

Highfield Preschool



PARENTS' HANDBOOK

YWAM Oval, Ambrose Lane, Harpenden, Herts. AL5 4BX

Tel: (01582) 463308 Email: info@highfieldpreschool.co.uk

Website: www.highfieldpreschool.co.uk





Welcome

The Highfield Preschool is an independent day school for children aged 2 years 9 months to rising 5 year olds which provides excellent quality, affordable childcare with traditional values.

The preschool is located in the beautiful and private grounds of the YWAM Oval in Harpenden.

Highfield Preschool is affiliated with The King's School and, although priority is given to its pupils for admission to King's, Highfield acts as a feeder school to all primary schools in the local area.

Highfield Preschool has caring, loving, mature and qualified teachers who provide a happy environment with clearly set out boundaries and a stimulating environment within a Christian ethos as part of our programme.

We look forward to a personal visit from you where we can give you a full tour of our premises and briefing on all aspects of our preschool.

Sandra Case
Manager
Highfield Preschool

Highfield Preschool

have been awarded

‘Outstanding’

by Ofsted

The Ofsted Report may be found at the following link:

http://highfieldpreschool.co.uk/public_html/Pre-School_prospectus2013.pdf



Philosophy & Goals

Every child needs to know God's love and needs to be given opportunities to learn and grow to become a confident, well-rounded and happy adult. To accomplish this goal, the Highfield Preschool provides a loving, caring and orderly environment that will nurture the child's growth and development spiritually, intellectually, emotionally and physically.

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

You 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.

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, because of our ratio of qualified staff to children, as well as volunteer helpers;
- has the chance to join in with other children and adults to live, plan, 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

- 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.

Specific Areas

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.

A balanced foundational programme is presented, emphasising God the Father, and God the Creator, Jesus as God with us, and understanding the Scriptures.

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. We use the EYFS 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 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 you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our on-going 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.

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

We keep 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 work in partnership with you to keep this record. To do this you and she 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. Together, we will then decide on how to help your child to move on to the next stage.

Working together for your children

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 help in the kitchen. 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.

The staff who work at our setting are:

Name	Job Title
Mrs Sandra Case	Manager
Mrs Alison Cracknell	Deputy Manager
Mrs Debbie Clark	SENCO
Mrs Nikki Zapico	Lamb Group Key Worker
Mrs Sulene Sypkens	Lamb Group Assistant
Mrs Minodora Fiicanu	Dove Group Key Worker
Mrs Sarah Green	Dove Group Assistant
Mrs Alison Cracknell	Lion Group Key Worker
Mrs Lara Ejiwunmi	Lion Group Assistant

We are open for 37 weeks per year during term time only.

We are open for 5 days per week.

The times we are open are from 9am to 3pm, Mondays to Fridays.

We provide care and education for young children between the ages of 2 years and 9 months and 5.

How parents take part in the setting

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

- exchanging knowledge about their children's needs, activities, interests and progress with our 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 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.

The kitchen volunteer rota

Our setting depends on parents volunteering to help on a regular basis to assist us in preparing snacks for the children, and helping to serve these and to clean up afterwards. Helping at the preschool enables parents to see what the day-to-day life of our setting is like and enables us to use you as a 'sounding board' for policies and practices we use at our setting.

Joining in

We encourage parents to take 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. You are also welcome at any time to stay for a "Stay and Play" session where you join in with your child's group and use the time to observe your child and to get to know the routine, your child's key worker and friends. It is also a good time to give personal input and to share ideas with the manager or your child's key worker.

The 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 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 the setting, she will help your child to settle and throughout your child's time at the setting, she will help your child to benefit from our activities. She will also be responsible for assessing and observing your child and will give feedback regarding your child's progress in all learning areas to you.

Staff training

As well as gaining childcare qualifications, our staff take part in regular further training to help them to keep up-to-date with thinking about early years care and education. We also keep up-to-date with best practice, as a member of the Pre-school Learning Alliance, through regular networking meetings and forums. From time to time we hold learning events for parents (e.g. help with behaviour, eating problems, etc.)

Our 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 key in our setting are provided in ways that:

- help each child to feel that he/she 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.

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 playrooms.

Snacks and meals

We make snacks and meals a social time at which children and adults eat together. We plan the snack menus so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs and we will plan accordingly. If your child stays for lunch, you are responsible to pack a healthy lunchbox for him/her. We will provide you with a "Healthy Lunchbox" leaflet once your child joins the setting.

Clothing

We provide the children with aprons when they play with messy activities inside, but ask that all parents send in a pair of waterproof trousers/dungarees to stay on your child's peg for messy play outside. We have a mud kitchen, and lots of messy activities outside, and to protect their clothing we need these daily. 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. Clothing that is easy for them to manage will help them to do this.

Policies

Our staff can explain our policies and procedures to you. Copies of which are available in the foyer of the preschool. We are willing to make you a copy of any specific policy you might want to read at home.

Our 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 his/her parents.

Our staff and parents 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 our setting to provide a quality service for its members and the local community.

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 setting and we have a procedure for managing complaints or allegations against a member of staff. Please see our Policies File.

Our way of working with children and their parents ensures that 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

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs Code of Practice (2001). Our Special Educational Needs Co-ordinator is **Mrs Debbie Clark**.

The management of our setting

Our setting is a charity and falls under the oversight of the Trustees of Kingdom Education Ltd. The Trustees of Kingdom Education, along with the headmaster of the King's School (acting as chief executive officer for The King's School and Highfield Preschool) and the bursar of The King's School are responsible for:

- management of finances
- employing staff

The preschool manager along with the bursar ensures that correct policies are drawn up and implemented, in order to ensure a high quality service. The preschool manager is also responsible in ensuring that we work in partnership with parents.

Our setting has a Parent Teacher's Committee who acts as a support group for the Highfield Preschool. This group is made up of, and elected by, the parents of the children who attend the setting and the manager. In our setting we share with this group, some of the tasks involved in the smooth running of the preschool. The PTC does not have any executive authority and only acts as a support and advisory group.

Programme

Session Times

09:00am – 12:00 noon (Morning Session)
09:00am – 13:00pm (Morning Session plus Lunch)
12:00noon – 15:00pm (Afternoon Session)
09:00am – 15:00pm (Full Day)

Daily Programme

09:00am - 09:20am	Informal Group Time
09:20am - 09:30am	Singing/Praise & Worship/Register
09:30am - 10:00am	Group Time
10:00am - 10:30am	Free Play Time
10:30am - 10:55am	Snack Break
10:55am - 11:45am	Outside Play
11:45am - 12:00pm	Story Time
12:00 noon	Home Time for Part-timers
12:00pm - 13:00pm	Lunch Hour
13:00pm - 14:00pm	Group Time
14:00pm - 14:45pm	Outside Play
14:45pm - 15:00pm	Story Time
15:00pm	Home Time for Full-timers

Informal Group Time

This is the first activity of the day. During this time the children will be welcomed and given an opportunity to 'show' something that they have brought from home. Activities are set out to engage the children in a variety of learning opportunities. A story may also be read to settle the children down. There will be a time of singing, followed by a time of prayer.

Group Activities

The Preschool is divided into three groups:

Lamb Group: 2 years 9 months – about 3 years 3/4 months

Dove Group: 3 years 4 months – 4

Lion Group: 4 years to rising 5

Each group has a key worker and an assistant who are there every day to ensure that the children in their groups are making progress towards the Early Learning Goals as set out in the Early Years Foundation Stage. Group activities are adjusted to the abilities and interests of the individual children in each group. The key workers are responsible to assess and observe the children in their groups and to discuss progress with parents on a regular basis.

Lamb Group

The first group is for children aged from 2.9 to approximately 3.3 years. This group is designed to help with the transition from home to Preschool, and to teach the children basic social behaviour and how to play. The children will become familiar with the Preschool environment and experience a varied range of activities. Painting, sticking, play dough, construction and sand are some of the activities which the children will be offered each day. The focus is very much on the Prime Areas of learning including personal, social and emotional development, communication and language, and physical development to form the good basis for extended learning to take place. A gentle introduction to the 4 Specific areas will also be delivered to the Lamb group. These areas include: Literacy, Mathematics, Understanding the World and Expressive Arts and Design. The Lamb key worker will work closely with parents to inform them on the progress of their children, and will also be responsible to perform the 2 year old check all children under 3 years.

Dove Group

The second group is for children aged approximately 3:4 to 3:11 years. Mathematical Development, Communication, Language and Literacy, Understanding the World, Personal, Social and Emotional Development, Physical Development and Expressive Art and Design are all presented in an exciting structured way. As Doves, the children are able to do a bit more adult directed activities, and are able to follow the structure and routine of the day well. If space allows it, some/most Doves will eventually move up to the Lion class, but if the Lion class is too full, they may have to stay and leave for school in the September month of the term they turn 5. The key worker in the Dove room makes sure that all children work towards their personal Early Learning Goals to enable them to go straight to Reception in any Primary school by the end of the academic year if needs be.

Lion Group

This group is for children aged approximately 3:11 years to school age. A creative balanced programme is presented to build onto previous experiences and to further the children's progress towards the Early Learning Goals. The programme ensures that each child has the best possible opportunity to develop socially, emotionally, physically, intellectually, creatively and spiritually, in readiness for school.

Assessments and observations are carried out regularly and key workers will convey any concerns regarding children's progress to parents when necessary and specifically at parent's evenings at the end of each term.

Free Play Time

The Preschool has been arranged into separate areas in which the children have the freedom to explore during Free Play Time. The activities provided in these areas change when necessary to ensure continuing interest and varied experiences. The children are encouraged to take part in the changes made. Their verbal and practical contributions are of great importance.

During Free Play Time the children become familiar with planning what they wish to accomplish in an area, while key workers and assistants are placed in every area to ensure appropriate play and to encourage positive behaviour and social interaction. Free Play Time is also a time when the staff will interact with the children, in groups or on a one-to-one basis, as appropriate. Structured art activities may be presented alongside Free Play Time, and each group will be presented with either cooking activities or a music session on a weekly basis. We also have regular Forest School activities in our woods behind the preschool.

Biblical Values

As a Christian Preschool we want to give the children the opportunity to grow in the knowledge and experience of a personal and loving God, to begin to understand the Bible and to learn who Jesus is. Christian values are integrated into all activities as a lifestyle.

Music Activities

These activities will be varied, designed and presented to each group individually. The programme will be challenging for the children, especially physically and intellectually, developing areas such as co-ordination, balance, timing, rhythm, beat and memory. Highfield Preschool has on its staff 2 qualified music teachers who are able to bring an exciting dimension to the music activities. We also produce 2 musicals per year; one in the Summer and one at Christmas time which the children and parents thoroughly enjoy. We have a singing/Praise and Worship session with all the children and staff daily.

Outside Play

This forms an important part of children's learning experience and we use our lovely garden in many imaginative ways to further the children's development in all learning areas. We endeavour to take the children out for at least two outside play sessions per day and encourage them to use waterproof suits to protect their clothing in wet conditions. We have a mud kitchen, gardening activities, climbing equipment, water and sand play, bikes, tricycles, scooters, as well as a variety of interest boxes which we provide on a daily basis for children to use as they please. We also have a variety of sporting activities, maths activities, art activities, literacy activities, music activities, etc. outside for children to participate in as they please.

Snack time

We provide the children with a variety of healthy options for snack time such as fresh fruit and vegetables, rice cakes, bread sticks, yoghurt, cheese, etc. We also provide them with fresh milk or water. Children are encouraged to sit at the table with their friends, to use a spoon to dish snacks for themselves and to learn to pour milk/water into their own cups.

Packed Lunches

If your child stays for an extra lunch hour or for the full day, parents should ensure that a healthy lunch is provided such as: sandwich/bread roll, pasta, fruit or vegetables, yoghurt, cheese, juice or water, etc. **No sweets or fizzy drinks** are allowed. Ice packs must be included in the lunchbox to keep food fresh. Please be aware that we do not allow nuts in any form at preschool; no seeds, peanut butter, sesame, or raw nuts as some children have severe allergies to these. Although snack time and lunch time is a social time where children can relax and chatter amongst themselves, we also use this time to reinforce good manners and healthy eating.

Enrolment Procedure

Enrolment is open to children of all races, and ethnic origins. We accept children between the ages of two years nine months and five years.

Registration Requirements

Please complete the following forms:-

1. Application form
2. Medical Health form – please make sure you include your child's **NHS number**.

Please also provide us with your child's **birth certificate** for photocopying.

All forms must be handed in prior to or on your child's first day at school.

A meeting with the Principal of The King's School has to be arranged prior to your child starting with us. Please telephone 01582 767566 the term before your child is due to start and after your child has had a morning visit with us at the Preschool.

Observing Preschool in action

We would like you to feel welcome at the Preschool, either to observe or join in with the activities. If you feel you would like to spend some time with us, please see the Manager to make arrangements for this. We also welcome dads, mums, granddads or grandmas to come in to read stories either on a one-off basis or regularly. Please speak to the Manager regarding this.

Required Provisions

Each child will have a place set aside for storing his/her belongings. Please ensure everything is labelled with your child's name (including shoes!).

Clothing:

1. Practical, comfortable play clothes. Please send your child with clothes that are easy for him/her to take up and down when using the toilet (please avoid dungarees and belts.)
2. Please take into consideration our messy play when dressing your child. Although aprons are used, paint and glue sometimes work their way onto clothing!
3. In case of accidents, please provide a spare change of clothes to be kept at Preschool during term time.
4. Plimsolls or slippers are required for indoor use.
5. Please send your child in shoes which are easy for them to put on and take off. Although we appreciate that sometimes this is difficult, we would be very grateful if you could avoid ankle boots/lace up shoes.
6. Please provide some waterproof trousers or dungarees for your child to use when going outside on wet days. These must be clearly marked and kept on your child's peg at school. A pair of wellington boots must also be provided to stay at school for outside use.

Parental Responsibilities

Holiday & Sickness

Parents are asked to give prior notice of holidays taken during term time. Please inform the Preschool of the reason your child is unable to attend on the first day of his/her absence. Please take note that fees are payable even if your child has taken time off for holidays or sickness as his/her space was booked for that time.

Messages

If you have a message to relay to staff, teachers are available at the beginning of each morning and at the end of each day to speak to. If you do not personally bring or fetch your child, please feel free to send us a note. Do not send a verbal message with your child.

Showing/toys from home

Your child will be able to bring something from home each week to show to the class. You will be informed when your child's showing day is. These toys are kept safely in the 'showing box' located in each group area. Please be aware that we cannot take on the responsibility to ensure that toys will not be played with or broken by little hands! We will try our best to keep objects from home safe.

Birthdays

Birthdays are celebrated at snack time. If you would like your child to bring a special treat or cake to share, please notify the Preschool in advance and make a list of the ingredients used in your baking in order for us to provide for children with allergies.

Changes of Address or Telephone Numbers

Please ensure that the Preschool is notified of any changes in address or telephone numbers.

Suggestions, Questions & Problems

To discuss any suggestions, questions or problems you may have concerning your child or the Preschool, please do not hesitate to contact the Manager or Principal to make an appointment. The Parent Teacher's Committee is also available to chat with.

Parental Support

If you feel that you could give some time to helping at the Preschool it would be most appreciated, although we realise that for most of you this will not be possible. We need kitchen volunteers on a daily basis, and if you could offer up one morning every week or every other week, please speak to the manager! We also welcome grandparents to come in on a regular basis to do one-to-one reading with the children. Please speak to the manager if you have someone in mind who could do this. However, please pray for us, as we highly value your prayer support.

Parent's Committee

Our Parent's Committee provides parents with many opportunities to become involved in the Preschool by organising events such as coffee mornings, helpers lists, etc. Any parent interested in becoming involved in this committee can do so by contacting Mrs Case who will pass your details on to the Chair of the committee.

Fundraising is becoming an integral part of the work of the preschool and we would like to invite all families to join the Highfield Preschool Parent Teachers Committee. Highfield Preschool is very appreciative of their support.

Policy Statements for Highfield Preschool

All statements below refer to policies set out in the Highfield Preschool policy document which is available for examination at the Preschool. Please ask Mrs Case to see these if interested.

1. PARTNERSHIP WITH PARENTS & CARERS:

It is the policy of the Highfield Preschool to:

- (a) Inform parents and carers of the aims and objectives of the Preschool.
- (b) Show parents how these are implemented in the current practices.
- (c) Involve parents in the running of the Preschool and in the care and training of the children under the supervision of the Preschool leader.
- (d) Report children's progress to parents both formally through reports at consultation evenings and informally on a day to day basis as points of interest, encouragement or as concerns arise.

2. SPECIAL NEEDS:

It is the policy of the Highfield Preschool to help children and staff to work together for the full development of all children in the context of the Preschool's aims and requirements for Special Educational Needs & Disability Acts (SENDA) 2001 and the Equality Act 2010.

3. EQUAL OPPORTUNITIES:

It is our policy to make provisions for pupils and workers that will not cause disadvantage to anyone on the basis of sex, race or disability. In addition to providing equality of opportunities for pupils, it is also our aim to promote the principle of the equal validity of different cultures and backgrounds.

4. SAFEGUARDING AND CHILD PROTECTION POLICY:

Our aim is to care for the whole child while in our care and this means spiritually, mentally, physically and emotionally. This means that we provide a secure and safe environment during the day with sufficient structures to stimulate the child emotionally and mentally. Thus the physical and spiritual dimensions are cared for. In additions to this, we look for evidence that each child is secure emotionally and physically when not at school.

It is the policy of the Preschool to do all that is reasonable to prevent personal injury and damage to property and to protect everyone in so far as they come into contact with the School, its employees and equipment. We further aim to promote a healthy lifestyle and a high standard of hygiene and safety.

5. COMPLAINTS POLICY:

Our Preschool believes that the children and parents are entitled to expect courtesy and prompt careful attention to their needs and wishes. We welcome suggestions on how to improve our Preschool and will give prompt and serious attention to any concerns about the running of the Preschool. We aim to bring all concerns about the running of our Preschool to a satisfactory conclusion for all parties involved within 28 days. To achieve this we operate a procedure of five (5) stages.

In the event of a concern or complaint please contact the Manager of the Preschool on 01582 463308. The Preschool is monitored by OFSTED, the registration and inspection

body which ensures adherence to the National Standards for Day Care. Their contact details are on the Notice Board at the Preschool.

6. DISCIPLINE POLICY

The Preschool environment is one which endeavours to reflect the love of God, not just in word but in deed. It is important for children to experience God's love through people, to feel accepted, valued and secure. We believe that encouragement and positive response to children are very important as is correction when needed. At this stage of development young children need boundaries to help to give them security. One of the ways we can create this is to set limits, having certain expectations of their behaviour. Our commitment is to "Train up a child in the way he should go", as is stated in the Bible. As difficulties arise, we will talk to the child explaining the nature of the offence, making clear right and wrong, and guide them towards making right choices, apologising and asking and receiving forgiveness. Expectations we like to maintain in our Preschool include:

- * Respect for teachers and consideration towards one another
- * Honesty, obedience and co-operation

Parents will always be informed of any need to discipline.

Additional Policies

- Admissions policy
- Settling in policy
- Procedure for covering staff absences policy
- Employment or recruitment policy
- Lost child policy
- Sick child policy
- Student placement policy
- Record keeping policy
- Equipment and resource policy
- Outings policy
- Confidentiality policy
- Complaints policy

This is a list of some of our policies. All our policies are available for parents to read and are located in the foyer.

Highfield Preschool

Governing Board

Mr David Crook - Chair Person
Mr Clive Case - Principal of The King's School
Representative - Mrs Laura Mudd, YWAM

Manager

Mrs Sandra Case

Key workers and Assistants

LAMBS:

Mrs Nikki Zapico (Key Worker)
Mrs Sulene Sypkens (Assistant)

DOVES:

Mrs Minodora Fiicanu (Key Worker)
Mrs Sarah Green (Assistant)

LIONS:

Mrs Alison Cracknell (Key Worker)
Mrs Lara Ejiwunmi (Assistant)

SENCO

Mrs Debbie Clark

Bursar

Mrs Eleanor Taylor

Nursery Fees

We offer all three and four year olds the entitlement of 15 hours free early education for 38 weeks of the year. This applies until they reach compulsory school age (the term following their fifth birthday). We will have you fill in the forms here at the Preschool and will forward all the data to the County on our termly Headcount Form and they will pay the grants into the school directly. Any nursery hours your child does over and above the first 15 free hours will be invoiced for payment as set out below.

We also offer free early education places for 2 year olds who qualify for this. Please see Mrs Case to find out more.

We have tried to keep our fee structure as simple and as transparent as possible so that you know exactly what you will be expected to pay each month.

Session Fees:

Morning session - 9am to 12noon	£23.25
Morning session plus lunch - 9am to 1pm	£31.00
Afternoon session - 12pm to 3pm	£23.25
All day session - 9am to 3pm	£43.50
One-off lunch hour	£ 7.75
Late pick-up charge	£ 5.00 for every 5 minutes

Payment terms

- Nursery fees are invoiced and issued from The King's School office at the start of each term. For each term, fees should be paid in full by the end of the first week of September, January or April. Alternatively, fees may be paid monthly at the start of each month but be fully settled by 1st December, March or July termly if using this method. Fees are based on term time only dependent on the number of days in each term. No fees are charged during the Easter, summer or the Christmas and New Year breaks.
- If for any reason your child is unable to attend preschool, normal fees will however continue to apply. Extra lunch sessions should be arranged in advance. Should you choose an early withdrawal of your child from the preschool **two (2) months' notice** in writing to the Manager is requested, or payment in lieu of such notice will be required.
- **Payments** may be made by cheques payable to 'Highfield Preschool' or 'The King's School'; alternatively payments may be made by BACS to NatWest Account No. 48610240 and Sort Code 60 00 08, Reference:- Invoice Number and/or Family Surname.
- You are encouraged to settle your account on a timely basis. Failure to settle your account by the agreed dates will leave the Preschool no alternative but to withhold the place until the amount outstanding in any one term is paid in full. Late payment of fees, that is, payments received after the **1st December, 1st April or 1st July**, will incur a charge of £10.00 charge weekly.
- The use of Childcare Vouchers may offer you some savings if you are an eligible taxpayer and/or receiving child tax credit; please speak to the Bursar should you have any questions. Payments may either be by paper voucher or cleared funds from your chosen scheme service to the preschool bank account by the first day of the month.

PRIVACY NOTICE

Children in Early Years

Privacy Notice - Data Protection Act 1998

We -----**HIGHFIELD PRESCHOOL** ----- are the Data Controller for the purposes of the Data Protection Act. We collect information from you about you and your child and may receive information from any previous school or setting and the Learning Records Service. We hold this personal data and use it to:

- Support your teaching and learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care, and
- Assess how well your school/setting is doing.

This information includes your contact details, national curriculum assessment results, attendance information and personal characteristics such as your child's ethnic group, special educational needs and any relevant medical information. If you want to see a copy of the information we hold and share about you then please contact:

HIGHFIELD PRESCHOOL / MRS SANDRA CASE, HEAD TEACHER

We will not give information about you to anyone outside the school/setting without your consent unless the law and our rules allow us to. We are required by law to pass some of your information to the Local Authority (LA) and the Department for Education (DfE).

The **Local Authority** uses information about children for whom it provides services, to enable it to carry out specific functions for which it is responsible, such as the assessment of any special educational needs the child may have. It also uses the information to derive statistics to inform decisions on (for example) the funding of schools, and to assess the performance of schools and set targets for them. The statistics are used in such a way that individual children cannot be identified from them.

Primary Care Trusts (PCT) use information about pupils for research and statistical purposes, to monitor the performance of local health services and to evaluate and develop them. The statistics are used in such a way that individual pupils cannot be identified from them. Information on the height and weight of individual pupils may however be provided to the child and its parents and this will require the PCTs to maintain details of pupils' names for this purpose for a period designated by the Department of Health following the weighing and measuring process. PCTs may also provide individual schools and LAs with aggregate information on pupils' height and weight.

Further Information - If you wish to contact the LA for more information, or want to see a copy of the information we hold and share about your child then please contact:

Data Protection Team

Hertfordshire County Council
CHO150
County Hall
Hertford
SG13 8DQ

website: www.hertsdirect.org
email: data.protection@hertscc.gov.uk
helpline: 01992 588099
helpline: 01992 588099
fax: 01992 588117

If you require more information about how DfE store and use your information, then please go to the following websites:

<http://media.education.gov.uk/assets/files/doc/w/what%20the%20department%20does%20with%20data%20on%20pupils%20and%20children.doc>

<http://www.education.gov.uk/researchandstatistics/childrenandyoungpeople/a0064391/who-the-department-passes-pupil-data-to>

If you are unable to access these websites we can send you a copy of this information. Please contact the LA or DfE as follows:

- Public Communications Unit
Department for Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
- website: www.education.gov.uk
- email: <http://www.education.gov.uk/help/contactus>
- tel: 0370 000 2288

Leadership Safeguarding Statement

The Principal, Manager and Trustees recognise the importance of its ministry work with children in need of protection and its responsibility to protect everyone entrusted to our care.

The following statement was agreed by the Principal, Manager and Trustees. The school is committed to the safeguarding of children and ensuring their well-being.

Specifically:

- We recognise that we all have a responsibility to help prevent the physical, sexual, emotional abuse and neglect of its pupils and to report any such abuse that we discover or suspect.
- We believe every child should be valued, safe and happy. We want to make sure that children we have contact with know this and are empowered to tell us if they are suffering harm.
- All children and young people have the right to be treated with respect, to be listened to and to be protected from all forms of abuse.
- We recognise the personal dignity and rights of pupils, and staff, and will ensure all our policies and procedures reflect this.
- We undertake to exercise proper care in the appointment and selection of all those who will work with children.

We are committed to:

- Following the requirements for UK legislation in relation to safeguarding children and good practice recommendations.
- Respecting the rights of children as described in the UN Convention on the Rights of the Child.
- Implementing the requirements of legislation in regard to people with disabilities.
- Ensuring that workers adhere to the agreed procedures of our safeguarding policy.
- Keeping up to date with national and local developments relating to safeguarding.
- Following any local authority guidelines in relation to safeguarding children and adults in need of protection.
- Supporting the safeguarding co-ordinator/s in their work and in any action they may need to take in order to protect children/vulnerable adults.
- Ensuring that everyone agrees to abide by these recommendations and the guidelines established by this place of worship/organisation.
- Supporting parents and families
- Nurturing, protecting and safeguarding of children and young people
- Supporting, resourcing, training, monitoring and providing supervision to all those who undertake this work.
- Supporting all in the school affected by abuse.
- Adopting and following the 'Safe and Secure' safeguarding standards developed by the Churches' Child Protection Advisory Service.

We recognise:

- Children's Social Services (or equivalent) has lead responsibility for investigating all allegations or suspicions of abuse where there are concerns about a child. Adult Social Care (or equivalent) has lead responsibility for investigating all allegations or suspicions of abuse where there are concerns about a vulnerable adult.
- Where an allegation suggests that a criminal offence may have been committed then the police should be contacted as a matter of urgency.

- Where working outside of the UK, concerns will be reported to the appropriate agencies in the country in which we operate, and their procedures followed, and in addition we will report concerns to our agency's headquarters.
- Safeguarding is everyone's responsibility.

We will review this statement and our policy and procedures annually.

If you have any concerns for a child or vulnerable adult then speak to one of the following who have been approved as safeguarding co-ordinators for this place of worship/organisation.

 Mrs Sandra Case Head Teacher/Designated Child Safeguarding Person

 Mr Ashraf Farahat Safeguarding Trustee

 Mr Clive Case Principal, The King's School

A copy of the full policy and procedures is available from The King's School office.

A copy of our Safeguarding policy has been lodged with CCPAS.

Highfield Preschool

Signed: Original signed by: DAVID CROOK, Chair of Trustees



Highfield Preschool Application Form

This application is for: Start: _____ Finish: _____

Child's Details:

Child's surname: _____ First & other names: _____

Child's home address: _____

Post code: _____

Date of Birth: _____ Male/Female Position in family (i.e. youngest): _____

What is the main language spoken at home? _____

Preschool days required: Full days: Mon Tues Wed Thurs Fri
 Mornings: Mon Tues Wed Thurs Fri
 Mornings plus lunch: Mon Tues Wed Thurs Fri
 Afternoons: Mon Tues Wed Thurs Fri

Do you intend for your child to progress from this school to The King's School? _____

Should you wish your child to progress to The King's School please ring the school on 01582 767566

Parents' Contact Details:

	FATHER		MOTHER
Title:			
First Name:			
Surname:			
Address:			
Postcode:			
Home tel:			
Mobile:			
Work tel:			
Email:			

Parents' Personal Details:

	FATHER		MOTHER
Occupation:			
Employer:			
Address:			
Nationality:			
Does your child reside with you?	YES / NO		YES / NO
Do you have parental responsibility for this child?	YES / NO		YES / NO
Do you attend Church?	YES / NO		YES / NO
If so which church?			

This Application Form should be completed by the parents or guardian of the child being registered, and sent to the Manager, Highfield Preschool, YWAM Oval, Ambrose Lane, Harpenden, Hertfordshire, AL5 4BX.

There is a £50.00 non refundable application fee. This is waived in applications for 3 & 4 year olds who qualify for the 15 hours free schooling.

£50.00 included (for applicable applicants)

DECLARATION

We request that our child be registered as a prospective pupil of Highfield Preschool, Harpenden.

We understand that the terms and conditions of the Preschool may undergo reasonable changes from time to time as circumstances require and will apply in our dealings with the Preschool.

We understand that:

1. registration of our child as a prospective pupil does not secure our child a place at the Preschool but does ensure that our child will be considered for selection as a pupil at the Preschool;
2. the Preschool may process personal data about our child, including sensitive personal data such as medical details, for the purpose of administering its list of prospective pupils and administering its selection procedures, and we consent to the processing of our child's personal data (including sensitive personal data) for these purposes;
3. in the event that our child is offered a place at the Preschool, such an offer will be subject to the Preschool's terms and conditions for the provision of educational services, which will bind us in the event that we accept the place.

We understand that if we subsequently accept a firm offer of a place at Highfield Preschool and the place is not taken up after it has been accepted, one month's fees will be payable.

First Signature: Second Signature:

Print Name: Print Name:

Relationship to the Child: Relationship to the Child:

Date: Date:

FOR OFFICE USE ONLY:

CASH:	CHEQUE NAME AND NUMBER:	DATE RECEIVED:	INVOICE NUMBER:

Highfield Preschool, YWAM Oval, Ambrose Lane, Harpenden, Herts AL5 4BX Tel: 01582 463308

Email: info@highfieldpreschool.co.uk Website: www.HighfieldPreschool.co.uk

Proprietors: Kingdom Education Ltd., - Registered Company (No 1901401) and Registered Charity (No 291913) © 1995



Highfield Preschool Medical Form

Child's NHS number: _____

1. Does your child have any allergies or other medical problems? _____

2. Does your child have any special dietary needs? _____

3. Has your child been immunised against:

Diphtheria Whooping Cough Tetanus Polio Measles Mumps

4. Does your child have any special needs or disabilities? _____

5. Does your child need a health care plan? _____

6. Doctor's name: _____ Tel: _____

7. Health Visitor's name: _____ Tel: _____

Have you had a health visitor check? Yes No

If yes, when did it take place? _____

Please bring your child's most recent health visitor check within the first week of starting.

8. In case of an emergency, if we/I or our/my doctor cannot be reached, we/I give permission to Highfield Preschool to take our/my child to an emergency doctor and /or hospital.

Yes No

9. In case of an emergency where a parent/guardian cannot be reached, the following person may be contacted:

Name: _____ Relationship: _____

Home Tel: _____ Work Tel: _____

10. Please do not send your child to school if he/she is unwell and especially if they show any symptoms of: vomiting, high temperature, severe cold, diarrhoea, headache, or any known contagious disease. Please allow two clear days before returning your child to Preschool after absence due to illness.

11. We/I give permission for staff at Highfield Preschool to administer any basic First Aid.

Yes No

12. I/we give permission for my/our child to be taken by staff to the nearest A&E Unit to be examined, treated or admitted as necessary, on the understanding that I/we have been informed and are on our way to the hospital. Yes No

Signature of father/guardian: _____ Date: _____

Signature of mother/guardian: _____ Date: _____

Early Years Foundation Stage – Progress Check at Two Policy

The Early Years Foundation Stage (EYFS) requires that parents and carers must be supplied with a short written summary of their child's development in three prime learning and development areas of the EYFS: Personal, Social and Emotional Development, Physical Development and Communication and Language. This should be completed when the child is aged between 24-36 months.

The aims of the progress check are to:

- Review a child's development in the three prime areas of the EYFS.
- Share this information with parents at an agreed time to ensure they have a clear picture of their child's development.
- Enable the setting to understand the child's needs and plan activities and experiences to meet them in the setting.
- Enable parents to understand the child's needs and enhance development at home, with support from the setting.
- Note areas where the child is progressing well and identify any areas where progress is less than expected.
- Describe actions the setting intends to take to address any developmental concerns (including working with other professionals where appropriate).

The progress check will:

- Be completed by the Lamb teacher, who knows the child well and works directly with them in the settling. The Lamb teacher's assistant may provide evidence as well.
- Arise from the ongoing observational assessments carried out as part of everyday practice in the setting.
- Be based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently.
- Take account of the views and contributions of parents, and the child if appropriate.
- Take into account the views of other practitioners and, where relevant, other professionals working with the child.

The setting intends that the progress check will:

- Be clear and easy to read, avoiding unfamiliar jargon, acronyms or terminology (with interpretation and translation available where appropriate).
- Present a truthful yet sensitive reflection of what the child can do and their achievements to date.
- Identify areas where the child is progressing at a slower pace than expected.
- Recognise parents' in depth knowledge of their child by incorporating their observations and comments, and explain how their child's learning and development will be supported in the setting.

The EYFS requires that the progress check is carried out when a child is age two; this includes any child that starts at the setting between the ages of 24-36 months.

The Lamb teacher will agree with parents when is the best time to provide the check and the following factors will be considered before commencing:

- The setting will allow a settling in period for the child to enable their key person and other practitioners to build up good knowledge of the child's development, abilities and interests before completing the progress check. (Normally six to eight weeks).
- If a child has a period of ill health or a significant event in their family (e.g. family breakdown, bereavement or the arrival of sibling) it may be appropriate to delay the check.

- If a child has a period of absence or irregular attendance.
- Where possible, we will carry out the progress check in time for parents to share it with the health visitor at the two year old health and development review.
- If the child has already had the health visitor 2 year old check the setting is still required to carry out the EYFS 2 year old check.

Children attending more than one setting or changing settings

In the case of children who are attending more than one setting, the progress check will normally be carried out by the child’s key person at the setting where the child spends the greatest amount of time each week.

However, the setting carrying out the progress check will consider whether it would be helpful to get the views of other practitioners working with the child at the other setting or settings.

If a child moves between settings between 24 and 36 months, leaders and managers of the respective settings will agree which provider will complete the check. It will usually be the setting where the child has spent the most time to date.

Preparing the progress check for a child with identified disabilities or special educational need

If the progress check is for a child with an identified disability, medical need or special educational need, the setting will take into account if the child is already being supported by other professionals. Then the setting will agree with parents how the views and contributions of those professionals can be sought.

The focus will be on what the child can do, their unique and individual characteristics and their development to date, rather than describing their development in terms of their need or disability.

Information sharing

The setting will include in the child induction process the sharing of both the child’s health visitor contact details and the child’s red book.

The progress check is a statutory requirement of the EYFS. The setting will seek the consent of parents to share information from the check directly with relevant professionals.

Signed:..... Date:.....