

Mulberry Pre-School

2022 – 2023 Prospectus



At Mulberry Pre-School we aim to provide an inclusive and inspiring environment enabling our children to become independent, happy, and confident individuals, with a love of learning.



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Charity Registration No. 1062690
OFSTED Registration No. 511344



Mulberry Pre-School
Mulberry Road
Marchwood
SO40 4WB

Introduction

We are proud of the warm & caring environment that we provide for our children. Our dedicated and professional team provide a wide range of stimulating learning opportunities in a safe and inspiring environment, ensuring equal opportunities for all.

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

Aims and Objectives

- Provide a welcoming and caring environment for children and parents/carers
- Develop high standards of teaching & learning through a rich, varied and stimulating environment, enabling children to access a broad and multi-cultural education.
- Provide physical play opportunities for children to reach their full potential and promote healthy lifestyles.
- Encourage and develop children's self-esteem, confidence and independence, promoting lively, enquiring minds; equipping children with the necessary skills to enable them to move on to reception class as confident and motivated individuals.
- Provide equal opportunities for every child regardless of race, gender, or culture so that each child fulfils their potential.
- Provide appropriate levels of support, encouragement and challenge for all children to allow them to make the best possible progress.
- Fulfil the legal requirements of the Statutory Framework for the Revised Early Years Foundation Stage (2021).

We are committed to guiding and encouraging your child in achieving their full potential. We do this by providing a stimulating, secure, warm and caring atmosphere within which your child will learn and grow in confidence. We are able to offer an organised and well-planned indoor and outdoor environment that provides maximum opportunity for interactive learning through play, whatever the weather.

Our organisation

We are a parent committee charity run Pre-School and can provide spaces for 26 children each session (8 x 2 year olds and 18 x 3 / 4 year olds). Children are eligible to join us from the age of two years olds.

- We are a registered charity.

- We are registered with, and inspected by, Ofsted and were graded **Good** at our last inspection. <https://reports.ofsted.gov.uk/provider/16/511344>
- Our adult to child ratio is 1:4 for children under 3 years and 1:8 for 3-year-olds and older children.
- Each child is assigned a key person who charts the child's progress during the course of the year.
- We are a member of the Early Years Alliance

The management of our setting

Our setting is a charity and as such is managed by a volunteer management committee whose members are elected by the parents of the children who attend our setting. The elections take place at our Annual General Meeting. The committee make up the registered person with Ofsted and are responsible for:

- Managing our finances
- Employing and managing our staff
- Ensuring that we have, and work to, policies that help us to provide a high quality service
- Ensuring that we work in partnership with parents.

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

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 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 a safe environment.

Parents in Partnership



Mulberry Pre-School operates an open communication system in co-operation with parents/carers. Our partnership with you, will be used as a foundation on which we will continue to build on. Your child's existing skills and interests will provide a valuable basis for future learning. We provide a regular newsletter, hold parent consultations, display information on our

parent/carers notice board & share a variety of activity ideas for you to try out at home. We have a wealth of tools and advice to support you on subjects such as behaviour, healthy recipes, stages of play and information on helping your child to learn and develop through play-based activities.

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 your child's needs, interests, and progress with our staff.
- Contributing to the progress check at age 2.
- Getting involved in organised events such as outings, fundraisers and stay and play sessions.
- Taking part in events and informal discussions about the activities and curriculum provided by the setting.
- Joining the fundraising committee or becoming a member of the management committee.
- Coming into Pre-School as a volunteer.
- Supporting learning at home.

Staff

All our practitioners hold childcare qualifications and are paediatric first aid trained. Our staff undertake training in safeguarding and behaviour, as well as other training throughout the year to keep up-to date with Early Years practice, education and developments. We attend Hampshire County Council training and forums and as members of the Early Years Alliance have access to online courses.

All staff have had Disclosure & Barring Service check which is signed up to the Update Service and complete a range of training, on an on-going basis. All staff share in the belief that each child is a totally unique and special individual. Our aim is to nurture this individuality.

Keyperson

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. We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their child's well-being and their role as an active partner with the setting.



Parents/carers will be introduced to their child’s key Person when they join the Pre-School. We try to match the days the child is attending with the sessions worked by the staff member undertaking the role of Key Person. Each Key Person is paired with a “Co-Key” who takes on the role of the Key Person in their absence with the support of the other staff. It is part of the Key Person’s role to ensure that the “Co-key” and other staff are aware of their child’s needs.

All staff work with the children on a regular basis and form good relationships with them.

When a child joins the Pre-School an initial child baseline assessment is completed by the Key Person along with information gathered from the parent. This enables us to know and build on the child’s individual interests and strengths and if necessary, to plan and implement interventions.

The Key Person is responsible for developmental records and for sharing information on a regular basis with the child’s parents to keep those records up to date, reflecting the picture of the child in the setting and at home. The Key Person works with the parents to plan and deliver a personalised plan for the child’s well-being, care and learning. Parents are welcome to make an appointment at any convenient time to discuss their child’s progress with their Key Person or the Pre-School Manager. Any concerns can additionally be discussed with the Special Educational Needs Co-ordinator (Amie Davis). When children leave the Pre-School, a Record of Transfer Form will be completed by the child’s Key Person and discussed with parents and their comments sought. This will then be passed on to either their new setting or Infant school as an ongoing record of their achievements.

The staff that work at our setting are:

Simone Pattison	Manager Designated Safeguarding Lead Health and Safety Officer	B A Honours Degree in Early Years Safeguarding (Level 4) Paediatric First Aid, Food Hygiene.
Rachel Duncombe	Deputy Manager / Keyperson for Hedgehogs Deputy Safeguarding Lead Inclusion Officer	Foundation Degree (Level 4) Safeguarding (Level 4) Paediatric First Aid, Food Hygiene
Becky James	Lead Practitioner / Keyperson for Squirrels	Level 3 Safeguarding (Level 3) Paediatric First Aid, Food Hygiene



Amie Davis	SENCO / Keyperson for Foxes	Level 3 Safeguarding (Level 3) Paediatric First Aid, Food Hygiene
Debbie Bailey	Speech & Language Co-ordinator / Keyperson for Hedgehogs	Early Years Teacher Safeguarding (Level 3) Paediatric First Aid, Food Hygiene
Diane Lickley	Birth – 5 Co-ordinator / Keyperson for Foxes	Early Years Teacher Safeguarding (Level 3) Paediatric First Aid, Food Hygiene
Lisa Holmes	Keyperson for Squirrels	Level 3 Safeguarding (Level 3) Paediatric First Aid, Food Hygiene
Tracy Evans	Birth – 5 co-ordinator / Keyperson for Owls	Level 3 Safeguarding (Level 3) Paediatric First Aid, Food Hygiene
Izzy Lawes	Apprentice / Keyperson for Owls	Working towards Level 3 Safeguarding (Level 3) Paediatric First Aid, Food Hygiene
Caroline Passfield	Finance Administrator	Sage 50 Payroll Safeguarding (Level 3) First Aid (first response)
Jeni Browne	Lunch Club Assistant	Food Hygiene Safeguarding (Level 3)
Debbie Burke	Bank Staff	Level 3
Sallyanne Pearson	Bank Staff	Early Years Teacher Safeguarding (Level 3)

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
- Has the chance to join in 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



- Every child has a personal key person who makes sure they are making progress
- Is in a setting that sees parents as partners in helping each child to learn and develop
- Is in a setting in which parents help to shape the service it offers

What We Offer

We believe that children grow and develop best when they are having fun, increasing their confidence and excitement about the world around them. Through play, children enjoy high quality of care, building on prior learning and nurturing their social, emotional and physical wellbeing. You are your child's first educator and we encourage the closest communication between home and Pre-School. This partnership is vital in order to ensure the best outcomes for your child. The needs of the child will always be paramount.

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 Early Years Foundation Stage (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.

The Early Years Foundation Stage Curriculum and Areas of Learning and Development:

Our curriculum supports children to develop the knowledge, skills and understanding they need for the seven areas of learning:

Prime Areas

Communication and language

We aim to provide opportunities for this area of learning and development by encouraging the children to develop speaking and listening skills during both child initiated and adult led activities. Children learn best through activities and experiences that engage all the senses. They are provided with lots of opportunities to interact with others as they develop these skills, and a wide variety of resources are available to enable them to express their understanding including: music, dance, rhymes and songs, sharing books, modelling, mark making & drawing.



Personal, social and emotional development



We provide a nurturing environment encouraging children to show sensitivity to others needs and feelings and form positive relationships with adults and other children. We encourage children to participate and talk about their ideas and choose the resources they need for their chosen activities. Children are given opportunities to engage in both small and large group activities with others and their contributions valued. Through activities, conversation and practical example children learn acceptable ways to express their own feelings and to have respect for the feelings of others. They are supported in making, understanding, and following the Pre-School rules and in taking responsibility for themselves, the group and Pre-School property.

Physical development

We aim to provide opportunities for this area of learning and development by providing a variety of equipment and opportunities that allow children to gain confidence in the use and development of their own bodily skills. A high adult to child ratio enables children to safely create and meet physical challenges,



developing increasing skill and control in moving, climbing and balancing and introducing appropriate vocabulary. Children are also supported in the development of the fine motor skills required to use tools, including mark

making instruments, and to handle small objects with increasing control and precision. Snack time is used as an opportunity to promote children's social development and healthy eating, sitting in supervised small groups while enjoying food together.



Specific Areas

Literacy

Children have independent access to a wide range of books including fiction, non-fiction, brochures etc. Staff read daily in small groups and individually to the children. We encourage the children to become familiar with their names through self-registration, snack



time, and by providing every child with their own named peg for their possessions. Mark making equipment is available both inside & outside and children's attempts at mark making are praised and displayed. Pre-writing activities such as dancing using props, malleable materials, pegging, threading etc. enable the children to build the necessary fine motor skills to hold a pen or pencil.



Mathematics

Children are provided with the opportunities to become familiar with sorting, matching, ordering, sequencing and counting with the support of an adult if needed. Children are provided with and encouraged to use the vocabulary of mathematics, identifying objects by shape, position, volume and number. We use number rhymes, games, imaginative play and picture books to help children to become aware of number sequence and recognise and use numbers 0 to 10.



Understanding the world

Children are encouraged to talk about their home and family life and are assisted in exploring their environment and the wider community. Resources are available which explore cultural, racial, social and gender stereotypes and children are encouraged to tell each other what they have found out. A safe and stimulating environment and well- resourced garden allow children to explore and experiment with a range of natural and living things. This encourages exploration, experimentation, observation, problem solving, prediction, critical thinking, decision making and discussion. Children go on regular walks around the village, making observations and links to their



local community. A range of toys and equipment enables children to select and use technology for particular purposes developing their knowledge and understanding of technology.

Expressive arts and design

Children participate in and respond to music and stories, and there are many opportunities for imaginative role-play, both individually and as part of a group. Children are encouraged to express their ideas through

a wide range of construction materials experimenting with colour, design, form, and function. A well-resourced art area gives children the opportunity to self-select a wide variety of art and craft materials. This provides for open-ended exploration of colour, shape and texture and the development of skills in drawing, painting and collage.



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.



The characteristics of effective teaching and learning weave all seven areas of Learning. That's because

children in the early years are becoming more powerful learners and thinkers. These characteristics develop as they learn to do new things, acquire new skills, develop socially and emotionally, and become better communicators. The Development Matters Framework that we follow sets out the pathways of children's development in broad ages and stages. (*Development Matters 2020*)

Assessments

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we will ask 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 on to school.



Online Learning Journal

Observations and assessments on the children throughout their time with us are recorded on a secure on-line journal called Tapestry. Observations and assessments help us to know 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. Parents/carers are encouraged to add observations, family celebrations and days out onto their child's journal. This will then provide a holistic view of your child's development and learning as well as information about your child's interests and achievements. Together, we will then decide on how to help your child to move on to the next stage.

The progress check at age two

The Early Years Foundation Stage requires that we provide 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.

Equality & Diversity

All families are welcomed and valued & staff are aware of and respect differences in upbringing, religion and language. Racism is not tolerated in any form.

Positive images of people, male/female, from a range of ethnic and cultural groups, with/without disabilities are promoted throughout. Resources and activities are appropriate and adapted for the ages and stages of the individual child.

Children with English as an additional language will be provided with practical and relevant experiences to give meaningful opportunities for talking and interacting with others.

Special needs

The Pre-School welcomes all children and where necessary works with others to ensure specific needs are met. The Pre-School liaise with amongst others, local inclusion team, portage and speech and language therapists. Key Persons will talk to parents/carers if they have any concerns about a child's development so that we can decide together the best way forward. Similarly, parents can speak to staff in confidence if they have any concerns regarding their child's development.

Admission Information

We ask all new families to complete our registration form before a Pre-School place can be confirmed. For continuity of care, we recommend that children attend at least 2 sessions on separate days per week. Once a place has been confirmed, a non-refundable registration fee of **£35.00** is charged in advance of a child's start date. In return, you will receive a polo shirt and sweatshirt. We encourage all children to wear the Pre-School uniform. Additional uniform is available to order through Pre-School.

Session Times

We cater for children from 2 years up to children starting school. We are open Monday – Friday 8.00 am – 4.00 pm with various sessions during Hampshire



term time. If we have sufficient uptake, we will also open for holiday club during the first two weeks of the summer holidays. The Pre-School is also closed for up to 5 staff training days each year.

- The management reserves the right to decrease children’s sessions if we feel it is in the best interest of the child or to others. This action would only be taken in extreme circumstances. We will work closely with parents and any other outside agencies with the parent’s consent, to provide for every child’s individual needs within the setting.
- We require one month’s notice, in writing before a child is withdrawn from Pre-School. It is the responsibility of the parents to pay the fees during the notice period even if the child is withdrawn earlier.
- Changes to sessions can be requested by completing a ‘change of hours’ form. We will do our best to accommodate you.
- On occasions we can offer ad hoc sessions. Please speak to a member of management or send us an email if you require an ad hoc session and we will do our best to accommodate you.

Our current session are:

Half Days	Full Day
8.00 am – 12.00 pm	8.00 am – 3.00 pm
8.00 am – 1.00 pm	8.00 am – 3.30 pm
8.30 am – 12.00 pm	8.00 am – 4.00 pm
8.30 am – 1.00 pm	8.30 am – 3.00 pm
9.00 am – 12.00 pm	8.30 am – 3.30 pm
9.00 am – 1.00 pm	8.30 am – 4.00 pm
9.30 am – 1.00 pm	9.00 am – 3.00 pm
1.00 pm – 3.30 pm	9.00 am – 3.30 pm
1.00 pm – 4.00 pm	9.00 am – 4.00 pm
	9.30 am – 3.00 pm
	9.30 am – 3.30 pm
	9.30 am – 4.00 pm

Fees

Our current fees are £6.00 per hour. These are reviewed annually.

- Fees will need to be paid at least **one week in advance**. A termly invoice will be provided detailing your child’s sessions and the cost per week.
- Fees are regularly reviewed by the committee to stay in line with the rise of minimum wage and the rate of inflation.



- The running costs of the Pre-School remain constant even when children do not attend, therefore, all booked sessions are charged at the normal rate. There is no deduction of fees for family holidays or for non-attendance due to illness. We do ask that you keep us informed if your child is absent for any reason for safeguarding purposes and to enable us to keep other parents informed of any illnesses. A holiday form must be completed and given to the Pre-School Manager.

Late Payments

- Parents /carers will be informed by email that a payment has been missed.
- A £10.00 late payment charge will be applied if we do not receive payment after a reminder.
- Mulberry Pre-School reserve the right to refuse a child's place until the outstanding monies is paid.

Late collection fee

- Mulberry Pre-School reserves the right to invoice parents/carers if their child is collected late. The charge will commence 15 minutes after the agreed collection time at a rate of £5.00 for the first 15 minutes and £5 per minutes thereafter until the actual pick up time. This invoice will state the time and date it relates to.
- If you have an emergency and you are unable to collect your child at the agreed pick-up time, then please contact the Pre-School immediately.

Government Funding

15 and 30 hour funding from Hampshire County Council

Every child is eligible for government funding from the term following their third birthday. Once your child is eligible, we will give you a form to complete each term in order to make your child's claim for up to 15 hours funding per week during term time only, for a maximum of 38 weeks per year. **The maximum number of hours each child is allowed to claim is 570 hours per year.**

Each child's eligibility of 15 hours per week (**570 hours per year**) can be shared between Mulberry Pre-School and one other provider during the same day, however, you can have up to four providers in total. Their details must be detailed on the funding form. Once we have received the funding form, we will collate all the hours and liaise with any other providers before sending our claim to the local education authority.

Any hours over the entitlement will be charged at our usual hourly fee.

When your child is eligible to receive government funding

Child's 3rd birthday falls between:

1 st April – 31 st August	Eligible 1 st September (Autumn Term)
1 st September- 31 st December	Eligible from 1 st January (Spring Term)
1 st January – 31 st March	Eligible from 1 st April (Summer Term)

Extended Entitlement

Some children may be eligible for an extended entitlement of an additional 15 hours. Parents should check their eligibility and apply via www.childcarechoices.gov.uk. You will then need to provide the Pre-School with your 30 hour code and national insurance number. Your eligibility needs to be updated every 3 months by logging into your account and updating your employment status.

Any hours over the entitlement will be charged at our usual hourly fee.

Two - year-old funding

Mulberry Pre-School is registered for the 2-year-old funding scheme, which provides funding from the term following the child's 2nd birthday for eligible families. This scheme entitles the child to 15 hours per week during term time only, for a maximum of 38 weeks per year. **The maximum hours each child is allowed to claim is 570 hours per year.** If you meet the criteria to receive 2-year-old funding for your child and have been successful in your application, you will be given a unique reference number to enable us to submit a funding claim for your child. For further details and to check eligibility please visit www.childcarechoices.gov.uk

Any hours over the entitlement will be charged at our usual hourly fee.

Consumables Charge

The Government Early Years funding (15 hours universal and 15 additional hours) do not cover snacks or other consumables. You will therefore be charged at a rate of 60p per hour to cover these additional costs. Only children in receipt of 2-year-old funding or Early Years Pupil Premium will be exempt from this charge.

Snack Time

The setting makes snack time a social time where children sit in small groups with their peers. Our snack time also helps to develop children's independence,

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allowing them to choose and pour their own drinks (milk or water) and help prepare snack. Do tell us about your child's dietary needs and we will make sure that these are met

Water is available for the children to drink at all times during the day.

Starting at Pre-School

We know how important it is to choose the right Early Years setting for your child, therefore we encourage parents/carers, along with their child, to arrange a viewing of the setting. This gives you the opportunity to meet the staff, view the inside and outside environment and ask any questions that you may have. Viewings can be arranged by using our booking form on our website or by emailing or telephoning the Pre-School direct.

New starters and the first few days

Mulberry Pre-School is committed to ensuring children starting Pre-School for the first time or those moving to us for other reasons experience a smooth settling in process.

Home visits

A home visit will be arranged with you at a date and time that is convenient to you.

- We believe a home visit is important in building the initial relationship between both the Key Person and the child.
- The home visit enables staff from the Pre-School to see the child in their home environment.
- Home visits allows parents/carers to meet both the child's key Person and Co-Key.
- The home visit is an opportunity for the Key Person to interact with the child and for any questions to be answered.

Settling In Sessions

- We want your child to feel happy and secure at Pre-School. Therefore, we offer two shorter taster sessions where parents/carers and children can stay and play. During the second session, parents are encouraged to leave their child for a short period of time so that they can become familiar with the staff, their peers and routines. We do not charge for these sessions.
- We recognise that all children are individuals, therefore if two taster sessions are not enough for your child, the Key person will discuss an alternative settling-in plan with the parents/carers.

Daily Drop Off and Collection

Arriving at Pre-School

When children arrive at the gate, they will be greeted by their child's keyperson (or Co-Key in their absence) and taken into the setting. However, if parents/ carers prefer, they can settle their child into the Pre-School. Please let your child's Key Person know who will be collecting your child and anything else that they need to know.

Collecting your child

Punctuality in collecting your child is important to make them feel secure in the knowledge that you are coming back for them. This also helps ensure smooth handovers and is important in helping the Pre-School maintain staff ratios especially when staff have to leave, for example, to collect their own children.

You will be asked to record a password on the registration form before your child starts Pre-School. This must be kept confidential between you and the persons allocated to collect your child. The person collecting must be over the age of 16 years old. Please inform the Pre-School either when dropping off your child or by telephone if someone other than yourself or anyone who is authorised to do so on the registration form will be collecting your child. We will NOT let your child leave with anyone else if we have not received confirmation from you. We take our role safeguarding children seriously and there are no circumstances where we would not follow this procedure.

Uncollected child procedure

If a child has not been collected from Pre-school at their arranged time, the following procedure will be followed:

- After half an hour we will try and contact the parents or carers by telephone numbers provided. If this fails, we will try the emergency contacts shown on the child's registration forms. We will telephone all contact numbers every 10 minutes until contact is made. These calls will be logged on a full incident form.
- In the event of no contact being made after one hour has lapsed, we will contact the Local Children's Social care Team.
- Ofsted will be informed as it is convenient.
- Depending on the circumstances, additional charges will be applied to your child's account when late collection occurs.

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What to bring to Pre-School

Clothing

We love messy play and provide aprons for children to use, however we suggest that your child does not wear their best clothes to Pre-School and ask that you provide a least two spare sets of clothes for your child. A sweatshirt and polo shirt are given to your child during their settling in visit. Additional uniform is available to purchase from Pre-School.



Come rain or shine we encourage the children to take their learning outside. Children should be dressed appropriately for the weather e.g. a warm, waterproof coat, a woolly hat and wellies for colder days and a sun hat for the summer. Please ensure all clothing is clearly labelled with your child's name.

Nappies and toilet learning

Your child does not need to be out of nappies to attend Pre-School. We ask, where possible, for children to arrive at Pre-School in a clean nappy, and that you provide nappies, wipes and nappy bags. When the time is right for your child to learn how to use the toilet or potty then your child's Key Person will discuss this with you to ensure a consistent approach is taken both at home and at Pre-School. Please provide extra spare clothes for your child during this time.

Suncream

Children should arrive at the setting with suncream already applied. We will top up as required during the day.

Lunch

If your child is staying for lunch, we ask that you provide your child with a healthy packed lunch box. Due to allergies please do not put pack any products containing nuts. In line with our healthy eating policy, we also ask that you do not send in sweets or fizzy drinks. Water is provided at lunch. If your child prefers to eat warm food, then this can be brought in a thermos flask. We are unable to re-heat any food.

A Typical Day At Pre-School

The daily routine is flexible to suit the individual needs of the children. We have the door open as much as possible (except during lunchtime and quiet time) to encourage the children to free flow between indoor and outdoors. Nappy changing is normally completed at around 11.00 and 2.00 (or when required).

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8.00-9.00 Breakfast (consisting of cereal or toast) / free flow play

9.00 – 11.40 Free play (a balance of adult and child led activities) both indoors and outside

9.30 – 10.30 rolling snack supported by an adult. A carbohydrate (toast, crumpet, crackers etc) and fruit or vegetables are offered and a drink of milk or water. Children are encouraged to pour their own drinks.

11.40 Children are encouraged to tidy up before story time / song time.

11.45 – 12.00 Story time / song time

12.00 Home time for some of our children

12.00 – 12.30 Lunch time

12.30 – 1.00 Quiet carpet activities

1.00 – 2.40 free play (a balance of adult and child led activities)

2.00 Children are offered a cup of milk / water

2.40 – Children are encouraged to tidy up

2.45 – 3.00 Story time / Song time

3.00 Home time for some children

3.00 -3.30 Free play

3.30 Home time for some children

3.30 – 4.00 A snack of fruit / vegetable are offered to children

4.00 Home time

Water is available for the children to drink at all times during the day.

Medical

Illness

If a child is unwell, they should stay at home rather than being at Pre-School. If a child becomes unwell during the Pre-School day, their Parent/Carer will be contacted and asked to pick up their child as soon as possible. During this time the child will be cared for in a quiet, calm area with their Keyperson if this is possible.



- If a child has had sickness and diarrhoea, they should not return to Pre-School until they have been clear for at least 48 hours.
- It is vital that we follow the advice given to us by our registering authority and exclude specific contagious conditions e.g., chicken pox to protect other children in the Pre-School.
- If a contagious infection is identified in the Pre-School, parents will be informed to enable them to spot early signs of the illness.
- We will administer Calpol in exceptional circumstances such as a child having a high temperature. Parents/carers will always be contacted before Calpol is administered and parents/carers will be required to collect their child as soon as possible. A medical form stating the child's name, date of birth, date/time and dosage given and reason for administering the medication will need to be signed.
- The Pre-School has the right to refuse admission to a child who is unwell. This decision will be taken by a member of the management team.

Medication

Wherever possible, parents/carers should administer medicine. Should staff be required to administer medicine or medication we require a completed consent form signed by the parent /carer. For any specific requirements or a medication form please speak with your child's Keyperson (or Co-Key in their absence). The Pre-School must be informed if any medication has been given to a child prior to them arriving at the setting.

Health and Hygiene



The first five years of a child's life can greatly impress on future life choices and adult life. Children's wellbeing is at the core of what we do. Children take part in a wide range of physical activities, both inside and outside. Healthy eating is encouraged and learnt about during snack, lunch, and play. The sharing of snack time plays an important part in the social life of the Pre-School. We also grow

vegetables in our small allotment where the children help plant, water, harvest then try them.



The children are always encouraged with their independence and personal hygiene; for example: washing hands after going to the toilet before eating and not touching each other's food.

Allergies

Please ensure that you keep us updated with any allergies your child may have so that we can cater and care for them appropriately. Please ensure that any products brought into Pre-School do not contain nuts.

Existing Injuries

If your child has marks from an accident that occurred before they arrived at Pre-School please could you advise a member of staff so a existing injuries form can be completed.

First Aid



Safety of the children is of paramount importance. All our staff are paediatric first aid trained, and this is updated every three years in accordance with statutory requirements.

If your child has had an accident whilst at Pre-School, we will administer first aid if required, as per our policy. All accidents will be recorded on an accident form via the care section on tapestry; you will be required to read and sign at collection time. If someone else collects your child, the accident form will be emailed to the parent/carer. If your child has a minor tip or fall and no marks are visible, it will be recorded on our 'trips and bumps' form, which you will be asked to sign at collection time.

All head injuries, regardless how small will be recorded on an accident form and a copy will be emailed to you along with the NHS head injury advice sheet.

Safeguarding

Mulberry Pre-School 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.

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.

Our designated safeguarding lead is **Simone Pattison (Manager)**, and the deputy safeguarding lead is **Rachel Duncombe (Deputy Manager)**.

Safer recruitment

We follow the Ofsted safer recruitment guidelines for **all** staff employed by the Pre-School.

Complaints

We hope that you will not feel it is necessary but if you wish to make a complaint you must first discuss matters with your Child’s keyworker, or the Manager. If this does not resolve matters to your satisfaction, then you are asked to put your complaint in writing. There is a separate policy giving clear guidance on the procedure that can be found on our website.

Policies

Copies of the setting’s policies and procedures are available for you to see at the setting and our key policies are also on our website.

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 their parents.

The policies are reviewed annually, and staff and parents are welcome to take part. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community

Behaviour

The pre-school has a policy on behaviour. We aim to develop an atmosphere of respect for other people and property. Children will be helped to understand their emotions that certain behaviours are not acceptable or appropriate within the Pre-School because it is unsafe or unfriendly. Under no circumstances will a staff member smack or humiliate a child who has shown unacceptable behaviour. Instead, the child will be spoken to and helped to understand why their actions were unacceptable, along with encouragement for your child to self-regulate their own emotions and seek comfort from an adult when they are ready. All good behaviour shown by children will be praised and encouraged by the staff. A full copy of our policy is available from the Pre-School and on our website.

I am interested in sending my child to the Pre-school. What do I do next?

There is nothing like coming into the Pre-school to meet the staff and see how the session works. This will help you and your child decide if we are right for you, so please come in for a visit. If you need to know which sessions are currently available or if you would like to add your child's name to the waiting list, then please contact by telephone ; 02380 660354, email: mulberrypreschoolmarchwood@btconnect.com or use the booking form on our website: www.mulberrypreschoolmarchwood.com

We would like to thank you for taking the time to read our Prospectus and hope you have found the information useful.