-School Prospectus

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Enstone Pre-school, a registered Charity No: 1027774



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## All About Us

Enstone Pre-school is a flourishing charity, comprising of a 'Bumps, Babes and Crawler' Group for children from birth to two years of age, an Ofsted registered sessional Pre-school where children aged between 2 and 5 years of age can be left in our care and a pre-school integrated 'Stay and Play' Toddler Group for children aged 18+months.

We were first established in 1967 and following the award of a National Lottery Grant in 1997, moved into our own building situated in the grounds of Enstone Primary School.

We are a voluntary committee-run charity, number 1027774 and are members of the Pre-school Learning Alliance. We are also listed as an Early Years Development and Childcare Partner with Oxfordshire County Council where qualifying children are eligible for free Early Years education.

This prospectus aims to provide you with an introduction to Enstone Pre-school, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. We know how important your child is and aim to deliver the highest quality of care and education to help them achieve their best.

### Our Aims

Our setting aims to:

- Provide high quality care and education for children below statutory school age;
- Work in partnership with parents to help children to learn and develop;
- Add to the life and well-being of the local community; and
- Offer children and their parents a service that promotes equality and values diversity.

Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

- Valued and respected;
- Kept informed;
- Consulted
- Involved; and
- Included at all levels.

As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment.

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 qualified staff to children, as well as volunteer parent helpers;
- Has the chance to join with other children and adults to live, play, work and learn together;

- Is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- Has a personal key person who makes sure each child makes satisfying progress;
- Is in a setting that sees parents as partners in helping each child to learn and develop; and
- Is in a setting in which parents help to shape the service it offers.

### *The Early Years Foundation Stage*

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage (DfE 2012):

#### *\* A Unique Child*

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

#### *\* Positive Relationships*

Children learn to be strong and independent through positive relationships.

#### *\* Enabling Environments*

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

#### *\* Learning and Development*

Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

### **How we provide for development and learning**

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

### *The Areas of Development and Learning comprise:*

#### *\* Prime Areas*

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

#### *\* Specific Areas*

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

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

The Early Years Outcomes (DfE 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

*Personal, social and emotional development*

- making relationships;
- self-confidence and self-awareness; and
- managing feelings and behaviour.

*Physical development*

- moving and handling; and
- health and self-care.

*Communication and language*

- listening and attention;
- understanding; and
- speaking.

*Literacy*

- reading; and
- writing.

*Mathematics*

- numbers; and
- shape, space and measure.

*Understanding the world*

- people and communities;
- the world; and
- technology.

*Expressive arts and design*

- exploring and using media and materials; and
- being imaginative.

## **How the Pre-school Works**

Up to 16 children aged between 2 and 5 years of age attend at any one session and can be left in our care without parental attendance. No more than twelve of these places may be taken by a child under the age of three.

Pre-school places are limited and need to be pre-booked with the Bookings / Waiting List Officer or Pre-school Supervisor. Priority will be given to the older children, although if numbers require it we will endeavour to open additional sessions.

## **Guidelines for Parents**

A form will be given to you to fill out with all your child's details and contact telephone numbers in case of emergency. Please ensure that this is completed and that you inform us, and keep us updated with, any changes such as special needs, allergies, medication requirements and contact numbers.

We also need to be informed of any court orders affecting access rights to your child/ren. All information will be treated in confidence.

Children do not necessarily have to be out of nappies to be left at pre-school. Please ask for a copy of our Nappy Changing Policy and/or discuss your own personal arrangements with your Key Person and/or Supervisor.

Each term, children are allocated their own 'special day' when they may bring in a special item to show the class, help the staff with important tasks and are awarded with a certificate to share with their parents and carers.

Old clothes are best for playing in, although we do supply aprons for messy activities. We also have a few spare clothes in case of accidents.

Clothing that is easy for children to manage will help them gain the skills that will help them to be independent and look after themselves. This includes taking themselves to the toilet and taking off, and putting on, outdoor clothes.

Outside play will be available throughout the year, so please send your child with warm, waterproof clothing to wear on particularly cold/wet days and sun cream and hats on hot/sunny days.

We make snacks and lunch clubs a social time at which children and adults eat together. We ask parents/carers to contribute to our healthy snack bowl by making donations of a range of healthy and nutritious foods. Each day we aim to offer the children a variety of fresh fruits and vegetables together with savoury biscuits such as oatcakes, bread sticks, cream crackers, water biscuits and rice cakes, cheese/cheese spread, healthy dips e.g. hummus and/or yoghurts. If attending any of our 'lunch club' sessions, children should bring their own, clearly labeled packed lunch. The lunch box contents should also be healthy and nutritious; any perishable goods should be clearly labeled with your child's name and stored in the pre-school refrigerator. A 'Healthy Lunch Box' leaflet is available upon request.

Please tell us about your child's dietary needs and we will make sure that these are met.

Smoking is not allowed within the pre-school grounds

The Department of Health regulations state that no child suffering from, or in contact with, any infectious disease or other illness shall attend pre-school. Please let us know if your child is ill and we can warn other families. If your child has vomiting, diarrhoea, or both you must keep your child away from pre-school for 48 hours from the last bout, before they return. Medication will only be administered in exceptional circumstances (e.g. Ventolin, EpiPen) as if a child is unwell enough to be taking medication they are considered too unwell to attend pre-school. Please abide by your doctors specified time period.

Should your child have an accident whilst at pre-school, it will be recorded and you shall be informed.

Please be on time to pick up your child at the end of a session and if someone other than an authorised guardian is to collect your child, written authority must be given.

No physical or verbal punishment is allowed - no child should be made to look small, stupid or different in front of others.

Access through the school playground will not be possible during school hours so the main access route to pre-school will be via the School Hall / Playing Field entrance. Parking is allowed in the School Hall Car Park but please do not block the side entrance as this is used by the school and emergency services.

Please do not bring dogs inside the fenced perimeter.

Please make sure that you close all gates and doors when entering or leaving the pre-school premises.

In bad weather conditions or due to unexpected circumstances, it may be necessary to close the pre-school at short notice. As a general rule - Assume we are open unless we contact you. If in doubt please try telephoning pre-school before setting out.

Our sessions are organised so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom.

Our day is organised so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the day. We cater for children's individual needs for rest and quiet activities during the day.

And finally.... we would suggest that children do not bring toys from home as this often leads to lost pieces, broken bits or sharing disputes. There are, however, three exceptions to this rule:-

\* Comfort toys

\* Special Day Items

\*Theme/Topic objects

## Pre-school Fees / Fee Payment Policy

Fees are calculated each (half) term. The committee treasurer is responsible for issuing the bills and collecting the fees. A bill is prepared for the forthcoming term (6 x per year), detailing the amount due to cover pre-booked sessions and lunch clubs. As our costs remain constant all sessions/lunch clubs booked, will have to be paid for, even if your child is unable to attend. If you have two or more fee-paying children attending pre-school during the same period, the younger child/ren will be charged at a reduced sessional rate. Schemes are available to assist families who have difficulties paying for attendance, and details are available from the treasurer upon request. We accept childcare vouchers and are registered on the Government Tax Free scheme - please check for details of qualifying employers.

Payment should be made in full, on or before the given due date. Payments can be made by bank transfer, in cash or by cheque (payable to Enstone Pre-school) and should be handed directly to the treasurer or Supervisor. If the fees are not paid by the due date, the treasurer will issue a final written reminder, which should be paid immediately.

If you are having financial difficulties or would like to negotiate a new payment method (such as weekly / monthly payments) you should discuss this with the treasurer as soon as possible. We appreciate that it can be difficult to discuss financial matters but it is important that you keep us informed and updated. All information will be treated sympathetically and confidentially.

If fees are still not forthcoming despite negotiations and/or final reminder, the treasurer will need to consult with the pre-school committee chair and a meeting arranged between parent/carer, treasurer and chair to discuss the options. For example - a negotiated repayment programme could be set up; the number of sessions attended could be reduced; applications for assisted financial support schemes could be discussed; and in the case of lunch clubs, it might be necessary to cancel booked sessions until outstanding fees are received, and lunch clubs attended only when pre-payment is made/received.

Should you wish to cancel any 'fee paying' sessions and/or lunch clubs, you must give at least one months notice. The treasurer will then re-calculate your pre-school termly bill. Any outstanding debts should be paid by the due date on the bill. Any overpayments will be deducted from your child's next bill or will be refunded directly to you at your child's final session. If less than one months notice is given and we are unable to fill your child's place, then payment will be required in lieu of notice.

We are in receipt of nursery education funding for two, three and four year olds. The treasurer is responsible for issuing forms to parents and forwarding claims to Oxfordshire County Council with regard to the Nursery Education Grant which currently funds a minimum of 15 hours per week rising to 30 hours a week for eligible families. Where funding is not received, then fees will apply.

We do not wish to exclude any child from attending our group's sessions and/or lunch clubs, so it is vitally important that you notify us as soon as you can if you are experiencing payment difficulties. The earlier we are involved, the sooner we can help, and as we said above, any discussions will be dealt with sympathetically and confidentially.

## **How parents take part in the setting**

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- Contributing to the progress check at age two;
- Helping at sessions of the setting;
- Sharing their own special interests with the children;
- Helping to provide, make and look after the equipment and materials used in the children's play activities;
- Being part of the management of the setting;
- 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.

**Management Committee** - 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 the setting. The elections take place at our Annual General Meeting which takes place each May. The committee make up the registered person with Ofsted and are responsible for:

- Managing the setting's finances;
- Employing and managing the staff;
- Making sure that the setting has, and works to, policies that help it to provide a high quality service; and
- Making sure that the setting works in partnership with the children's parents.

The Annual General Meeting is open to the parents of all the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

**The Parents' Rota** - We believe that children learn better when their parents are involved. Our voluntary Rota System involves parents/carers helping in the group occasionally or on a more regular basis. This helps to maintain the high ratio of adults to children in our pre-school, guaranteeing individual care and attention for each child and helping the children to get the best out of their activities. It also gives parents the opportunity to take an active part in the group, to see what the day-to-day life of the setting is like and to talk about it afterwards with their child. (Carers with other children under one year of age and/or multiple births are exempt from rota if they so wish).

**Joining in** - 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 help with gardening and cookery activities, singing and playing musical instruments, as well as reading and sharing books with the children. We always welcome any ideas, topic contributions and specialist help from parents and carers. We welcome parents to drop into the setting to see it at work or to speak with the staff.

### The Adult Role At Pre-school And How You Can Help With The Rota

Children need grown-ups around when they are playing. They need us to:

- PROVIDE a wide range of materials and resources
- INSTIGATE new games and approaches
- SUPPORT individual children in order to ensure that play experiences are genuinely available to all
- ENDORSE activities by joining in or looking on
- EXTEND children's play by asking questions, making suggestions and adding fresh resources
- OBSERVE in order to be aware of the direction and potential of the play and needs of individual children
- GIVE time to talk and listen

In general, you can help the staff at the session by:

- Getting out and setting up the toys and equipment upon the staff's request
- Helping the children with their activities, being careful to 'observe and help' rather than 'do'
- Ensuring the activities remain 'useable' e.g. clean paper, clean water, plenty of resources and materials available for use, activities attractively presented etc
- Keep environment safe by sweeping up round the sand tray, mopping up spilt water, keeping floor and carpet area clear of toys etc
- Make tea and coffee for adults
- Wash up the cups and plates after snacks
- Wash up paint pots, glue pots, brushes etc
- Help to tidy away and clean up at the end of the session e.g. wipe tables, sweep floors, clean sinks etc
- Join in the stories, music and games etc
- Please do not help children with their personal/toileting/dressing needs as only authorised members of staff are allowed to have unsupervised access to children

More specifically, written plans are displayed at each session, giving details of the activities available and the learning objectives desired from each. These plans are to assist the staff and adult helpers, and should give you some ideas of how you can enhance the children's play. Staff will help direct you towards specific activities and are always able to offer advice and support. If in doubt at any time, please ask, but whatever happens, please remember that Pre-school should be fun for both you and the children.

Finally, if for any reason you are unable to help on your allotted rota day, please try and swap with another adult or let the rota secretary know. Please do not just fail to arrive as we rely on you for your help and to ensure an adequate adult: child ratio.

## **Settling In**

### *The first days*

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. Our policy on the Role of the Key Person and Settling-in can be viewed in the Safeguarding and Welfare Document Folder or is available upon request. In the meantime you may find the following information and advise useful:

### *Is your child ready for pre-school?*

We would like to make sure that coming to pre-school is a happy time for your child. They will find it easier to settle and enjoy themselves here, if they have already been left briefly with another adult, say Gran or a neighbour, and if they have sometimes played with small groups of children. Please come and chat with us if you're not sure whether you and your child are ready for pre-school and maybe their reaction to the group will help you decide.

### *Preparing your child for pre-school*

Please call and arrange to visit the pre-school before your child is due to start. Settling in will go more smoothly if they know we are friends, can find the playroom and the toilet and are familiar with the building, the toys and the pre-school routine. You can encourage them by chatting about the fun they will have and by listening to what they say about it. Playing peek-a-boo, hide and seek and 'going to pre-school' games with dolls and teddies will help and pre-school will seem more familiar if you can try out some of the pre-school activities at home. There are also some great books you can read together too. It is important to recognise your child's fears and to reassure them when they are anxious. Attending our integrated pre-school/toddler sessions is an ideal way of helping your child get to know us, the environment and the routine. Please ask for further details.

### *Tips on settling your child at pre-school*

Please be prepared to stay with your child for several sessions or longer if they need you. To begin with they will feel more secure if you spend most of your time in one place so they always know where to find you. Please explain if you are leaving the room and be happy to let them go with you. They will be happier when they stay on their own, if they know the way around the playroom, where to find their favourite toy, and who to ask when they need the toilet. They also need to know the names of the pre-school staff and some of the other children and we need to know any special words that your child uses. Most important of all, your child must be confident about the pre-school routine and be sure that all the children are collected at the end of the session. Chat with them about the things you have enjoyed together at pre-school. Once you have decided they are ready to stay on their own for a while, a quick, firm goodbye is best. Please don't slip out without telling your child and us that you are going and when you will be back. Even when your child is happy to stay for the whole session, please collect them promptly. You may also find it best to arrive after the initial rush at the beginning of each session just for the first few weeks. If ever someone different will be collecting your child, please let them and us know.

### *How long will it take?*

Most children settle very happily at pre-school within a week or two. Just now and then a child will need their trusted adult with them for longer, especially if mother has just had a new baby, or the family have moved house, or they have been in hospital. Please don't worry. It is quite normal and your patience will be rewarded as you watch your child become socially confident. We hope you will also enjoy becoming involved in the group's activities.

Separation is a very big step for a child and if they are finding it difficult, it can be very short to begin with, like popping to the shops or even just going into the kitchen for a while.

Gradually, the length of time they can be left can be increased. Just occasionally, a child is not ready to start pre-school although they may be old enough to do so. Every child reacts differently. Please chat to us about it if your child is unhappy about coming to pre-school.

It may be best to leave it and come back in a few weeks' time or next term.

## **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 what we provide is right for your child's particular needs and interests. When your child first starts 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 the setting's activities.

## **We provide opportunities for parents and carers to read and contribute to their child's records:**

- On joining the pre-school we ask you and your child to complete an "All About Me" Registration Booklet.
- An individual profile book with observations, assessments, notes and photographs of your child's skills and development recorded during our sessions will be set up through 'LearningBook.' This is an Electronic Learning Journey which is stored on a secure server. Parents/Carers can access their child's learning journey and can add their own comments and photographs from home.
- On your child's special day, your child will be issued with a certificate detailing activities and skills participated in and learnt that day.
- Your Key Person will complete a Progress Check at Aged Two.
- Your Key Person will help support you with work at home and will liaise with other professionals as appropriate.

- Your Key Person is always pleased to discuss any queries or concerns with you, either informally, or at a follow up appointment. They will regularly keep you updated of any significant observations or concerns and will be available at the beginning and end of each session for brief, informal chats. More formal meetings can be arranged.
- Your Key Person will liaise with other providers your child attends.
- Your Key Person will issue a 'Progress Check at Age Two' prior to your child's third birthday. They will also issue a full 'Learning and Development Summary' report prior to your child moving to another provider which will help ensure a smooth transition,
- At our AGM some of the year's/term's topics, activities and experiences will be included and children's work and photographs will be displayed and staff available for informal chats.
- Regular newsletters are issued each term.

## **Learning opportunities for adults**

As well as gaining qualifications in early years care and education, the setting staff take part in further training to help them to keep up-to-date with thinking about early years care and education. The setting also keeps itself up-to-date with best practice in early years care and education, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance. Copies of Under Five are available for you to read at pre-school. Courses on how adults can help children to learn and develop in their early years and other similar topics are held locally by the Pre-school Learning Alliance and through Oxfordshire County Council; watch out for information about these on the notice board. Staff are also very willing to share their knowledge and expertise with you as well as give you information about local courses.

## **The setting's timetable and routines**

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- Help each child to feel that she/he is a valued member of the setting;
- Ensure the safety of each child;
- Help children to gain from the social experience of being part of a group; and
- Provide children with opportunities to learn and help them to value learning.

## **Range of sessions available**

### ***Pre-school Sessions***

Sessions should be pre-booked with the Bookings Officer/Supervisor. Children must be at least 2 years of age and can be left in our care.

Morning Sessions - Monday, Tuesday, Wednesday, Thursday, Friday (Term Time Only)

Time - 9.00am - 12.00pm / 1pm

Afternoon Sessions - Monday, Tuesday, Thursday, Friday Time -12pm / 1pm - 3pm

Wednesday 12pm / 1pm - 3pm (re Little Wild Things sessions\*)

All Day Sessions - Monday, Tuesday, Wednesday\*, Thursday, Friday 9am - 3pm

Cost - £4.00 per hour OR Some 2, and all 3 and 4 year olds receive Nursery Education Grant funding - up to 15 /30 hours per week depending on eligibility. We also accept childcare vouchers (please check for details of qualifying employers) and are registered on the Government's Tax-free childcare scheme.

### ***Lunch Club Sessions***

Available for children attending either the morning, afternoon and/or all day sessions. Sessions should be pre-booked and children should bring their own, clearly labelled packed lunch.

Day - Monday, Tuesday, Wednesday, Thursday and Friday

Time - 12.00pm - 1.00pm

Cost - £4.00 (for eligible 2, 3 and 4 year olds receiving nursery grant funding, lunch clubs can be included within the 15/30 hour free entitlement).

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom.

### ***Integrated Pre-school / Toddler 'Stay and Play' Sessions***

These sessions are specifically for children aged at least 18 months old and who have enrolled onto our pre-school waiting list. Children must be supervised by their carers who are responsible for their child/ren's safety at all times. Please contact our Supervisor to make an appointment to visit in order to discuss your child's individual needs and to make arrangements to join. Sessions should be booked in advance and availability will depend on Pre-school Bookings.

\*Additional charge applicable

## Pre-school Staff Information

<b>Pre-school Supervisor</b>	Mrs Diane Wearing Diploma in Pre-school Practice '94/95
<b>Deputy</b>	Clare Loose - NVQIII December 2014
<b>Pre-school Assistants</b>	Marlena Jozefczuk (QTS) Jane Goffe (QTS) Sara Perkins - NVQIII Lana Smith - NVQIII

## Session Timetable

9.00am - Group Welcome / Register

'Free Play' including a range of child initiated and adult-led activities, both indoors and outdoors e.g. Sand; Water; Paint; Play dough; Collage; Role-play; Construction; Books; Drawing and Writing; Puzzles; Games; Computer; Trikes/Tractors; Bats and Balls etc.

9.50am - Snack Time - followed by more 'free play'

11.45am - Tidy Up Time

11.50am - Calendar / Group Story and Music Time

12.00pm - 'Goodbye Song' - End of Session / Start of Lunch Club Extension

1.00pm - End of Lunch Club Extension / Start of Afternoon Session

1.10pm - 'Free Play' As above

2.40pm - Tidy Up Time

2.45pm - Snack Time

3.00pm - End of Session

**Bumps, Babes and Crawlers / Toddler Group** (for pregnant ladies, babies and children up to 18months). This group runs according to demand - currently the first Tuesday of the month 10.00am - 11.30am in Enstone Parish Hall. Cost £2.00 per family. Please telephone the Pre-School for details - (01608) 677192

## Starting School

Enstone Pre-school has always maintained close links with Enstone School. In particular, the pre-school staff work closely with the Class 1 teachers, making regular class visits as well as joining each other for school events. We also try to provide similar curriculum topics, learning, activities and experiences in order to help streamline the continuity and progression of every child as they move from one setting to the next.

In Oxfordshire, parents are able to make choices with regard to when they wish their child to start school. If your child will be five years old during the following academic year, they will be eligible to start school in the September. However, parents do have the option to defer their child's start date until a later time during that year. In fact,

your child may continue to receive his/her Early Years Foundation Stage education in a pre-school or nursery class, right up until the term after the one in which they are five, This is when your child becomes of 'statutory school age' and they must start school.

If your child does get a place at Enstone School, Pre-school staff will be working closely with the Class 1 teacher - making classroom visits with the children and sharing records and information. Your child will also make at least two further visits with their peers during the term before they are due to start school.

**Enstone Primary School works closely with Enstone Pre-school and both institutions feel it is entirely appropriate for any child to remain at pre-school until such time his or her parents decide he or she is ready for school.**

Applications for a Primary School place should be completed in the September/October of the academic year prior to the year in which your child could start school.

Information can be found on the Oxfordshire County Council website. Applications should be made on-line at [www.oxfordshire.gov.uk/admissions](http://www.oxfordshire.gov.uk/admissions)

Allocation letters will be sent to you from the admissions team at the beginning of the following summer term.

The address for the Admissions Team is:

The Admissions Team, Macclesfield House, New Road, Oxford. OX1 1NA

Telephone - 01865 815175

Email - [admissions.schools@oxfordshire.gov.uk](mailto:admissions.schools@oxfordshire.gov.uk)

## **Policies and Procedures**

We have policies and procedures in place covering all aspects of the Early Years Foundation Stage Standards for Learning, Development and Care for children from birth to five. Copies of all our policies and procedures are available for you to see at the setting.

The setting's policies help us to make sure that the service provided by the 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.

The staff and parents of the setting 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 us to provide a quality service for its members and the local community.

## **The Safeguarding and Welfare Requirements**

We have adopted the following policies:

- 1.1 - Children's rights and entitlements
- 1.2 - Safeguarding children and child protection / Whistleblowing
- 1.3 - Looked after children
- 1.4 - Uncollected Child
- 1.5 - Missing Child
- 1.6 - Online Safety
  
- 2.1 - Employment
- 2.2 - Student placements
  
- 3.1 - Induction of employees and volunteers
- 3.2 - First aid
  
- 4.1 - The role of the key person and settling-in
  
- 5.1 - Staffing
- 5.2 - Pre-school Closure in Unexpected Circumstances
  
- 6.1 - Administering medicines
- 6.2 - Managing children who are sick, infectious, or with allergies
- 6.3 - Recording and reporting of accidents and incidents
- 6.4 - Nappy changing (and Personal Care)
- 6.5 - Food and drink
- 6.6 - Food Hygiene
- 6.7 - Basic kitchen opening and closing checks template
- 6.8 - Individual Health Plan
  
- 7.1 - Promoting positive behaviour
  
- 8.1 - Health and safety general standards
- 8.2 - Maintaining children's safety and security on premises
- 8.3 - Supervision of children on outings and visits
- 8.4 - Risk Assessment
- 8.5 - Fire safety and emergency evacuation
- 8.6 - Animals in the setting
- 8.7 - No-smoking
- 8.8 - Health and safety risk assessment template
- 8.9 - Fire safety risk assessment template

## 8.10 - Staff Personal Safety including Home Visits

9.1 - Valuing diversity and promoting inclusion and equality

9.2 - Supporting children with special educational needs

9.3 - Social Wellbeing Audit

9.4 - Access Audit

9.5 - British Values

10.1 - Early Years Prospectus

10.2 - Admissions

10.3 - Application to join

10.4 - 'All About Me' Registration Form

10.5 - Parental Involvement

10.6 - Children's records

10.7 - Provider records

10.8 - Transfer of records to school

10.9 - Confidentiality and client access to records

10.10 - Information Sharing

10.11 - Working in partnership with other agencies

10.12 - Making a complaint

10.13 - Childcare terms and conditions

10.14 - Notification of leaving form

10.15 - Schedule of fees

All these policies can be found in our 'Safeguarding and Welfare Document' Folders. If you would like to view and/or contribute to any of these policies please talk to a member of staff or committee member. Copies can be made available on request. A brief summary of some of our policies can be found in this prospectus.

A variety of useful 'Early Years' information can be accessed through a variety of websites such as:

- [www.foundationyears.org.uk](http://www.foundationyears.org.uk)
- [www.education.gov.uk](http://www.education.gov.uk) (Department for Education)
- [www.oxfordshire.gov.uk](http://www.oxfordshire.gov.uk)
- [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)
- [www.schoolfoodtrust.org.uk](http://www.schoolfoodtrust.org.uk)
- [www.foundationyears.org.uk/2015/03/what-to-expect-when-a-parents-guide](http://www.foundationyears.org.uk/2015/03/what-to-expect-when-a-parents-guide)

## **Safeguarding Children**

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. We have a legal obligation to report any concerns we may have to the appropriate authority.

Our employment practices ensure children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

A copy of the full Safeguarding Children Policy can be found in our Safeguarding and Welfare Documents and is available on request.

## **Equality of Opportunity Policy**

The staff at pre-school value all children equally. The children from the community in which we work come wide ranging and diverse backgrounds, and the world in which they live is made up of many different attitudes, philosophies, cultures and religions. We believe, therefore, that we as a pre-school and our staff must have a coherent and concise policy to provide equal opportunities for all our children.

We value the language and culture of our families and welcome the multi-ethnic composition of our pre-school. The staff are united in their opposition to any form of racism wherever it occurs and try to encourage positive attitudes towards the multicultural nature of our pre-school. All children are encouraged to participate in all activities. We try to make sure that books, songs and other resources are non-sexist, multicultural and include examples of people with disabilities adapting them where possible.

In discussions with children we strive to present alternatives to gender stereotypes.

We make sure that girls and boys are not limited in their choice of activity, and challenge any preconceived ideas on gender stereotype they may have.

We also try to provide an environment that meets the needs of children with special physical needs and special academic needs, within budget constraints.

There is a consistent and agreed approach to behaviour which reflects the anti-bias policy and we regularly question our own attitudes and expectations of behaviour with regard to race, gender and social background.

We monitor and evaluate the planning and delivery of our service to ensure this policy is implemented.

We welcome any new member of staff, parent or visitor from whatever ethnic group.

A full copy of our Equality of Opportunity Policy can be found in our Safeguarding and Welfare Documents and is available on request.

## **Special Educational Needs and Disabilities**

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the Special Educational Needs Code of Practice (2001)

Our Special Educational Needs Co-ordinator is Mrs Diane Wearing.

## **Emergency Procedures**

In the case of a serious accident or incident the staff will summon the appropriate emergency services and take what they believe to be the best course of action. We will explain the situation to the children and what course of action is being taken. In the event of a child needing an ambulance another member of staff, or parent helper, will be contacted to cover while the key person/supervisor accompanies the child/ren to hospital. Parents will be contacted as soon as possible.

If a child is not collected at the end of a session we will implement our 'Uncollected Child' procedures. After one hour, if the child is still not collected despite attempts to contact listed authorised carers, we will contact our local authority children's social services care team and hand your child over to them. It is therefore very important that parents keep contact details up to date and advise us in writing of any changes to the normal collection routine.

If a child goes missing on the premises, we will implement our 'Missing Child' Procedures. If, despite a thorough search of the building and garden, the child is still not found, we will contact the parent(s) and report the missing child to the police. If a child goes missing on an outing, once again we will implement our 'Missing Child' Policy, speak to the parent(s) and contact the police, and follow the procedures as outlined in the policy and in any risk assessment (if applicable).

A full detailed copy of all our 'Health and Safety' Policies can be found in our Safeguarding and Welfare Documents and are available on request.

## **Sharing Positive Behaviour**

Aims for the pre-school:

- To create a safe and secure environment that promotes positive behaviour and high self-esteem;
- To encourage both children and adults to become positive role models;
- To enable all to see the reason for rules and responsibilities and behave accordingly;
- To encourage everyone to respect and take responsibility for themselves, for others, for belongings and for the environment; and
- To have clear and open communication with children/parents/carers over any shared achievements or concerns.

A copy of the full Behaviour Policy together with strategies often used at pre-school to promote positive behaviour can be found in our Safeguarding and Welfare Documents and is available on request.

## **Complaints Procedures**

We believe that most complaints are made constructively and can be sorted out at an early stage. We also believe that it is in the best interests of the pre-school and parents that complaints should be taken seriously and dealt with fairly and in a way which respects confidentiality. A parent who is uneasy about any aspect of the group's provision (including behavior of staff or volunteers) should first talk over any worries and anxieties with the pre-school supervisor and/or the pre-school committee chair. If the matter is not sorted out to the parent's satisfaction it might be helpful to invite an external mediator to listen to both sides and offer advice. In some circumstances, it will be necessary to bring in the Ofsted (Early Years) Registration and Inspection Unit, who have a duty to ensure laid down requirements are adhered to. They can be contacted at:

The National Business Unit  
Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD  
Telephone: 0300 123 1231  
Email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
Web: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

Parents do have the right to make a complaint direct to Ofsted if they so wish.

A copy of the full Complaints Procedures can be found in our Safeguarding and Welfare Documents and is available on request.

## **Nappy Changing Policy**

As we take children from the age of two years into our sessions, we obviously have some children still in nappies.

It is our intention not to exclude any child who wishes to attend our group, so if your child is still in nappies we would ask you to ensure that spare nappies and changing equipment e.g. baby wipes, nappy bag etc., are brought to each session. The equipment should be brought to pre-school in a bag, clearly labelled with your child's name.

Only properly vetted members of staff will be allowed to change children's nappies.

Changing a soiled nappy can take children away from the group for some time, so we would ask that children be brought to the sessions in a clean, freshly changed nappy. If your child's nappy is clean to start with, this will hopefully eliminate some nappy changes.

Not all children feel comfortable being changed by someone other than parents/ family carers. We will not force a child to be changed, so if for any reason your child is upset, or unhappy about letting the staff change them, we will give you a call. A contact number should be left just in case.

If your child is currently being potty trained, please let the staff know and they will endeavour to assist all they can.

Please remember that it would be really useful if a bag of spare clothes (clearly labelled) could be sent with your child each time, together with the potty if applicable.

A copy of our full Nappy Changing Policy can be found in our Safeguarding and Welfare Documents and is available on request,

## **Our approach to learning and development and assessment**

### **Learning through play**

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. Our setting uses the Early Years Foundation Stage Statutory Guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners.

### **Characteristics of effective learning**

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- playing and exploring - engagement
- active learning - motivation; and
- creating and thinking critically - thinking

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

### **Assessment**

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we will ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are, and can, support development at home.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals as well as at times of transition, such as when a child moves into a different group or when they go on to school.

## **The Progress check at Age Two**

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

## **Records of achievement**

The setting keeps a record of achievement for each child through 'LearningBook' which is an Electronic Learning Journey. Staff use a secure hand held tablet to collect not only photographs, but also video and audio clips as well as typed observations. These observations are then linked to the appropriate areas of the EYFS. The information is stored on a secure server which is encrypted and password protected, so it can only be accessed by the child's parents/carers and pre-school staff. Parents/carers are able to gain access to their child's learning at home and add their own comments and photographs, thereby enabling families to gain access to their child's learning and progress on a much more frequent basis and enjoy sharing those memorable moments as they happen. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.

If your child spends the majority of their pre-school care and education with us, we will supply parents and carers with a written 'Progress Check at Age 2' prior to your child's third birthday. This will comprise of a short written summary of your child's development in the three prime learning and development areas. When your child leaves us and/or transfers to a new setting a final 'Learning and Development' Summary Report will be written and issued to you.

If your child spends the majority of their pre-school care at/with another provider then they will produce these reports. With your permission, we will then liaise with the provider to ensure that our information and comments can be included in the final reports.

### **Working together for your children**

In our setting we maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We also have volunteer parent helpers where possible to complement these ratios. This helps us to:

- Give time and attention to each child;
- Talk with the children about their interests and activities;
- Help children to experience and benefit from the activities we provide; and
- Allow the children to explore and be adventurous in safety.

Our termly newsletters, information sheets and notice boards help keep you informed of our activities, themes and topics so that you can contribute to them at pre-school as well as continue complementary work at home. Staff are always pleased to discuss with you additional ideas, passing on their skills and knowledge as well as offering you the opportunity to borrow some appropriate toys and resources.

Children's 'LearningBook Journeys,' 'Special Day Certificates' and Progress Check Reports help to keep you up to date with your child's learning and development, their interests, skills, friends, daily activities etc, etc.

Further information regarding the EYFS can be found in the attached 'Parent's Guide to the Early Years Foundation Stage Framework'.

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.

We always welcome any comments, contributions and new ideas that parents may have. The staff and committee are always ready and willing to talk with you about your ideas, views or questions.

## Ofsted

### Some comments from our glowing inspection report of October 2016

The manager and staff reflect accurately on the service they provide and focus on continuous improvement. This has enabled the setting to maintain its good quality service since the previous inspection.

Staff prioritise children's emotional development and use a range of successful strategies to support children through times of change. For example, staff have good links with the local primary school and take older children on regular visits to the school to help prepare them for the change ahead.

Staff know children well and an effective key-person system is in place. Staff make good use of children's observations and consider their interests to inform planning. Children are excited and motivated to learn. They make good progress and develop skills that prepare them well for their next stage of learning.

Staff make good use of opportunities to support children's mathematical language as they play. For example, children joined in with staff counting beyond 20 to measure the amount of time for each child's turn as they jumped on a small trampoline.

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Partnerships with parents are good. Staff use effective ways to involve parents in all aspects of their child's learning

The manager has effective systems in place to monitor children's progress.

Safeguarding is effective. All staff have a high regard for keeping children safe.

Staff are skilled in supporting children's communication and language development.

Staff encourage children's curiosity about the world they live in successfully.

Staff support children's physical development and coordination effectively.

Staff provide a well-planned and stimulating learning environment that captures children's interest as they explore it eagerly.

Staff are positive role models and manage children's behaviour well.

Staff encourage children's independence skills well and help them to develop a sense of responsibility.

Staff support healthy lifestyles well.

Children are confident, happy and settled. They develop good social skills and enjoy playing with others.

Older children learn a good range of skills that prepare them well for school

*Overall the quality and standards of the early years provision is **good**.*

A complete copy of our Ofsted report is available on request. It can also be found on our notice board or can be viewed on the Ofsted website - [www.ofsted.gov.uk/reports](http://www.ofsted.gov.uk/reports)

# Enstone Pre-School

A Registered Charity No: 1027774

## Officers and Committee Members 2017/2018

**Chairperson:** **Richard Young**  
8 The Drive  
Enstone  
Chipping Norton

**Treasurer:** **Katie Carnall**

**Secretary:** **Becky Coupland**

**Supervisor / Bookings /  
Newsletter Coordinator /  
Rota Officer/Supplies:** **Diane Wearing** (01608) 677192  
c/o Enstone Pre-school [enstonepreschool@gmail.com](mailto:enstonepreschool@gmail.com)

**Uniform Officer** **Diane Wearing**

**Fundraisers:** **Vicky Bott** **Hollie Reeve**

**Grants /Redevelopment Officer:**

**Website Coordinator:** **Emma Crockford**

**Toddler Representative:** **Vicky Bott**

**Email Address** **enstonepreschool@gmail.com**



## Parents' Guide to the Early Years Foundation Stage Framework

Exciting times ahead for you and your child

### What is the Early Years Foundation Stage?

Welcome to the **Early Years Foundation Stage (EYFS)**, which is how the Government and early years professionals describe the time in your child's life between birth and age 5.

**This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.**

Nurseries, pre-schools, reception classes and childminders registered to deliver the EYFS must follow a legal document called the Early Years Foundation Stage Framework.

### What is the EYFS Framework – why do we have one?

The EYFS Framework exists to support all professionals working in the EYFS to help your child, and was developed with a number of early years experts and parents.

In 2012 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.

It sets out:

- The legal welfare requirements that everyone registered to look after



children must follow to keep your child **safe** and promote their welfare

- The 7 areas of **learning and development** which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge
- Assessments that will tell you about **your child's progress** through the EYFS
- Expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called the "**Early Learning Goals (ELGs)**"

There is also guidance for the professionals supporting your child on planning the learning activities, and observing and assessing what and how your child is learning and developing.



## What does it mean for me as a parent?

### Ensuring my child's safety

Much thought has been given to making sure that your child is as safe as possible. Within the EYFS there is a set of welfare standards that everyone must follow. These include the numbers of staff required in a nursery, how many children a childminder can look after, and things like administering medicines and carrying out risk assessments.

### Quality

You can find out about the quality of your child's nursery and other early years providers in relation to the EYFS Framework by checking what the Government's official inspection body

for early years, Ofsted, has to say about it. You can find this information at [www.ofsted.gov.uk/inspection-reports/find-inspection-report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report).

### How my child will be learning

The EYFS Framework explains how and what your child will be learning to support their healthy development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 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 children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

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

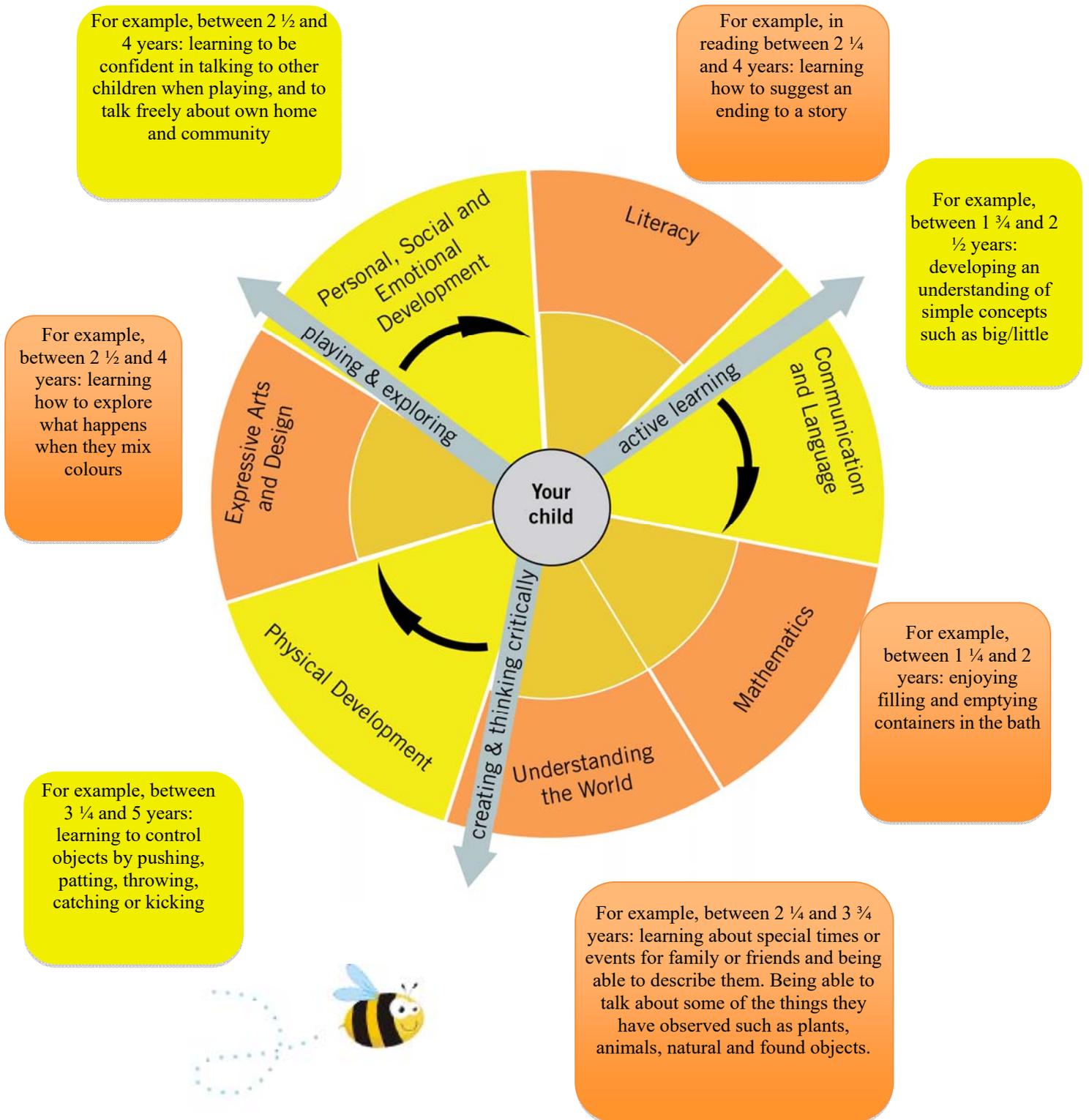


These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's 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.



The diagram below gives examples of the areas of learning and development and shows the links between the way in which your child learns and what they learn.



## As a mum or dad, how can I help with my child's learning?

All the fun activities that you do with your child at home are important in supporting their learning and development, and have a really long lasting effect on your child's learning as they progress through school.

Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the following things with your child it will make a real difference to your child's confidence as a young learner.



If you're looking for new ideas for things to do then find out what is on offer at your local children's centre. Many offer 'messy play' activities which you and your child can join in with, and many of the activities they provide are free. Staff can also give you advice about the kinds of books or other activities your child might enjoy at different ages.

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

It is important that you and the professionals caring for your child work together. You need to feel comfortable about exchanging information and discussing things that will benefit your child. These conversations will either need to be with your childminder or, in a larger setting like a nursery, with your child's "key person". This is the person who:

- Is your main point of contact within the setting
- Helps your child to become settled, happy and safe
- Is responsible for your child's care, development and learning
- Takes a careful note of your child's progress, sharing this with you and giving you ideas as to how to help your child at home

**You should be able to get information about your child's development at any time and there are two stages (at age 2, and again at age 5) when the professionals caring for your child must give you written information about how he or she is doing.**

Try to speak to your child's key person as often as possible about what your child has been doing, what they have enjoyed, what they need to be doing more of and what you can do at home.



## When your child is 2

At some point after your child turns 2, the professionals working with your child must give you a written summary of how your child is progressing against the 3 prime areas of learning:

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

This is called **the progress check at age 2**.

This check will highlight areas where your child is progressing well and any where 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. You might find it useful to share the information from the check with other professionals such as health visitors (who can use it as part of the health and development review).



## When your child is 5

At the end of the EYFS – in the summer term of the reception year in school – teachers complete an assessment which is known as the **EYFS Profile**. This assessment is carried out by the reception teacher and is based on what they, and other staff caring for your child, have observed over a period of time.

Another important part of the EYFS Profile is your knowledge about your child's learning and development, so do let your child's class teacher know about what your child does with you: such as how confident your child is in writing their name, reading and talking about a favourite book, speaking to people your child is not so familiar with or their understanding of numbers.

All of the information collected is used to judge how your child is doing in the 7 areas of learning and development. Finding out at this stage how your child is doing will mean that the teacher your child has in their next school year – year 1 – will know what your child really enjoys doing and does well, as well as helping them decide if your child needs a bit of extra support, what that support should be and if they are already getting it.

The school will give you a report of your child's progress, including information from his or her EYFS Profile.

## Where can I go for further information?

The most important place to find out more is **your child's childminder or nursery** – do ask as many questions as you need to. Providers really do welcome speaking with you.

You may want to find out what is on offer at **your local children's centre**.

You can find the **Early Years Foundation Stage** which includes the early learning goals at [www.foundationyears.org.uk](http://www.foundationyears.org.uk). The foundation years website also includes a range of resources and contacts.



**Application to join**      **Enstone Pre-School**



Name of child \_\_\_\_\_ Date of birth \_\_\_\_\_

Name(s) and address(es) of parent(s) making the application:

Postcode _____ Tel. _____	Postcode _____ Tel. _____

I/We would like \_\_\_\_\_ to start attending at this setting

\*as soon as possible; or from \_\_\_\_\_ (date)

We would like our child to attend on the following days/sessions:

\*Monday am/pm; Tuesday am/pm; Wednesday am/pm; Thursday am/pm; Friday am/pm.

If we find that we no longer need the place, we will inform the setting as soon as possible.

Signature of parent(s)

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Tear off the following part to return to the parent(s)

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A place will be available for \_\_\_\_\_ (child's name)

\* on \_\_\_\_\_ (date)

\* or; we will notify you when a place becomes free.

---

Signed on behalf of Enstone  
Pre-School

\_\_\_\_\_

Name

\_\_\_\_\_

Job title

\_\_\_\_\_

\*Please delete whichever is not applicable.