

# **Maidstone YMCA**

## **Pre-School**

### **Prospectus**

**YMCA Sports Centre, Melrose Close, Maidstone ME15 6BD**

**Telephone: 01622 749404/01622 740889**

**Email: [preschool.admin@maidstoneymca.org.uk](mailto:preschool.admin@maidstoneymca.org.uk)**

**Manager: Mrs Anne Elliott**

**Lead Supervisor: Mrs Melanie Burnell**

**SENCO/Deputy Supervisor: Mrs Tracey Barker**

**Session Supervisor: Mrs Marie Collins/Mrs Donna Maxwell**





## Our Pre-School aims:

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

## As a member of Maidstone YMCA Pre-School, your child is:

- In a safe and stimulating environment
- Given generous care and attention, because of our high ration of adults to children
- Given the chance to join with other children and adults to live, play, work and learn together
- Helped to take forward their learning and development by being helped to build on what they already know and can do
- Paired with a personal Key Person who make sure your child makes satisfying progress and development
- In a pre-school in which parents help to shape the service it offers

## Service Provided by Maidstone YMCA Pre-School

- Open a minimum 36 weeks a year
- Closed during school holidays
- Open 5 days a week from 9.00am to 12 noon, 12 noon to 3.00pm and 3pm to 6pm subject to demand
- Offer sessional care
- Provide care and education for young children between the ages of 2 and 5

## The Curriculum provided by the YMCA Pre-School

### **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 parent helpers;
- 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;
- 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***

The provision for children's development and learning is guided by the Early Years Foundation Stage (DfE 2012). Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage.

[https://www.foundationyears.org.uk/files/2015/03/4Children\\_ParentsGuide\\_2015\\_WEB.pdf](https://www.foundationyears.org.uk/files/2015/03/4Children_ParentsGuide_2015_WEB.pdf)

### ***A Unique Child***

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

### ***Positive Relationships***

- Children learn to be strong and independent through positive relationships.

### ***Enabling Environments***

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

### ***Learning and Development***

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

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

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

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

#### ***Prime Areas***

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



### ***Specific Areas***

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

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

The *Development Matters* guidance sets out the likely stages of progress a child makes along their learning journey towards the Early Learning Goals. Our setting has regard to these matters when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

### ***Personal, social and emotional development***

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

### ***Physical development***

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

### ***Communication and language***

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

### ***Literacy***

- reading; and
- writing.

### ***Mathematics***

- numbers; and
- shape, space and measure.



### ***Understanding the world***

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

### ***Expressive arts and design***

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

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

### ***Learning through play***

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the Development Matters in the Early Years Foundation Stage guidance to plan and provide a range of play activities, which help children to make progress in each of the areas of learning and development. In some of these activities, children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities, information from 'Development Matters' the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

### ***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 Development Matters the Early Years Foundation Stage guidance as:

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

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



### **Assessment**

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

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

## **Records of achievement**

YMCA Pre-School keeps a record of achievement for each child. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

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

## **Working Together for your Children**

Maidstone YMCA Pre-School has a high ratio of adults to children in the setting. This helps us to:

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

## **Home Visits**

Before your child starts or anytime while they attend the Pre-school we may book a home visit, with the child's key person and another member of staff. This gives us the opportunity to get to know each other in a less formal environment and to build our relationships with you.



## The YMCA Pre-School Staff and Their Qualifications

<b>Name</b>	<b>Title</b>	<b>Qualification</b>
Mrs Anne Elliott	Manager & Designated Officer, Child Protection	NVQ Early Years & Childcare Level 3
Mrs Melanie Burnell	Lead Supervisor & Deputy Safeguarding Officer	NVQ Level 3 Diploma in Early Years & Childcare
Mrs Tracey Barker	Session Supervisor and Special Educational Needs Co-Ordinator	NNEB
Mrs Claire Tully	EY Co-ordinator/Admin	NVQ Early Years & Childcare, NVQ Level 2 and 3
Mrs Nicola Scorer	Practitioner/Behaviour lead	Early Years NVQ Level 2
Mrs Lorna Johnson	Practitioner	NVQ Level 2 and 3 in Early Years Care & Education
Mrs Ann Crayford	Practitioner	NVQ Level 2 in Early Years & Childcare
Mrs Katie Smith	Practitioner	NVQ Level 2 in Early Years & Childcare
Mrs Marie Beardwell	Practitioner/Evening Session Supervisor	Diploma Home based Childcare Level 3
Mrs Julie Barnes	Practitioner	NVQ level 3 Diploma Children's and Young Peoples Workforce
Mrs Gemma Clarke	Practitioner	Foundation Degree in teaching & Learning support
Mrs Catherine Constable	Pre-School Assistant	Cover and 1-2-1 support
Miss Amber Skene	Apprentice	Studying towards NVQ Level 2 Children's and Young Peoples workforce

## How Parents Take Part in Maidstone YMCA Pre-School

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

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

As a member of the Pre-School Learning Alliance, Maidstone YMCA Pre-School recognises parents as the first and most important educators of their children. All of the staff see themselves as co-workers with you in providing care and education for your child. There are many ways in which parents take part in making the pre-school a welcoming and stimulating place for children and parents. For example:-



- Exchanging knowledge about their children's needs, activities, interests and progress with the staff
- Helping at sessions
- Sharing their own special interests with the children
- Helping to provide, make and look after the equipment and materials used in the children's play activities
- Taking part in events and informal discussions about the activities and curriculum provided by the pre-school
- Joining in community activities in which the pre-school takes part in
- Building friendships with other parents in the pre-school

## The Parents Rota

Maidstone YMCA Pre-School has a rota in which you can sign if you would like to help out at any particular session or sessions. Helping at the session enables you to see what day to day life of the Maidstone YMCA Pre-School is like and to join in helping the children to get the best out of their activities.

## Joining In

Joining the rota is not the only means of taking part in the life of Maidstone YMCA Pre-School. You can offer to take part in a session by sharing your own interests and skills with the children. Parents have visited the pre-school to show: family pets, talk about interesting hobbies and to share the arrival of the new family members

Do feel free to arrange to drop into in the pre-school, if you would like to see it at work or to speak with a member of staff.

## Learning Opportunities for Adults

As well as gaining qualification in early years care and education, Maidstone YMCA Pre-School staff takes part in further training to help them to keep up-to date with thinking about early years care and education. Maidstone YMCA Pre-School also keeps itself up-to date with best practice in early years and education through the Pre-School Learning Alliance. From time to time the pre-school provides information regarding learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

## Pre-School Timetable and Routines

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

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;



- help children to gain from the social experience of being part of a group; and
- Provide children with opportunities to learn and help them to value learning.

## The Session

Maidstone YMCA Pre-School organises its session so that children can choose from and work at a range of activities and in do 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, physical development and their knowledge of the world around them. The children have the opportunity and are also encouraged to take part in outdoor child-chosen and adult-led activities as well as those provided in the indoor playrooms.

## Snacks

Maidstone YMCA Pre-School makes snack time a social time at which children and adults eat together. We plan the menus for snacks so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs on the attached application form and we will make sure that these are met. A voluntary contribution of £5 towards the cost of our snacks, is encouraged termly.

## Policies

Copies of the Maidstone YMCA Pre-School's policies are available on request, either by email or we can provide hard copies. Our pre-school policies help us to make sure that the service provided by Maidstone YMCA Pre-School is a high quality one and that being a member of the pre-school is an enjoyable and beneficial experience for each child and the parents. Maidstone YMCA Board of Management of the staff work together in the annual review of the policies. This review helps us to make sure that the policies are enabling the pre-school to provide a quality service for its members and the local community.

## Safeguarding children

YMCA 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 settings and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty. Copies of all our safeguarding policies including E-Safety are also available on request.



## Special Needs

As part of Maidstone YMCA Pre-School’s policy to make sure that, its provision meets the needs of each individual child. We take account of any special needs, which a child may have. The pre-school works to the requirements of the Special Educational Needs Code of Practice (updated Jan 2017) and promotes the Equality of opportunity of all children, as set out in our pre-school policies. Please see the Children’s & Families Information Services (CFIS) website for details of Our Local Offer.

Maidstone YMCA Pre-School’s Special Educational Needs Co-ordinator is **Tracey Barker**.

## Management of Maidstone YMCA Pre-School

Maidstone YMCA Pre-School is owned and governed by the Maidstone YMCA.

The YMCA Board of Management – manages the pre-school. Elections take place at the Maidstone YMCA Annual General Meeting, which is held yearly. The Management Board is responsible for:

- Management Maidstone YMCA Pre-School finances
  - Employing and managing the staff
  - Making sure that the pre-school has and works policies which help it to provide a high quality service
  - Making sure that the pre-school works in partnership with the children’s parents

## Fee Structure

### **Maidstone YMCA Pre-School Fees Structure** with effect from June 2019

At our Pre-school we believe in open communication with all parents/carers and staff and are therefore presenting this fees structure in order to ensure that everyone fully understands our charging. Our fee structure is fully inclusive of all drinks and snacks.

### **Fees**

Fees are payable monthly in advance, in accordance with the rates in force at the time. Fees are reviewed annually, in April of each year, or in event of any changes to the Kent Provider Agreement. Any changes to current rates will be advised in writing, at least one month in advance.

Full Day (9.00am to 3.00pm or 12.00pm to 6.00pm)	£32.00
Morning Session (9.00am to 12.00)	£16.00
Afternoon Session (12.00 to 3.00pm)	£16.00
Evening Session (3.00pm to 6.00pm)	£16.00
Breakfast Session – (8.30am to 9.00am)	£2.75 including breakfast



## Illness/Absence

No refund will be given in the event of a child's absence due to illness, holiday or any other reason.

## Closures

Should the pre-school/nursery be unable to open due to bad weather or any other unforeseen circumstances, parents will be refunded for a chargeable session or have it discounted from their next invoice. Should closure need to take place part way through a session, a refund will not be given in this instance.

## Late Pickup

Children must be collected promptly at the end of a session/day. Parents must ring the pre-school on 01622 740889 to let us know if they will be late collecting and give the reason. Should a parent fail to collect their child within 10 minutes of the session end, a late collection fee of £25.00 for up to the first 30 minutes will be charged, and a further £25.00 for every half hour thereafter. A warning will be given before the first charge is made.

## Late Payments

Fees are to be paid by the end of the month in which the invoice is issued. If you are experiencing financial hardship, please speak, in confidence, to the manager or pre-school administrator so that alternative payment arrangement can be made. If the payment is not made before the end of the term, an interest payment of £25 will be added to the next invoice. If without negotiation, fees are not settled, we are left with no alternative but to withdraw your child's place and if necessary take legal action to recover the amount owed. Children in receipt of Free Early Education will be unable to access any additional fee paying hours until outstanding fees are settled.

## Payment Methods

Invoices can be settled by cash, credit card or BACS payment (please ensure you include your child's name and Loose PS on the reference).

## Free Early Education (FEE) and Additional Fees

The following information details how your child can access their FEE hours at this Pre-school/Nursery. All children become eligible for FREE Early Education the term after they become 3. Some 2 year olds may also be eligible for funding. Parents/Carers are asked to check with the manager to find out if their child qualifies.

A child is eligible for Free Early Education at the start of the term after their second (if eligible), or third birthday in line with the department of education table below;



A CHILD BORN ON OR BETWEEN	WILL BECOME ELIGIBLE FOR A FREE PLACE FROM
1 <sup>ST</sup> April and 31 <sup>ST</sup> August	Start of Term 1, in September, following their 2 <sup>nd</sup> /3 <sup>rd</sup> birthday
1 <sup>st</sup> September and 31 <sup>st</sup> December	Start of term 3, in January, following their 2 <sup>nd</sup> /3 <sup>rd</sup> birthday
1 <sup>st</sup> January and 31 <sup>st</sup> March	Start of term 5, in April, following their 2 <sup>nd</sup> /3 <sup>rd</sup> birthday

## Early Years Pupil Premium

In addition to the FEE, your child may be entitled to the Early Years Pupil Premium If you meet certain criteria. Please ask the Manager for a letter giving full details if you think you may be eligible.

## Free Early Education and Childcare over 38 weeks

Each child will be funded up to 15 hours per week over a minimum of 3 days. Currently in Kent these 38 weeks are in line with Kent County Council school term dates. Each session is 3 hours long and you can run a maximum of 2 sessions consecutively in any one day. The breakfast session can be added onto this.

Subject to certain conditions, working parents can claim up to 30 hours FEE per week. Eligible 3 and 4 year olds will be funded for an additional 15 hours. The breakfast session can be included in these additional hours. The eligibility checker is available on [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk).

Children attending non-funded sessions in addition to their Free Early Education will be charged at our current rates as shown in the table on Page 1. You will be invoiced in the usual way showing how many free hours your child is receiving in that period and what the additional charges are. The additional 15 hours will be available to families where both parents are working (or the sole parent is working in a lone parent family), and where each parent earns, on average, a weekly minimum equivalent of 16 hours at national minimum wage or national living wage, and earns less than £100,000 per year. An eligible child can receive this entitlement from the academic period after their third birthday until they start reception class at school.

The additional 15 hours will be available to families where both parents are working (or the sole parent is working in a lone parent family), and where each parent earns, on average, a weekly minimum equivalent of 16 hours at national minimum wage or national living wage, and earns less than £100,000 per year. An eligible child can receive this entitlement from the academic period after their third birthday until they start reception class at school the additional 15 hours will be available to families where both parents are working (or the sole parent is working in a lone parent family), and where each parent earns, on average, a weekly minimum equivalent of 16 hours at national minimum wage or national living wage, and earns less than £100,000 per year. An eligible child can receive this entitlement from the academic period after their third birthday until they start reception class at school. The additional 15 hours will be available to families where both parents are working (or the sole parent is working in a lone parent family), and where each parent earns, on average, a weekly minimum equivalent of 16 hours at national minimum wage or national living wage, and earns less than £100,000 per year. An eligible child can receive this entitlement from the academic period after their third birthday until they start reception class at school.



## Admissions Policy

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

Procedures:

We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.

- We ensure that information about our setting is accessible, using simple plain English, in written and spoken form and, where appropriate, provided in different community languages and in other formats on request.
- We arrange our waiting list in birth order. In addition, our policy may take into account:
  - the age of the child, with priority given to children who are eligible for the funded entitlement – including eligible two year old children;
  - the length of time on the waiting list;
  - the vicinity of the home to the setting;
  - whether any siblings already attend the setting; and
  - the capacity of the setting to meet the individual needs of the child.
- We offer funded places in accordance with the Code of Practice and any local conditions in place at the time.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission (this may be across our evening sessions).
- Our setting and its practices are welcoming and make it clear that fathers, mothers, other relations and carers are all welcome.
- Our setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- We support children and/or parents with disabilities to take full part in all activities within our setting.
- We monitor the needs and background of children joining our setting on the Registration Form, to ensure that no accidental or unintentional discrimination is taking place.
- We share and widely promote our Valuing Diversity and Promoting Equality & Inclusion Policy.
- We consult with families about the opening times of our setting to ensure that we accommodate a broad range of families' needs.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn

## Free early year's childcare:

We offer 3 and 4-year-old children 570 hours of free childcare a year – which is broken down to 15 hours each week over 38 weeks of the year. Children are eligible from the term after the child's 3<sup>rd</sup> birthday.



We also offer places to children eligible to the Free for 2-year-old funding. Eligibility is dependent on income levels. In order to claim, you must be getting one of the following:

- Income Support
- Income-based Jobseeker's Allowance (JSA)
- Income-related Employment and Support Allowance (ESA)
- Support through part 6 of the Immigration and Asylum Act
- Child Tax Credit and/or Working Tax Credit and have an annual income under £16,190
- The guaranteed element of State Pension Credit
- The Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)
- Universal Credit

In addition, we offer places for children who are eligible for the 30 hours free childcare, subject to availability.

Eligibility is from the term after your child turns 3, provided the eligibility check has been carried out prior to this. To qualify: -

- Both parents must be working – or the sole parent is working in a lone parent family
- Each parent earns, on average, a weekly minimum equivalent to 16 hours at National Minimum Wage or National Living Wage
- Each parent must have an annual income of less than £100,000
- You live in England

## Eligibility rules for 30 hours free childcare:

- Eligibility is from the term after your child turns 3, provided the eligibility check has been carried out prior to this.
- Both parents must be working – or the sole parent is working in a lone parent family
- Each parent earns, on average, a weekly minimum equivalent to 16 hours at National Minimum Wage or National Living Wage
- Each parent must have an annual income of less than £100,000
- You live in England

## Administering Medicines Policy

We have a medication policy. Please ask for details if your child is on (regular) medication.

Starting at Maidstone YMCA Pre-School

### **The role of the key person and settling-in**

#### **Policy statement**

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. We are committed to the key person approach which benefits the child, the parents, the staff and the setting. It encourages secure relationships which



support children to thrive, give parents confidence and make the setting a happy place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

### **Procedures**

- We allocate a key person and a buddy before the child starts.
- The key person is responsible for:
  - Providing an induction for the family and for settling the child into our setting.
  - Completing relevant forms with parents, including consent forms.
  - Explaining our policies and procedures to parents with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty.
  - Offering unconditional regard for the child and being non-judgemental.
  - Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
  - Acting as the key contact for the parents.
  - Developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in [our/my] setting and at home.
  - Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
  - Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.

We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.

### *Settling-in*

- Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We offer a home visit by the person who will be the child's key person to ensure all relevant information about the child can be made known.
- We use taster session visits to explain and complete, with his/her parents, the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for some of the session during the first week, gradually taking time away from their child; increasing this time as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.

- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

#### *The progress check at age two*

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance *A Know How Guide: The EYFS progress check at age two*.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

## **9.0 Making a complaint Policy**

Our setting believes that 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 setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly, by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

### Procedures

All settings are required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request. A full procedure is set out in the Pre-school Learning Alliance publication *Complaint Investigation Record (2012)* which acts as the 'summary log' for this purpose.



## *Making a complaint*

### Stage 1

- Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her concerns with the setting leader.
- Most complaints should be resolved amicably and informally at this stage.

### Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the setting leader and the management team.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the Complaint Investigation Record; the form may be completed with the person in charge and signed by the parent.
- The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the setting leader may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, the setting leader or manager meets with the parent to discuss the outcome.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the Complaint Investigation Record.

### Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the setting leader and the chair, director or owner. The parent may have a friend or partner present if they prefer and the leader should have the support of the management team.
- An agreed written record of the discussion is made, as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaint Investigation Record.

## Stage 4

- If at the stage three meeting the parent and setting cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators. Maidstone YMCA Pre-schools are members of the PLA.
- The mediator keeps all discussions confidential. They can hold separate meetings with the setting personnel (setting leader and chair, director or owner) and the parent, if this is decided to be helpful.
- The mediator keeps an agreed written record of any meetings that are held and of any advice given.

## Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the setting leader and the chair, director or owner is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.
- If at any time parents feel their complaint is not being dealt with appropriately, they may contact Lynda Dale C.E.O of YMCA Maidstone – 01622 749404

### *The role of the Office for Standards in Education, Children's Services and Skills (Ofsted) and the Local Safeguarding Children Board*

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- The number to call Ofsted with regard to a complaint is: **0300 123 1231**
- These details are displayed on our setting's notice board.



- If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board.
- In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

## Clothing

Maidstone YMCA Pre-School encourages children to wear the preschool uniform consisting of purple polo shirts and sweatshirts with our logo on.

Maidstone YMCA Pre-School provides protective clothing for the children when they play with messy activities.

Maidstone YMC Pre-School encourages children to gain skills which help them to be independent and look after themselves. These include being encouraged to learn to become independent in toileting and hand washing, taking off and putting on outdoor clothes. Clothing which is easy for them to manage will help them to do this.

Outdoor Wear- Children should bring a pair of plimsolls or slippers for inside wear as well as outdoor shoes (wellingtons in wet weather)

Maidstone YMCA Pre-School hopes that you and your child enjoys being members of the pre-school and that you both find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas, views or questions.

### **Who Has Parental Responsibility?**

In England and Wales, if the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent.

This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. A father, has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:-

1. From 1st December 2003, by jointly registering the birth of a child with the mother
2. By a parental responsibility agreement with the mother
3. By a parental responsibility order, made by a court

Living with the mother, even for a long time, does not give a father parental responsibility and if the parents are not married, parental responsibility does not always pass to the natural father if the mother dies.



All parents (including adoptive parents) have a legal duty to financially support their child, whether they have parental responsibility or not.

For further information: <https://www.gov.uk/parental-rights-responsibilities>

**Privacy Notice for Maidstone YMCA Pre-School, Loose**

**YMCA Sports Centre**

**Melrose Close**

**Loose, Maidstone ME15 6BD**

This privacy notice explains what personal data (information) we hold about you and your child, how we collect, how we use and may share information about you. We are required to give you this information under data protection law.

We at Maidstone YMCA Pre-School collect, use and are responsible for certain personal information about you. When we do so, we are regulated under the General Data Protection Regulation, which applies across the European Union (including in the United Kingdom) and we are responsible as ‘controller’ of that personal information for the purposes of those laws. We are committed to ensuring that any personal data we hold about you and your child is protected in accordance with data protection laws and is used in line with your expectations. We are both data controllers and processors for the purpose of the GDPR Act 2018.

## What personal data do we collect & use?

**In the course of providing education and care, we collect the following personal information when you provide it to us:**

- Personal information (such as name, date of birth, gender, home address and postcode, phone numbers, emergency contact details, family details, health and medical needs, development needs and any special educational needs)
- Where applicable we will obtain child protection plans from social care and health care plans from health professionals.
- We will ask for information about who has parental responsibility for your child and any court orders pertaining to your child.
- Special category characteristics (such as special educational needs (SEN) information, relevant medical information, ethnicity, language, nationality, country of birth and free school meal eligibility)
- Parents/Carers Information (such as name, date of birth, National Insurance or unique taxpayer reference (UTR) if you are self-employed or National Asylum Support Service Number).
- Financial eligibility information (such as 30 hours codes). We may also collect information regarding benefits and family credits that you are in receipt of.
- Attendance information (such as sessions attended, number of absences and absence reasons)
- National curriculum assessment results

We also obtain personal information from other sources as follows:



- KCC, SEN agencies, Health Visitors, Social Services, Speech & Language therapists, shared settings and schools, Education Safeguarding Team.

## How we use your personal information

We use personal data/information about you and your child in order to provide childcare services and fulfil the contractual arrangement you have entered into. This includes using your data to:

- Check and calculate free entitlement
- Provide appropriate pastoral care and support services to children
- Provide funding
- Provide advice, support and guidance to the setting
- Enable financial and policy compliance checks of the setting
- Assess and improve the quality of our services
- Comply with the law regarding data sharing
- Safeguard children
- We use personal data about you and your child in order to provide contact you in case of an emergency
- to support your child's wellbeing and development
- to manage any special educational, health or medical needs of your child whilst at our setting
- to carry out regular assessment of your child's progress and to identify any areas of concern
- to maintain contact with you about your child's progress & respond to any questions you have
- to process your claim for up to 30 hours funded childcare (only where applicable)
- to keep you updated with information about our service

With your consent, we will also record your child's activities for their individual learning record on Tapestry. This may include photographs and videos. You will have the opportunity to withdraw your consent at any time, for images taken by confirming so in writing.

We have a legal obligation to process safeguarding related data about your child should we have concerns about their welfare. We also have a legal obligation to transfer records and certain information about your child to the school that your child will be attending (see *Transfer of Records* policy).

## How long do we retain your data?

We will hold financial information securely and retain it for 7 years, after which the information is archived or securely destroyed.



We will hold your personal information securely and retain it from the child /young person's date of birth until they reach the age of 25, after which the information is archived or securely destroyed.

We retain your child's personal data for up to 3 years after your child no longer uses our setting, or until our next Ofsted inspection after your child leaves our setting. Medication records and accident records are kept for longer according to legal requirements. Your child's learning and development records are maintained by us and handed to you when your child leaves or can be downloaded to your computer or saved on a memory stick for you to keep.

In some instances (child protection, or other support service referrals) we are obliged to keep your data for longer if it is necessary to comply with legal requirements (see our Children's and Provider Records policies).

## **Reasons we can collect and use your personal information**

We collect and use personal information to comply with our legal obligations under section 537A of the Education Act 1996, section 83 of the Children Act 1989, and to carry out tasks in the public interest. If we need to collect special category (sensitive) personal information, we rely upon reasons of substantial public interest (equality of opportunity or treatment).

## **Who we share your personal information with**

In order for us to deliver childcare services, we will also share your data as required with the following categories or recipients:-

- Department for Education (DfE) (statutory for early years funding and policy monitoring)
- Kent County Council Management Information & Finance (to provide funding)
- Other local authorities, or other early years settings, to resolve duplicate claims and funding queries
- Kent County Council teams working to improve outcomes for children and young people
- Commissioned providers of local authority services (such as education services)
- Local multi-agency forums which provide SEND advice, support and guidance (such as EY Local Inclusion Forum Team (EY LIFT))
- Schools that you attend after leaving us
- Partner organisations signed up to the Kent & Medway Information Sharing Agreement, where necessary, which may include Police, school nurses, doctors and mental health workers and Kent Community Health NHS Foundation Trust
- Contracted providers of services (such as external photographers and catering providers) where consent has been given
- Ofsted – during an inspection or following a complaint about our service



- our setting software management provider
- the Government's eligibility checker (where you claim 30 hours funded childcare)
- Any NHS/SEN department your child may be referred to

We will also share your data if:

- We are legally required to do so, for example, by law, by a court or the Charity Commission;
- to enforce or apply the terms and conditions of your contract with us;
- to protect your child and other children; for example by sharing information with social care or the police;
- it is necessary to protect our rights, property or safety
- We transfer the management of the setting, in which case we may disclose your personal data to the prospective buyer so they may continue the service in the same way.

We will never share your data with any other organisation to use for their own purposes

## **The National Pupil Database (NPD)**

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

The NPD is owned and managed by the DfE and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the DfE. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

The DfE may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The DfE has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and



- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

## Your rights with respect to your data

Under the GDPR you have rights which you can exercise free of charge which allow you to:

- Know what we are doing with your information and why we are doing it
- Ask to see what information we hold about you (Subject Access Request)
- Ask us to correct any mistakes in the information we hold about you
- Object to direct marketing
- Make a complaint to the Information Commissioners Office
- Withdraw consent (if applicable)

Depending on our reason for using your information, you may also be entitled to:

- Ask us to delete information we hold about you
- Have your information transferred electronically to yourself or to another organisation
- Object to decisions being made that significantly affect you
- Object to how we are using your information
- Stop us using your information in certain ways

We will always seek to comply with your request, however we may be required to hold or use your information to comply with legal duties. Please note: your request may delay or prevent us delivering a service to you.

For further information about your rights, including the circumstances in which they apply, see the guidance from the UK Information Commissioners Office (ICO) on individuals' rights under the General Data Protection Regulation.

If you would like to exercise a right, please contact our **Data Protection Officer: Rachel Harbord on 01622 749404.**

If you have continue to have concerns about the way your data is handled and remain dissatisfied after raising your concern with us, you have the right to complain to the Information Commissioner Office (ICO). The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or at <https://ico.org.uk/concerns/>

## How do we keep your personal information secure?

We protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused, or disclosed:

We have appropriate security measures in place to prevent personal information from being accidentally lost, or used or accessed in an unauthorised way. We limit access to your personal information to those who have a genuine business need to know it. Those processing your information will do so only in an authorised manner and are subject to a duty of confidentiality.

We also have procedures in place to deal with any suspected data security breach. We will notify you & any applicable regulator of a suspected data security breach where we are legally required to do so.

In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

YMCA Maidstone preschool keeps information about you on computer systems and also sometimes on paper. We hold your education records securely until you change school. Your records will then be transferred to your new school, after which they are safely destroyed.

There are strict controls on who can see your information. We will not share your data if you have advised us that you do not want it shared unless the law and our policies allow us or it is the only way we can make sure you stay safe and healthy or we are legally required to do so.

## Who to Contact and Where to go for Further Information

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact your setting's Manager

Please contact Alexa Kirsting-Woods to exercise any of your rights, or if you have a complaint about why your information has been collected, how it has been used or how long we have kept it for.

If you would like to get a copy of the information about you that KCC shares with the DfE or how they use your information, please contact the Information Resilience and Transparency Team at [data.protection@kent.gov.uk](mailto:data.protection@kent.gov.uk).

For more information about services for young children, please go to: <http://www.kent.gov.uk/education-and-children/childcare-and-pre-school> or the KCC website at [www.kent.gov.uk](http://www.kent.gov.uk)

The General Data Protection Regulation also gives you right to lodge a complaint with a supervisory authority. The supervisory authority in the UK is the Information Commissioner who may be contacted at <https://ico.org.uk/concerns> or telephone 03031 231113.

For further information visit <https://www.kent.gov.uk/about-the-council/about-the-website/privacy-statement>



For further information about how the Department for Education uses your information:

To find out more about the pupil information we share with the DfE, for the purpose of data collections, go to <https://www.gov.uk/guidance/early-years-census>

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

For more information about the DfE's data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

## **Changes to this notice**

We keep this notice under regular review. You will be notified of any changes where appropriate.



## What is Tapestry?

Tapestry is an online learning journal to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum, to build up a record of your child's experiences during their time with us. This system allows us to work with parents and carers to share information and record the children's play and learning in and outside of the classroom.

## What is Tapestry's website address?

<https://eylj.org/login/maidstone-ymca-pre-school/>

## How do Tapestry system work?

Tapestry provides each individual child with their own learning journal held online. Parents and carers are given their own log-in using their email and password (which is pre-set by us but can be changed by you to make it more secure). All our teachers are given secure pin log-in number. They can record and assess children linking to the EYFS curriculum, uploading photo or video media. Once saved and completed each observation is approved by the manager. An email is then automatically generated to parents/carers set up to that child's account and they are informed that an observation has been added so they can have a look and add any of their own comments to it.

## Who can access Tapestry?

As parents/carers you can access Tapestry by completing the permission slip with email address that you wish to link with the system.

## Can other relatives join in Tapestry?

Yes they can, if you wish to other people to the account please complete the additional person box on the permission form and they can be set up. Only those people who you have given permission to have a login and password will be able to see your child's journals.

## Where do I start?

Once you have given us an email address, we will set up an account for you.

- Go to [://eylj.org/login/maidstone-ymca-pre-school/](https://eylj.org/login/maidstone-ymca-pre-school/) on your computer.

If you have an **iPhone/iPad** please visit the iTunes store and download the Tapestry app from the Education section (search for Tapestry Mobile).

<https://itunes.apple.com/tr/app/tapestry-mobile-online-learning/id583394125?mt=8>

If you have an **Android/Tablet**, search for Tapestry learning journal app.

[https://play.google.com/store/apps/details?id=com.fsf.tapestrymobile&hl=en\\_GB](https://play.google.com/store/apps/details?id=com.fsf.tapestrymobile&hl=en_GB)

**Please complete the all about me file on tapestry as soon as possible and reply to observations and reports, the children love to see what parents have written.**



## Maidstone YMCA Pre-School Enrolment Form

<b>V:40</b> I wish to enrol my Child		Male/Female (Please circle)
Date of Birth	/ /	
Childs Nationality e.g English/Polish		
Childs Ethnicity e.g white/African/Pakistani	Childs Religion:	
Childs Country of birth		
Please state Morning, Afternoon or Evening required		
Any outside agencies involved with your child or your family	Yes/No	If yes, which
Attends another Setting	Yes/No	If yes name and contact details of setting:
I accept that I will pay monthly due before end of current invoiced month		
I accept that these fees are payable if my child is absent for any reason		
Cheques should be payable to Maidstone YMCA, by debit/credit card, standing order or Cash		
Signature of Parent/Guardian		
Print Name		
Mother/Guardian Name		
Mothers Nationality e.g English/Polish		
Ethnicity e.g white/African/Pakistani	Mothers Religion:	
Languages spoken		
Address		
Postcode		
Telephone Number	Home	
	Work	
	Mobile	
Email Address		
Father/Guardian Name		
Fathers Nationality e.g English/Polish		
Ethnicity e.g. White/African/Pakistani	Fathers Religion:	
Languages spoken		
Address		
Postcode		
Telephone	Home	
	Work	
	Mobile	
Email Address		



## Emergency Contact

People who you agree can remove (or give information regarding) your child if necessary from Pre-School when you are not located. **We will need alternative Contacts details from Parents overleaf.**

Do you have their permission to use them as a contact	Allowed to contact Yes/No
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### Emergency Contact Number One (not Parent)

Name		Telephone Number	
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Relationship to child		Allowed to collect Yes/No
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### Emergency Contact Number Two (Not Parent)

Name		Telephone Number	
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Relationship to child		Allowed to collect Yes/No
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If your child is leaving pre-school for a visit to another child's home and their parent/guardian will be collecting at the end of pre-school you will be required to enter this in the daily book and make sure the supervisor aware before you leave

Please provide a password to enable collect of your child

## Childs Information

Is your child Bi-lingual <small>(speaks more than one language)</small>	
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What languages are spoken at home	
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What Language is the first and/or predominantly used	
--	--

Birth History; premature, problems at birth	
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Any Special Needs	
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Are there any cultural celebrations you practice? What/When

Please add any other helpful or essential information, for example does your child suffer from any medical condition or allergy or anything that your child cannot eat for religion/family reasons.

## Immunisations

	Yes	No	Date (red book)
Diphtheria, Tetanus and Polio			
Whooping Cough x 3			
Measles, Mumps and Rubella (MMR)			
Meningitis			
Pre-school Booster			



## New Privacy Notice

I confirm I have read and understood the Maidstone YMCA privacy notice on Page 21 and I have shown a copy to my emergency contacts

Parent/Guardian  
Signature

Print Name

Date

## Doctors Details

Dr Name

Surgery Name

Address

Postcode

Telephone number

## Funding

I shall claim funding and will complete the funding declaration at the beginning of the terms September, January and April, please tick the box.

Subject to certain criteria (e.g. in receipt of income support) you may be eligible for:

Free for Two funding or the Early years pupil premium. If you think you are eligible please tick this box.

Further details about eligibility criteria can be obtained from the Manager or via [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)



## Sunscreen Policy

As part of the Welfare requirements of the Early Years Foundation Stage, the Maidstone YMCA Pre-School is expected to provide access to outdoor play as much as possible.

To keep children safe from the risk of sunburn, pre-school staff will apply sunscreen as required, unless the sunscreen disclaimer is signed. Pre-School uses children's high factor, usually SPF 30.

Parents may supply their own sunscreen if preferred, please mark the bottle clearly with the child's name, and indicate on the form below.

### Please tick one box only

Option One		Yes	No
I give my permission for staff of Maidstone YMCA Pre-School to apply sunscreen as required			
Option Two			
I give my permission for staff of Maidstone YMCA Pre-School to apply the sunscreen supplied by me to my child. This sunscreen will be clearly marked with my child's name. I understand that if I do not supply sunscreen my child may not be allowed outside if the staff consider them at risk of sunburn			
Option Three			
I do not give my permission for staff of Maidstone YMCA Pre-School to apply sunscreen to my child. I do not wish to supply my own sunscreen. I understand that this may result in my child not being allowed outside if the staff considers them at risk from sunburn.			
Option Four			
I will apply my child's sunscreen myself and do not wish for the preschool to add anymore			
Childs Name			
Parents / Guardian signature			
Print name		Date	

## Outing Permission

We also plan to take the children on nature walks and/or visits during the year. These walks/visits will be on pedestrian pavements/unmade country footpaths. Ratios will be followed to ensure the children's safety during the walks/visit.

To avoid us having to send out permission letters every time we plan a walk/visit, please complete this permission slip and return it to pre-school, where it will be kept with your child's enrolment records.

I DO

I DO NOT

Give permission for my child, to take part in supervised walks/visits as outlined above.

Parent/Guardian signature	
Print Name	
Date	

If there is anything you need Maidstone YMCA Pre-School to know about your child which may affect their safety or comfort on these walks/visits, for example allergies to insect bites, hay-fever, fear of dogs etc. please detail below



## Consent Form: Photographic & Video Records

Children at Maidstone YMCA Pre-School take part in many different activities throughout the year, and we need to record these for our Ofsted inspections by taking photographs or videos. These shall only be used by us and will not be available to anyone else.

In order for us to obtain parental permission with respect to photographing and videos of your children, please completed the following information

I give permission for the Maidstone YMCA pre-School to take photographs or videos of my child to use, please confirm for which or all of the following

	Yes	No
As a pictorial diary for Ofsted inspections (Tapestry) on-line		-----
For display of photos in the Pre-School		
To promote the Pre-school on the Maidstone YMCA Website		
To promote the Pre-School, including in the media i.e. newspapers articles		
Parents/Guardian Signature		
Print Name		
Date		

## Consent Form: Face Painting

I give my permission for the staff at Maidstone YMCA pre-School to apply face paints to my child.

		Yes	No
Parent Signature			
Print Name		Date	

### Consent Form: Medical Treatment

				Yes	No
I give my permission for the staff at Maidstone YMCA pre-School to seek medical advice about my child should they feel it necessary.					
I give permission for my child to be hospitalised if necessary.					
I give permission for my child to be administered a general anaesthetic an emergency should arise.					
I give permission for a member of staff to administer a plaster if needed?					
Parent Signature					
Print Name			Date		

### Consent Form: Another area

I give permission for a member of the Pre-school staff to take my child into another area of the YMCA building for small group work or one to one activities.					
				Yes	No
Parent Signature					
Print Name			Date		

### Consent Form: To Apply a Plaster

I give permission for a member of the Pre-school staff to apply a plaster.					
				Yes	No
Parent Signature					
Print Name			Date		

## Professional Consultation

From time to time, we may need to consult other professionals, including your child's teacher during their transition to or from another setting/school. We will also need to work jointly with the key person of the other setting if we share care.

We will always feedback any information to you.

Please complete the form below to give your consent for this:-

- Portage
- TAC
- Salt
- Dietician
- GP
- Specialist Doctor
- Pre-school Practitioner
- Dentist
- Cardiologist
- Occupational Health
- OT
- Physio
- Paediatrician
- Orthotics
- Health Visitor
- Schools
- Social services
- Specialist Teacher
- Neurologist
- NHS Children's Care co-ordination team

I Do

I DO NOT  give permission for my child to access professional consultations

Parents/Guardian Signature			
Print Name		Date	

## Notes / Any information

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Dear Parents/carers

Thank you for submitting your email address enabling us to set up an online Learning Journey account for your child.

Tapestry is a GDPR compliant company using secure servers in the UK to store data, further information regarding the

security of tapestry is available, a copy will be added to the policies and procedures folder in the parent information box

or a copy can be emailed by request to the manager.

We will use Tapestry to record observations, comments and photos to show progress across the Early Years Foundation Stage, this will compliment other forms of observing and assessing already in place, you will be able to access your child's Learning Journey from a computer via <https://tapestryjournal.com> or by using the 'Tapestry' App on mobile devices, you will only be able to access this by using the log in details that will given to/completed by yourself online on receipt of the signed user agreement below, this will only give you access to your own child's Learning Journal, you will chose your own password/pin when you sign into your account, other family members can be given access on your request, the only people in pre-school with access to your child's Learning Journal will be the Managers/Supervisors, SENCO if required and your child's key person, who will be responsible for managing your child's Learning Journal. Staff will only be able to log in to their own key children's Learning Journal via a log in pin code/password on protected devices. A staff user Policy and agreement is in place and also covers the use of staff working on the Learning Journey's at home.

Many of the most meaningful photographs taken in pre-school show children interacting in group play or activities with peers, we therefore ask that these photos are for your own viewing and not shared publicly or uploaded onto any social media websites, this is in line with our 'Social Networking' and 'Mobile phone/camera' policies (both are available to view in pre-school, failing to up hold this request will result in suspending your child's online Learning Journey.

We hope that this system will prove to be a positive step in sharing information, as well as viewing our contributions, you will also be able to add comments, photos and video.

When you have completed the user agreement below you will be issued with a user guide and log in details.



Tapestry Online User Agreement

**Childs name:**

- I agree to Maidstone YMCA Pre-School using Tapestry to create an online learning journey for my child. **Yes / No**
- I agree to uphold the pre-schools request not to share or upload any photographs showing other children. **Yes / No**
- I agree to my child appearing in group photographs that may be included in other children’s Learning Journey’s.  
**Yes / No**
- I agree to keep my log in details secure.  
**Yes / No**
- I agree to my child’s key person working on their Learning Journey at home and in line with the Staff policy and user agreement.  
**Yes / No**

Please circle **Yes** or **No** for each statement. The manager will contact you to discuss the steps we will take to adhere to your wishes if you have selected ‘No’ to any of the statements.

**Parents name:**

**Signature:**

**Date:**

In order for us to set up an account for you, we require the following information as soon as possible. The account will be set up for you or you can do this online yourself via the email we have sent you.

Tapestry- Online Learning Journal

**Parent name:** \_\_\_\_\_

**Email:** \_\_\_\_\_

- **Log in address: <://eylj.org/login/maidstone-ymca-pre-school/>**

**If you would like to grant access for another relative to access your child’s online learning journal:**

**Relative’s name:** \_\_\_\_\_

**Relation to child:** \_\_\_\_\_

**Email:** \_\_\_\_\_



## Pre-School Guidelines

This document is to be read, understood and signed by parents/carers with children attending Maidstone YMCA Pre School, Loose. The following information is to be adhered to for the efficient and safe running of the pre-school and the safety of all children, staff and visitors within the setting.

- Mobile phones are to be switched to silent and placed in the allocated basket whilst you are in pre-school.
- Drive slowly in the car park
- If someone else is to be collecting your child please let us know in advance, providing us with a description of the person and a password.
- Please provide indoor shoes to be worn inside preschool.
- Pick up times are no later than 12:00 for the morning session, 15:00 for the afternoon session and 18.00 for the late afternoon session. Persistent lateness will be charged in accordance with our fee structure. Please remember that children who continually arrive late to pre-school are proven to be less developed than children who participate in the 'normal' day to day routine
- All fees are paid in advance with invoices being issued around the 1<sup>st</sup> of the month and are due no later than the 21<sup>st</sup> of the same month via Direct Debit, Cheque, Cash or childcare vouchers. Please ensure all voucher payments are set up for the 21<sup>st</sup>.
- Government funding is available from the term following your child's 3<sup>rd</sup> birthday. Funding for 2 year olds is available at our setting provided you meet the government criteria, more information is available should you qualify.
- Can you please inform us of any holidays or absences in advance. If it is a last minute decision please phone to tell us or send us an email.
- The pre-school is closed on bank holidays, public holidays and school holidays (see our term dates).
- If your child is ill please do not bring him/her to nursery. You can refer to our Sickness Policy for further information. If you are at all in any doubt then please ring or email the pre-school before coming.
- If your child has been unwell since their last visit to nursery it is your duty to inform your Key Person. Children should not return until they have been clear of stomach upsets for 48 hours.
- If your child has medication to take please complete the relevant forms with your Key Person upon dropping your child off at Pre School.
- If your child arrives at Pre School with an existing injury you are required to inform your child's Key Person of the injury and complete the relevant forms
- Please inform us if your child has any allergies and intolerances. It is the parent's responsibility to notify the pre-school of any changes to: personal/medical/dietary information



- Please provide suitable clothing and an extra set of clothing in case of miss-haps. In summer, hats and sun cream. We ask that your child does not wear open toe sandals, flip flops or crocs.
- In winter warm outdoor clothing, coats, hats, gloves. If Wellingtons are worn please could you send in another pair of shoes for indoor play. We go outside in all weathers so please don't send your child in the smartest clothing as they do get messy.
- Please name all clothing, lunch boxes, water bottles and bags as we will not be held responsible for the loss or damage of these articles.
- During your child's time with us we follow the EYFS and plan for the development and progress of your child. We record this information with observations and photographs which form part of your child's development file online with our Tapestry programme
- Parents evening will be held twice during the year, giving you a chance to discuss your child's development. However, should you wish to speak with anyone at any time then just ask.
- We operate an open door policy at Loose YMCA Pre School so if you have any concerns however big or small then please do call and make an appointment to see us
- Your child's Key Person is: \_\_\_\_\_ and the buddy is: \_\_\_\_\_
- We may suggest a home visit to you if we feel it would be in the best interests of your child.
- Our Child protection officers is Anne Elliott and Deputy, Mel Burnell. As carers for your children, we have a duty to report any incidents that we observe. If you have any issues please speak with the named officer. Further details on safeguarding children can be found in our safeguarding policy
- We foster a Healthy eating policy and therefore request that the packed lunches do not contain sweets, any chocolate products or no nuts or nut products. And no fizzy drinks.
- Staff are unable to offer babysitting services or become friends on social networking sites to families that attend Maidstone YMCA Pre School, Loose.
- Due to ratios and funded sessions we cannot swap or change sessions. We require at least 2 months' notice to formally change sessions. If you require extra sessions please enquire and we will try to accommodate you. You will be invoiced for these sessions.
- Please ensure you are polite and courteous at all times – remember you are a role model to the children!

Signed: \_\_\_\_\_ Parent/Carer \_\_\_\_\_ Child's name \_\_\_\_\_

Signed: \_\_\_\_\_ Manager \_\_\_\_\_ Date: \_\_\_\_\_

Please fill in the child's profile, just before your child is due to start you will also need to complete All about me on tapestry when registered please put as much information on the profile pages, as we use this in conjunction with their planning.

Thank you

Pre-School

# My Childs Profile



Childs Name \_\_\_\_\_ Childs D.O.B \_\_\_\_\_

- Who are the important people in your child's life?
- Does your child have any fears or phobias?
- Which foods does your child dislike?
- What is your child's toilet routine? Can they ask for help?
- Does your child have any special toys/comforters & are these needed if they get upset?
- What are their favourite toys/characters and interests?
- Does your child attend another nursery/child-minder or the YMCA Crèche? Please tick: YES NO
- If yes, please state contact details and which days? If Left date required \_\_\_\_\_
- Is there anything else you would like to share with us about your child? Premature/Full term/Sleeping Pattern/Family relationships
- Has your child had their 2yr old check or do you have a date for it? If so when?
- Have you ever used Tapestry at the previous setting?
- Do you live in a House, Bungalow, Chalet bungalow, Flat and if so, do you have access to using the stairs? Please state which \_\_\_\_\_
- Do you have a Garden or access to an outside play space for your child?  
Please state which \_\_\_\_\_