

Ipplepen Village Pre-School



Saplings
PROSPECTUS

If you have any questions about anything in this prospectus, or anything that hasn't been covered, please get in touch!

We look forward to welcoming you and your child to Saplings.

Welcome to Saplings

We are open Monday to Friday during School term times (38 weeks per year)

The times we are open are:



Pre-School	9am – 3pm (Wednesday 9am – 1pm)
Breakfast Club	8am – 9am
After School Club	3pm – 6pm

We welcome children into our Pre-school from age 2½ - school age, and for Breakfast and After School Clubs from age 2½ to 11.

On Wednesday afternoons, from 1.30 – 3pm, Tadpoles mother and toddler group meets here at the Millennium Centre – all welcome!

We are based in the Millennium Centre, and have exclusive use of the building during our opening hours. We have a large indoor space with areas for role play, messy play, floor and table based activities as well as a story room for quieter moments.

We have a fully enclosed outside play area with climbing equipment on a safety surface, a large covered area, play-house and bike and scooter area. We also have our own access to the village park that we use on a regular basis.

We are governed by the United Schools Federation Board of Governors. We have good links with Ipplepen Primary School and a transition programme to support children's entry into the school. We also have links with all the other Primary Schools in the area, so wherever your child moves on to we will support their transition.

CONTACT US:

	Millennium Centre Biltor Road Ipplepen Newton Abbot TQ12 5QL	Tel No. 	01803 812466
		Email 	saplings@ipplepen-primary.devon.sch.uk

IN CASE OF EMERGENCY:

MEDICAL EMERGENCY: If your child becomes unwell we will make contact and arrange for their collection. On our registration form we ask your permission to call a doctor or take a child to hospital if we deem it necessary and are unable to reach you for authority.

EMERGENCY EVACUATION: In the event of having to evacuate the building our Emergency Assembly Point is the foyer of the main school building. We will endeavour to contact all parents/carers by telephone to inform you if we have had to evacuate.

Starting at Saplings

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.



Your child will have a named peg for coats, bag or spare clothes and a named tray where we place correspondence, art/craft work to go home and any personal belongings your child brings in.

We hope that you and your child enjoy being members of Saplings and that you both find our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas, views or questions.

The setting's timetable and routines

We believe 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 valued;
- 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 enjoy and value learning.

The session

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 space.

Snacks and meals

We make snacks and meals a social time at which children and adults eat together. Children staying over lunchtime can bring a packed lunch or purchase a school meal via the Primary School kitchen (details available on request). We plan our snacks so that they provide the children with healthy and nutritious food,



and would ask that packed lunches are balanced and nutritious, and not over-filled with treats! Please tell us about your child's dietary needs and we will make sure that these are met.

Clothing

We provide aprons for the children when they play with messy activities, however, we suggest that you do not send your child in their best party clothes as they may well get wet/painty etc We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. We will provide all necessary support whilst they learn these skills; however clothing that is easy for them to manage will help them to do this.

Checklist of useful things to bring to/keep at Pre-school:

- Wellies for visits to the park (frequent!)
- Sun Hat and Sun Cream – **essential** in hot weather
- Coat, gloves and warm hat for cold weather – we will still play outside
- Enough nappies for the session (if required)
- A change of clothes in case of accident or mishap (messy/wet play)
- Slippers if your child prefers to wear these indoors.
- Lunch box if attending lunchtime or afternoon session.



A typical day

9.00am	Receive children. Play and adult-led activities
10.00am	Circle time/stories and singing Wash hands. Snack and chat time
Followed by:	Free choice of outside/inside play & activities (weather permitting)
12.00 noon	Children leave/arrive Wash hands. Lunch and chat time
Followed by:	Quiet time – stories or DVD
1.00pm	Adult-led activities and free choice of outside/inside play (weather permitting)
2.45pm	Wash hands. Snack and chat time.
Followed by:	Story and singing
3.00pm	End of day. Book time while children collected



Who will be caring for your child?

Our staff are well-qualified, skilled and experienced childcare practitioners, but most of all friendly and approachable! Our Manager, Gina Heathman holds a BA(Hons) in Early Childhood Studies and has achieved post-graduate Early Years Teacher Status. We have a display in our entrance lobby with all our names, qualifications and photos to help you see who's who. We also regularly host placements for those studying for Early Years qualifications.

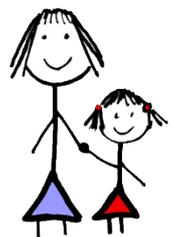
As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to date with thinking about early years care and education. We keep ourselves up-to-date with best practice through Network meetings with other settings, guidance from our Early Years Advisor and as a member of the Pre-school Learning Alliance.

We maintain or exceed the ratio of adults to children in the setting set by the Safeguarding and Welfare Requirements. 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.

Your child's 'Key Person'

At Saplings we use a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare that we provide is right for your child's particular needs and interests. When your child first starts at Saplings they will be monitored and observed by our Manager and Deputy, who will help your child to settle. Once settled, your child will be allocated a key person based on their attendance pattern and attachments formed in the setting. Throughout your child's time at Saplings, their key person will help your child to benefit from the setting's activities.



Special needs

We aim to be fully inclusive at Saplings and to welcome all children. We work to the requirements of the Special Educational Needs Code of Practice (2001). If your child has particular needs, please come and talk to us in order that we can discuss how to ensure that our provision best meets those needs.

Children's development and learning

We aim to ensure that each child:

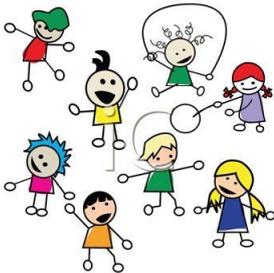
- is in a safe and stimulating environment;
- is given generous care and attention;
- has the chance to join in with other children and adults to play, work and learn together; and
- is able to take forward his/her learning and development by being helped to build on what he/she already knows and can do.



Our approach to learning and development

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think.



At Saplings we use the 'Development Matters in the Early Years Foundation Stage' (DMEYFS) guidance to plan and provide a range of play activities, which help children to make progress in each of the areas of learning and development. In some cases, children decide how they will use the activity and in others an adult takes the lead in helping the children to take part in the activity.

Characteristics of effective learning

This refers to the ways in which children engage with other people and their environment. The DMEYFS guidance describes the characteristics of effective learning as:

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

Through observing how a child is learning, we aim to be clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

The Early Years Foundation Stage (EYFS)

The provision for children's development and learning is guided by the Early Years Foundation Stage (DfE 2012). Full details can be found at <http://www.foundationyears.org.uk/early-years-foundation-stage-2012>. Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage:

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.

EYFS: Areas of Development and Learning

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

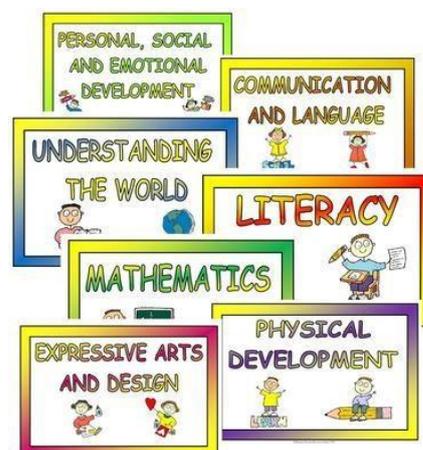
The Areas of Development and Learning comprise:

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 EYFS 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 *Development Matters* guidance sets out the likely stages of progress a child makes along their learning journey towards the Early Learning Goals. Our setting has regard to these matters 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
- managing feelings and behaviour.

Physical development

- moving and handling
- health and self-care.

Communication and language

- listening and attention;
- understanding
- speaking.

Literacy

- reading
- writing

Mathematics

- numbers
- shape, space and measure.

Expressive arts and design

- exploring and using media and materials
- being imaginative.

Understanding the world

- people and communities;
- the world
- technology.

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/carers know their children best and we ask you to contribute to assessment by sharing information about what your children like to do at home and how you are supporting their development.

The progress check at age two

When a child is aged between 24 - 36 months, the Early Years Foundation Stage requires that we supply parents/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.

The manager is responsible for completing the check using information from ongoing observational assessments carried out as part of our everyday practice, taking account of the views and contributions of the key worker, parents and other professionals.

Records of achievement

The setting keeps a record of achievement for each child. 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.

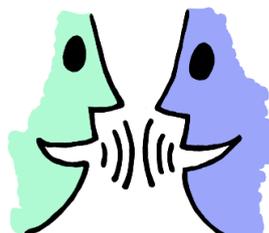


Your child's key person will keep this record. To do this she/he will collect information about your child's needs, activities, interests and achievements. We encourage parents to contribute to this process by bringing in/telling us about things that your child enjoys or achieves outside the setting. This information will enable the key person to identify your child's stage of progress and decide on how to help your child to move on to the next stage.

How parents/carers take part at Saplings

At Saplings we recognise parents and carers as the first and most important educators of their children. We see ourselves as partners with you in providing care and education for your children, and believe that all parents/carers have a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.



You can support us by:

- exchanging knowledge about your children's needs, activities, interests and progress with the staff;
- keeping an open dialogue with us regarding any concerns you may have;
- providing us with a current email address for billing and general communication, and
- ensuring that you inform us of any changes to emergency contact information.

Parents are always welcome to drop into the setting to see it at work or to speak with the staff. We also display a weekly newsletter to communicate any special activities/themes or events happening at Saplings, along with other leaflets and posters for events and services that may be of interest.

Policies and Procedures

All of our policies and procedures are available for you to see at the setting and copies of individual policies can be provided on request. A full list of the policies and procedures can be found on the last page. Our Information Sharing policy, Safeguarding & Child Protection Statement and Fees & Payments policy are included in this pack.



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/carers.

The staff and management of the setting work together to adopt the policies, which are reviewed regularly.

Fees and Payment Policy

Aims

We aim to ensure that our services are available to all sections of our community regardless of their socio-economic background.

In order to achieve these aims, Saplings operates the following policy:

- We plan to open our doors for the full 38-week academic year, matching our sessions to the Ipplepen Primary School calendar.
- We offer Pre-School, Breakfast Club and After School Club sessions.
- Current session times and fees are available from Saplings and are also published on the Ipplepen Primary School Website (www.ipplepen-primary.devon.sch.uk/saplings).
- We set our fees according to the community's demands, taking into account the setting's costs.
- Sessions are contracted on a termly basis, to protect parent's needs as well as Saplings.
- We offer information regarding help with childcare costs and the completion of childcare funding applications.
- A proportion of childcare costs can be claimed back as part of a family's Working Families Tax Credit.

Session costs

- We expect parents/carers to book and pay for sessions in advance. Statements are issued monthly with settlement expected within 14 days.
- We accept payment via ParentPay, Childcare Vouchers or Tax-free Childcare. If you wish to make cash payments, this can be done through shops offering the PayPoint service. Please contact the Primary School office for details (01803 812226).
- Children entitled to Early Years Funding or 2 Year Old Funding can include regular Breakfast and After School Club hours within their entitlement.
- Where parents need support to pay fees we will offer a phased payment scheme as appropriate. Please ask for details.

Late payment

- The financial viability of Saplings depends on the prompt payment of fees.
- We will issue a reminder for any sessions which remain unpaid after 14 days.
- You will be contacted to discuss whether it will be necessary to set up a phased payment plan.
- If this payment plan is not adhered to then regrettably Saplings will have to refuse your child entry to future sessions.

Late Collection Fee

- Where a child is collected late (after the session end time), there will be a fee payable. This fee is to cover the costs of two staff remaining to care for your child.

Registration and bookings

- All Pre-school, Breakfast and After School Club registrations and bookings are handled through the Saplings office.
- Parents/carers will be asked to complete all the necessary forms and consents when registering their child/children with the setting.
- Parents/carers must not knowingly book their child into a session they will not then attend.
- Pre-Booking ensures that appropriate staffing levels can be managed and that Saplings remains financially viable.

Ad Hoc Sessions

- Where space is available, Breakfast and After School Club sessions can be booked on an ad hoc basis. Contact Saplings to check availability for specific days. Payment is expected within 14 days of the booking being placed.

Absences

- All cancellations and absences, including Breakfast and After School Club, must be notified directly to Saplings as the Primary School does not hold our registers.
- **No refunds** are given for absence from Pre-school.
- For Breakfast and After School Club, refunds will be made for cancellations notified to Saplings **at least 24 hours in advance**. Late cancellations and all un-notified absences will be charged at the full rate. The only exception to this is where a child is absent at short notice due to illness. Any refunds will be deducted from the next statement.

Funding and other help with childcare costs

There are several different ways in which you can get help with childcare costs, including:

- Early Years Education Funding:
 - Universal entitlement (“15 hours”)
 - Two-year-old funding
 - Extended entitlement for 3 & 4 year-olds (“30 hours”)
- Tax-Free Childcare
- Voucher Schemes (closed to new applicants from April 2018)
- Tax Credits
- Universal Credits



There is a Government website which gives information on all of these:

<https://www.childcarechoices.gov.uk/>

and a Childcare Costs Calculator which will give you personalised (anonymous) information on the various options available to you:

<https://www.gov.uk/childcare-calculator>

We strongly advise that you go to the website and check your eligibility as soon as possible, as some funding has to be applied for in advance.

In addition, there may be funding available for settings to support individual children with Special Educational Needs or disabilities, as well as adopted children, children in care and those whose parents are on low incomes.

If you, or we, believe your child may be eligible for additional support we will discuss this with you on an individual basis.

Safeguarding children and Child Protection



Devon
Safeguarding Children
Board

Saplings has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

Our employment practices insure children against the likelihood of abuse in our settings 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.

We recognise that parents have a right to know that information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when we are obliged to share information. Our Information Sharing Policy, Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.

We are obliged to share confidential information without authorisation from the person who provided it or to whom it relates if it is in the public interest. That is when:

- it is to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult; or
- not sharing it could be worse than the outcome of having shared it.

Safeguarding Children and Child Protection Policy statement

We will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life.

Our Safeguarding Policy is based on three key commitments:

- 1 To build a 'culture of safety' in which children are protected from abuse and harm in all areas of our service delivery.
- 2 To respond promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG 2015).
- 3 To promote awareness of child abuse issues through staff training.

We are also committed to empowering young children, promoting their right to be strong, resilient and listened to.

Our Designated Safeguarding Officer is:	Gina Heathman	Tel: 01803 812466
Our Deputy is:	Tracey Ireland:	Tel: 01803 812466
Safeguarding Officer for Ipplepen Primary School:	Amanda Lacey	Tel: 01803 812226

Information Sharing policy

We recognise that parents have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we are obliged to share information.

We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, if it is in the public interest. That is when:

- it is to prevent a crime from being committed or to intervene where one may have been, or to prevent harm to a child or adult; or
- not sharing it could be worse than the outcome of having shared it.

The decision should never be made as an individual, but with the back-up of the management team. The three critical criteria are:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm.
- To prevent significant harm arising to children and young people or adults, including the prevention, detection and prosecution of serious crime.

Procedures

Our procedure is based on the **seven golden rules** for information sharing as set out in *Information Sharing: Advice for Practitioners Providing Safeguarding HMG 2015*).

1. *Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.*
 - Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information with external agencies.
2. *Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could, be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.*

In our setting we ensure parents:

- receive information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
 - have information about our Safeguarding Children and Child Protection Policy; and
 - have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
3. *Seek advice if you are in any doubt, without disclosing the identity of the person where possible.*
 - Managers contact the MASH Helpline care for advice where they have doubts or are unsure.
 4. *Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.*

- Guidelines for consent are part of this procedure.
5. *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.*
- In our setting we:
- record concerns and discuss these with the setting's designated person and/or designated officer from the management committee for child protection matters;
 - record decisions made and the reasons why information will be shared and to whom; and
 - follow the procedures for reporting concerns and record keeping.
6. *Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*
- Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.
7. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*
- Where information is shared, the reasons for doing so are recorded in the child's Safeguarding record; where it is decided that information is not to be shared that is recorded too.

Consent

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent may be overridden. We do this as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- It is included in our prospectus.
- Parents sign our Registration Form at registration to say they understand this.
- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- Copies are given to parents on request of the forms they sign.
- We consider the following questions when we need to share:
 - Is there legitimate purpose to sharing the information?
 - Does the information enable the person to be identified?
 - Is the information confidential?
 - If the information is confidential, do we have consent to share?
 - Is there a statutory duty or court order requiring us to share the information?
 - If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest for us to share information?
 - If the decision is to share, are we sharing the right information in the right way?
 - Have we properly recorded our decision?

All the undertakings above are subject to the paramount commitment of the setting, which is to ensure the safety and well-being of the child.

Policies and Procedures List

Child Protection

- Children's rights and entitlements
-
- Safeguarding Children and Child Protection
- Looked After Children
- Uncollected Child
- Missing Child
- Use of Mobile Phones and Cameras

Suitable people

- Employment
- Student Placements
- Staff Behaviour

Staff Qualifications, Training, Support and Skills

- Induction of Staff Volunteers and Managers
- First Aid

Key Person

- Role of the key person, settling in and Progress check

Staff:Child Ratios

- Staffing

Health

- Administering Medicines
- Managing Children who are Sick, Infectious or with Allergies
- Recording and Reporting of Accidents and Incidents
- Intimate Care/Nappy Changing
- Food & Drink
- Food Hygiene

Managing Behaviour

- Achieving Positive Behaviour

Safety and suitability of premises, environment and equipment

- Health and Safety General Standards
- Maintaining Children's Safety and Security on Premises
- Supervision of Children on Outings and Visits
- Risk Assessment
- Fire Safety and Emergency Evacuation
- Animals in the Setting
- No Smoking

Information and records

- Admissions
- Parental Involvement
- Children's Records
- Providers Records
- Transfer of Records to School
- Confidentiality and Client Access to Records
- Information Sharing
- Working in Partnership with Other Agencies
- Making a Complaint

Equal Opportunities

- Valuing Diversity and Promoting Equality
- Supporting Children with Special Educational Needs

Financial

- Fees and Payments Policy