



Prospectus

**Whizz Kids Pre-school
Hockley Community Centre
Westminster Drive
Hockley
Essex
SS5 4XD**

Contact Telephone Number: 07948 970027

Email: contact@whizzkidspre-school.co.uk

Website: www.whizzkidspre-school.co.uk

The qualified and experienced team at our pre-school provide high quality care and education for children aged between 2 - 5 years old.

Mrs Sara Ward, Manager, Key-person, Level 4 qualified - working towards Level 5, Safeguarding Children Lead, First Aider, GDPR Co-ordinator

Ms Terina Wilkinson, Manager, Key-person, Level 4 qualified - working towards Level 5, Send&AnCo, First Aider

Miss Christine Bias, Key-person, Level 2 qualified -working toward Level 3

Mrs Denise Cormack, Key-person, Level 3 qualified, Postive Behaviour Co-ordinator

Mrs Tracy Glynn, Play Assistant, First Aider

Mrs Julie McMillan, Key-person, Level 3 qualified, ENCo

Mrs Tracey Martin, Key-person, Level 3 qualified, First Aider, ENCo

Mrs Caroline Rowlands, Key-person, Level 3 qualified

We are open:

Monday to Thursday 8.30am until 3.00pm

Friday from 8.30am until 1.30pm.

For those children who are entitled to the government funding this can also be used for throughout our sessions from new early morning to afternoon club. For more information on this please see page 11 of this prospectus.

We are open for 38 weeks each year.

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;
- 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.

Children's development and learning

The provision for children's development and learning is guided by the Early Years Foundation Stage (EYFS).

A Parent's Guide to the Early Years Foundation Stage Framework is available to read on our parents information tables in our foyer.

Our approach to learning and development and assessment

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. Our setting uses the practice guidance to the Early Years Foundation Stage 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 of these activities 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. In all activities, information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

Children's Progress Summaries and Learning Journeys

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 of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to

contribute to the assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievements 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 times of transition, such as when a child moves into a different group or when they go on to school.

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.

2 Year Old Progress Check

All early years providers are required to review a child's progress when a child is aged between two and three. This will be discussed between the child's parent/carer and their keyperson who will highlight progress, achievements and any areas where extra support may be needed.

In addition to the 2 year old progress check, early years providers are also required to complete a 2 Year Integrated Review. This will be discussed between the child's parent/carer, their keyperson and a health visitor assigned to Whizz Kids Pre-School.

Working together for your children

In our setting we maintain the ratio of adults to children in the setting that is set through the 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;
- allow the children to explore and be adventurous in safety.

Whizz Kids Pre-school operates an 'open door policy' and we welcome parents to drop into the setting to see it at work or to speak with the staff.

Key-persons and your child

Our pre-school operates a key-worker system. This means that each key person has a group of children for whom she 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 at our pre-school she will help your child to settle and throughout your child's time at the setting, she will help your child to benefit from the setting's activities.

In our pre-school we maintain the ratio of adults to children that is set through the National Standards for Day Care. We also have volunteer parent/carers helpers where possible to complement these ratios.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the staff at our setting 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.

Starting at our pre-school

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 settle in our setting. Our setting has a policy about helping children to settle in to the setting: a copy of which is enclosed in this prospectus.

Clothing

We provide protective clothing for the children when they take part in messy or wet activities.

An optional uniform is available to buy from 'Danielles' in Hockley. The uniform consists of jade or purple polo shirts, sweatshirts and cardigans (with our pre-school logo embroidered). We would suggest that any colour tracksuit bottoms are ideal for pre-school.

We encourage children to gain the skills that help them to be independent and look after themselves. These include doing as much as they can manage of their own toileting needs. Clothing that is easy for them to manage will help them to do this. Belts and extra fastenings may take extra valuable time. Outdoor clothing must be provided during colder days and should be easily put on and fastened. Hats must be provided during sunny days to provide necessary protection and are preferable to fashion sunglasses which can be a hazard. Whilst our outdoor activities will mainly

take place in shady positions, brief exposure to the sun will occur and you are advised to apply sun-cream to your child before arrival at our pre-school, as our staff are not permitted to do this.

Shoes

Shoes must be appropriate for both indoor and outdoor play. During wetter days parents may supply Wellington boots for children to change into when playing outside. We discourage wearing open-toe sandals or flip-flops as these offer little protection to the wearer.

Jewellery

Children are not permitted to wear jewellery to pre-school. However, a pair of stud earrings or a watch may be worn.

Toys

Please ensure your child does not bring their own toys to pre-school as this causes distress to children if they get lost or broken and also helps to promote the sharing of 'pre-school' toys.

On certain days during the week the children may be encouraged to bring in an item/toy of interest for discussion at circle time. These items will be stored during the session until they are required.

The Session

At Whizz Kids Pre-school 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 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;
- provide children with opportunities to learn and help them to value learning.

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.

Snacks

Our pre-school makes snacks a social time at which children eat together. These snacks provide the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met.

We also operate an optional lunch club for the children from Monday to Friday and this is very popular with the children. Children arrive at pre-school at the start of session with a packed lunch, which is suitably stored until lunch time. Then, after washing their hands, will sit and eat their packed lunch at tables staffed by key-persons. Children are encouraged, but never forced, to eat the food provided by their parents in a happy and social environment.

Due to health and safety reasons, please note that Whizz Kids Pre-school is a 'nut-free' zone and I would like to ask for your cooperation when preparing lunch for your child that you only include food that is free of nuts. Packaged food should have the words 'nut free' but 'trace of nuts' or 'made in a nut environment' is acceptable.

As grapes are a potential choking risk, parent/carers are asked to make sure that these are cut in half lengthways. Please ensure the lunch bag contains an ice-block if your child's lunch contains any dairy.

How parents take part in our pre-school

We work in partnership with parents/carers to help children to learn and develop. We consider that parents/carers have the right to be:

- valued and respected;
- kept informed;
- consulted;
- involved;
- included.

We offer both children and their families a service that promotes equality and values diversity.

Our pre-school recognises parents as the first and most important educators of their children. All of our staff see themselves as partners with you in providing care and education for your child. There are many ways in which parents can take part in making our pre-school 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;
- helping out during the session at our pre-school;
- sharing their own special interests with the children;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities in which the setting takes part;

Policies

Copies of our policies are on display in both foyers of our premises and on our website www.whizzkidspre-school.co.uk. Every parent/carer has the opportunity to take a copy away with them to read at their leisure.

Our setting's policies help us to make sure that the service provided by our setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

We are advised to inform you that we have a Complaints policy in place at our pre-school and should you ever be in a position where you feel you need to make a complaint against our pre-school or an individual member of staff, the telephone number and address of OFSTED is: The National Business Unit, Ofsted, The Royal Exchange Building, St Ann's Square, Manchester M2 7LA - 0300 123 1231. This address and telephone number is also included in our Complaints policy.

Administering medicines

It is not our policy to care for sick children, who should be at home until they are well enough to return to our pre-school.

In many cases, it is possible for children's GP to prescribe medicine that can be taken at home in the morning and evening. It would be preferable, if a child requires medication during the pre-school session, a parent or carer attends the pre-school and administers the medication personally. If this is not possible please discuss with your child's keyperson.

Safeguarding children

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

Our employment practices ensure 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 Safeguarding Children Officer is Mrs Sara Ward.

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.

Special needs

As part of our 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 1993 Education Act and The Special Educational Needs Code of Practice (2000). Our Special Educational Needs Coordinator is Mrs Terina Wilkinson.

Session Fees

Session fees and the paying thereof will be discussed with parents/carers on initial contact or during children's first visits and we will endeavour to be as flexible as is possible. We are in receipt of nursery education funding for three and four year olds and where certain criteria are met, funding for two year olds.

Where funding is not received, then fees will apply.

In Essex children become eligible for the Free Entitlement the term after their third birthday according to these cut-off-dates:

A child born on or between	Will become eligible for a free place from
1 st April and 31 st August	1 st September following their third birthday
1 st September and 31 st December	1 st January following their third birthday
1 st January and 31 st March	1 st April following their third birthday

All children receiving free early education are entitled to 15 hours per week for 38 weeks a year and can also be used for our new early morning sessions, lunch-clubs and afternoon clubs.

A free early education entitlement form will be given to the parent/carer of each eligible child to state how many hours they wish our pre-school to claim for. Once agreed, these hours are secured for that term and non-transferable.

Essex County Council has agreed that if a parent decides that they want to increase the number of hours after signing the declaration, the provider may charge for the additional hours, on the condition that this is clearly explained with the parent/carer.

Funding is also available for 2 year old children. This funding is subject to meeting the criteria set out by Essex County Council. For more information on the funding available for 2 year old children please visit the Childcare Choices website.

An additional 15 hours of funding is available subject to parents meeting the criteria. For more information please visit the Childcare Choices website.

Please note that session fees remain payable if a child is absent from our pre-school for holiday, sickness etc.

Late payment of fees will incur additional charges. It is preferable to receive payment by internet banking to avoid any administration costs.

Please do not hesitate to contact Sara Ward/Terina Wilkinson on 07948970027 if you need any further information or clarification regarding this prospectus.

SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICY AND PROCEDURES FOR WHIZZ KIDS PRE-SCHOOL

General Welfare Requirement: Safeguarding and Promoting Children's welfare

The provider must take necessary steps to safeguard and promote the welfare of children.

Please also see

- Camera Policy
- Mobile Phone and Social Media Policy
- Prevent Duty Policy
- Whistleblowing Policy

Safeguarding children and child protection (including managing allegations of abuse against a member of staff)

Policy statement

Our pre-school will work with children, parents/carers and the community to ensure the rights and safety of children and to give them the very best start in life.

Procedures

We carry out the following procedures to ensure we meet the three key commitments of our Safeguarding children policy.

Key Commitment 1

We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

Staff and Volunteers

- Our lead person who co-ordinates child protection issues is Mrs Sara Ward.

- We ensure all staff and parents are made aware of our Safeguarding Children Policy and Procedures.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring Service (DBS) before posts can be confirmed.
- Where applicants are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and Disclosure and Barring Service (DBS) checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise lead to dismissal for reasons of child protection concerns.
- We have procedures for recording the details of visitors to our pre-school.
- We take security steps to ensure that we have control over who comes into our pre-school so that no unauthorised person has unsupervised access to the children.
- We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents are asked to sign a consent form and have access to records holding visual images of their child.

Key commitment 2

Our pre-school is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures in 'What to do if you're worried a child is being abused' (March 2015) and 'Working Together to Safeguard Children' (March 2015).

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.
- We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.
- We are aware of other factors that affect children's vulnerability such as abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children such as through internet abuse and Female Genital Mutilation that may affect or may have affected children and young people using our pre-school.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or maybe victims of child trafficking. While this may be less likely to affect young children in our care we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- Where we believe a child in our care or known to us may be affected by any of these factors we follow the procedure for reporting child protection concerns.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the pre-school management and the Lead person. The information is stored on the child's personal file.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- The views of the young person will always be taken into account, but our pre-school may override the young person's refusal to consent to share

information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

Recording suspicions of abuse and disclosure

- Where a child makes comments to a member of staff that gives cause for concern (disclosure), observes signs or signals that gives cause for concern, such as significant changes in behaviour, deterioration in general well-being, unexplained bruising, marks or signs of possible abuse or neglect, that member of staff:
 - Listens to the child, offers reassurance and gives assurance that she or he will take action
 - Does not question the child
 - Makes a written record that forms an objective record of the observation or disclosure that includes:
 1. The date and time of observation or the disclosure.
 2. The exact words spoken by the child as far as possible
 3. The name of the person to whom the concern was reported, with date and time
 4. The names of any other person present at the time
- These records are signed and dated by the Lead person and kept in the child's personal file which is kept securely and confidentially.
- The Lead person will discuss concerns with the Family Operations Hub

Informing parents

- Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events unless we feel this may put the child in greater danger.
- We inform parents where we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Family Operations Hub does not allow this, for example, where it is believed that the child may be placed in greater danger.

- This will usually be the case where the parent is the likely abuser. In these cases the social workers will inform parents.
- Liaison with other agencies
- We have a copy of 'What to do if you are worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff.

Allegations against staff

Safeguarding allegations will be:

- Dealt with fairly, quickly and consistently
- Dealt with in a way that provides effective protection for the child
- Support the person who is subject to the allegation
- We ensure all parents know how to complain about the behaviour or actions of staff or volunteers within our pre-school, or anyone living or working on the premises occupied by our pre-school, which may include an allegation of abuse.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within our pre-school, or anyone living or working on the premises occupied by our pre-school, may have taken, or is taking place.

The following procedure is followed:

- by first reporting to the Lead person for Safeguarding (unless they are the subject of the allegation).
- Reporting to the Manager (unless they are the subject of the allegation)
- Contacting the Local Authority Designated Officer (LADO)
- Contacting Ofsted as soon as possible within 14 days and documenting this.

- We have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm to a child.
- NO ACTION WILL BE TAKEN ABOUT THE ALLEGATION UNTIL WE HAVE SPOKEN TO LADO.

Key commitment 3

Our pre-school is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- We seek out training opportunities for all adults involved in our pre-school to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- We ensure that all staff know the procedures for reporting and recording their concerns in our pre-school.

Planning

- The layout of the rooms allows for constant supervision. No child is left alone with volunteers in a one-to-one situation without being visible to others.

Curriculum

- We introduce key elements of keeping children safe into our programmes to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and that they develop an understanding of why and how to keep safe.
- We create within our pre-school a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the LADO.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers in our pre-school.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to our pre-school's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records Procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

THE ROLE OF THE KEY PERSON AND SETTLING-IN POLICY AND PROCEDURE FOR WHIZZ KIDS PRE- SCHOOL

General Welfare Requirements: Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

The role of the key person and settling-in

Policy statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child.

The procedures set out a module for developing a key person approach that promotes effective and positive relationships for children who are in settings.

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for the induction of the family and for the settling-in of the child into our pre-school.
- The key person offers unconditional regard for the child and is non-judgemental.

- The key person works with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a child-minder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for the developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our pre-school and at home.
- The key person encourages positive relationships between children in his/her key group, spending time with them as a group each day.
- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
- We promote the role of the key person as the child's primary carer in our pre-school and as the basis for establishing relationships with other staff and children.

Settling-in

- Before a child starts to attend our pre-school, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies) and information displayed within our pre-school.
- Before a child starts, we provide opportunities for the child and his/her parents to visit our pre-school.
- We allocate a key person to each child and his/her family before he/she starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records and 'all about me booklet'. We also use these visits to explain the process of and the best way to help the child to settle in to our pre-school.
- We have an expectation that the parents, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.

- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parents to be on hand to resettle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for their key person when he/she arrives, goes to them for comfort and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back and when.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into our pre-school without a parent/carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first 4-6 weeks of starting we discuss and work with the child's parent to start to create their child's record of achievement.