



Blackberry Lane Pre-School Prospectus & Parent Pack



Ofsted quotes ...

- ❖ The quality of teaching is outstanding
- ❖ Outcomes for children are outstanding with all children making exceptional progress
- ❖ Children make excellent use of the whole environment to develop and extend their learning
- ❖ Staff build excellent relationships with families and children during the settling-in period
- ❖ Children form exemplary relationships with the staff and other children
- ❖ They provide an abundance of fun activities and experiences to interest children

Our Privacy notice is attached. This details the information we collect from you, how we use / store it and who we share it with. Please read and sign that you understand the privacy notice before filling out any of our registration forms.



The Early Years Foundation Stage

As of September 2008, all providers who offer Early Years care have a statutory duty to follow the Early Years Foundation Stage curriculum (EYFS). In addition to the Statutory Requirements that ensure all children's welfare and safety is maintained, the EYFS consists of four overriding themes that we are always committed to.

These are;

A Unique Child	Positive Relationships	Enabling Environments	Learning and Developing
Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.	Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.	The environment plays a key role in supporting and extending children's development and learning.	Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

Within the newly revised EYFS (Sep 2012), the Prime and Specific Areas of Learning and Development and the Characteristics of Effective Learning are all interconnected.

Prime areas are fundamental, work together, and are moved through to support development in all other areas, they include:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society, they include:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



Characteristics of Effective Learning:

Playing and exploring - engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning - motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically-thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Working with parents

There is overwhelming evidence that children benefit when early years educators and parents work together (Excellence in Schools, 1997). Research has shown that 'young children achieve more and are happier when early years educators work together with parents and share ideas about how to support and extend children's learning' (Athey, 1990; Meade, 1995).

Induction:

We want children to feel welcome, stimulated and happy in the pre-school and to feel safe and comfortable with the staff. Our aim is to ensure that pre-school is a welcoming environment where all children can settle quickly and easily by catering for each child's individual needs and circumstances. Prior to your child's entry, you are offered a variety of information about the curriculum, organisation and routines which operate within the pre-school. Opportunities are provided for each child and their family to visit the pre-school before their start enabling your child to familiarise themselves with the setting. Parents are offered a one-to-one meeting with the staff as this enables us to talk to parents/carers and gather information about your child's needs. We can also build up a picture of your family - who are the significant people in your child's family; whether these people are with your children all the time; their names and how they are known to your child; the language of the home and any information about specific cultural requirements or practices which could affect your child; any information which helps the key persons to know, understand and support your family better.



Information is gathered from all parents with regard to their child's health - whether the child is generally well, or has any specific medical issues, special needs or disabilities; whether their health has been a concern in the past and how key persons can support the child; any current or ongoing health-related issues that will require professional support from the multi-agency team. We also talk to you about your child's development and learning - what you want at this time for your child; whether you have any concerns; what you can tell the staff about your child's current interests, their communication, their relationships, their emotional and social development, their physical development and what your child likes to do. All parents will receive an 'All about me' form which includes the above information and can be completed at the time of the meeting or at home. This will be transferred onto your child's electronic learning journey.

All children are allocated a primary key person; this will help your child to form a strong emotional attachment. The key person system also benefits parents/carers who might find it easier to share more intimate information or to ask for advice. The key person greets both you and your child individually and you have an opportunity to pass on information about home, new interests or concerns. Each child will also be allocated a secondary key person for days when the primary key person is unavailable.

Contact with parents:

The staff will maintain contact with you throughout your child's education whilst at the setting. Please bring your child to the setting at the agreed times where there will be opportunity for a daily exchange of information, either before or after the daily session. It is particularly important to talk to you during the settling in period. Parents are often concerned about leaving their child and need reassurance that they didn't spend all morning playing alone or that they tried their snack. If a child is distressed when separating from their parent/carer in the morning, a phone call home once they have settled can often put their mind at ease. The partnership is a two-way process and often if key persons share information with parents about their child in the pre-school environment, parents will begin to do the same regarding their home life. An event at home such as granny staying, or a new brother/sister will have an impact on the child's behaviour in some way and gaining that information helps us to prepare the child or support them appropriately. If you wish to speak to a member of staff in confidence, please arrange to see them as soon as possible and a private room or area can be accessed for the meeting.

Involving parents in their child's learning:

You will be kept informed about what your child is doing weekly through contact with the staff, regular newsletters and displays. Your child will also have their own personal on-line Learning Journey which records photos, observations and comments in line with the Early Years Foundation Stage. In addition to you being able to view your child's developmental



progress, you will be able to make comments and add observations of your own to help strengthen our parent partnership. The newsletter and displays will provide an overview of what activities have been on offer to your child, as well as any other general notices.

We operate an 'open door' policy which means you are welcome to come into the setting at any time to speak to any member of the staff. We welcome the contributions of parents and have a parent information board on display which may be used for parent's ideas and thoughts towards improving the pre-school.

Parent's consultations:

A termly formal appointment is offered to parents to discuss your child's progress. This is used as an opportunity to talk about some of your child's main achievements in the pre-school and talk to you about your child's next steps. At the end of the year the completed profile is shared with you and an end of year report which summarises your child's achievements is compiled. If applicable, this will also be shared with your preferred primary school.

Parent helpers:

Parents are often interested to find out what happens in the pre-school and are more than welcome to attend and help out. Any parents who wish to help should see the manager or Teresa in the office.

Meeting parents outside the pre-school:

The environment in which we work often brings us into contact with parents in our private lives. At times we can be placed in a difficult situation if a parent makes comment or questions us about life in school. Often parents are just looking for reassurance that their child is achieving and doing well in school. When faced with this situation it is important that we encourage parents to talk to us in the pre-school environment and if they wish to make an appointment to speak to the relevant members of staff. At the same time, if we are asking parents to respect our private lives, we need to do the same. If we come into contact with parents within the local environment, school issues should not be discussed.



Providing for Equality of Opportunity

Key persons have a responsibility to ensure positive attitudes to diversity and difference - not only so that every child is included and not disadvantaged but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society. At Blackberry Lane Pre-School we focus on each child's individual learning, development and care needs by:

- Valuing every child as an individual;
- Removing or helping to overcome barriers for children where these already exist;
- Being alert to the early signs of needs that could lead to later difficulties and responding quickly and appropriately, involving other agencies as necessary;
- Stretching and challenging all children.

We offer all children irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability, the opportunity to experience a challenging and enjoyable programme of learning and development.

We welcome the diversity of family life and work with all families. Meetings are arranged to ensure all families who may wish to be involved in the running of the pre-school and the information about these meetings is communicated in a variety of ways - written, verbal and in translation, to ensure all parents have information about access to such meetings.

Special Education Needs

There may be times where we have concerns about a child's development, and they are not making as much progress as we would expect. It is important for staff to talk to colleagues about this and monitor their concerns. This may take the form of making regular observations of the child. Activities will need to be individualised to meet the needs of all children.

If you have concerns about your child's development, we encourage you to seek the advice of the pre-school Manager and the pre-school's Special Education Needs Coordinating Officer (SENCO).

At times we will be required to work in conjunction with other outside agencies such as the Speech and Language representative or Educational Psychologist. We ensure that the correct details are passed on within the confines of confidentiality.



Meeting the children's needs in our care

It is our role at pre-school to ensure that we offer an environment that is welcoming, safe and stimulated and where all children can enjoy learning through play, to grow in confidence and to fulfil their potential.

The EYFS statutory framework states that practitioners have a responsibility for the following:

Safeguarding and promoting children's welfare

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

The provider must promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill.

Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular needs.

Recruiting suitable people

Providers must ensure that adults looking after children, or having unsupervised access to them, are suitable to do so.

Adults looking after children must have appropriate qualifications, training, skills and knowledge.

Staffing arrangements must be organised to ensure safety and to meet the needs of the children.

Ensuring environment and equipment are suitable

Outdoor and indoor spaces, furniture, equipment and toys must be safe and suitable for their purpose.

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

Maintaining relevant documentation

Providers must maintain records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the children.



Confidentiality

At pre-school we work closely, not just with the children, but their parents and this will sometimes bring members of staff in contact with confidential information. It is essential that no information about a child is shared outside of the pre-school. Staff and voluntary helpers (this includes students) will not discuss individual children and work in line with our confidentiality policy. If you have any questions about a child, please refer them to the Manager/Deputy Manager.

If you wish to talk to a member of staff in confidence, please let them know and they can ensure that you go to a private room. Any evidence relating to a child's personal safety will be kept in a confidential file and will not be shared within the group except the child's key person/manager, as necessary.

Sharing information

We have an Information Sharing Policy which is included in each parent pack for your information.

Staff ratios

The children in our care need supervision at all times, with the staffing arrangements organised to meet the children's needs. To meet this aim we use the following ratios: children aged two years of age; 1 adult to 4 children. Children aged three years - seven; 1 adult to 8 children. Ratio requirements should be met at all times, whether the children are using the outdoor or indoor learning environment.

Behaviour

It is important that the children are aware of our expectations within the pre-school. At the start of each year the children are given clear boundaries as to what is expected of them to keep them safe and happy. The children are involved in this discussion and all ideas are listened to, to ensure that all children feel valued. The children feel secure in knowing what they can and cannot do. Positive praise and sticker rewards are used in the pre-school.

Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent injury to the child, other children or an adult. Any occasion where physical intervention is used to manage a child's behaviour, the manager should be informed and the incident recorded.



Behaviour strategies:

Children learn from good role modelling from those around them. When children are excited, they often become loud and their play can often become boisterous. These are often the times we want them to be quiet and to listen. However, when children are excited, they are generally interested and motivated and therefore ready to learn.

Within the pre-school the staff have high but realistic expectations. This helps the children to believe that you have confidence in them, to 'have a go' and therefore raises their self esteem. The work produced by children is valued by putting it on display and therefore sharing it with parents, peers and other members of staff.

Gun play within the pre-school:

Although gun play will not be encouraged within the preschool environment, it is inevitable that some children will make guns out of the resources. Members of the staff are to explain to the children the dangers of the play guns but also point out to the children the correct and safe way to handle them. Just by telling the children they cannot have them will only heighten their enthusiasm and curiosity. A tactful discussion may help prevent any malicious and menacing behaviour and the child will learn that any weaponry needs to be handled carefully and safely, so as not to harm or scare any of their friends. If you, as a member of staff, do not feel comfortable to have this discussion with a child, then please seek another to do so.

A safe environment

Access to the pre-school:

The preschool is accessed through the main door of the building which is locked. The member of staff that answers the door must ensure any visitors sign the visitors' book on arrival and sign out when departing. They are to provide details of their nature of the visit and provide identification. It is essential that the door remains locked at all times.

Risk Assessment:

An annual Risk Assessment has been produced to identify possible hazards to children and staff both indoors and outdoors. It identifies aspects of the environment which need to be checked on a regular basis. It covers anything with which a child may come into contact. All members of staff are required to read this Risk Assessment. There is a daily Risk Assessment form to be completed each morning prior to the commencement of each day.



Hygiene:

We ensure that the environment, equipment and toys within the pre-school are clean. The daily cleaning is the responsibility of our cleaners and they are responsible for all areas inside the building. The toilet area is cleaned via a rota basis; however, it is the responsibility of all users to keep the area clean and hygienic. In the event of any spillage within the building a warning sign should be placed in the area to warn others, until the spillage has been cleaned.

Staff are responsible for ensuring that the toys and equipment are regularly cleaned. Tables should be wiped down before and after any snack time using the correct cleaning spray and a specific coloured cloth should be used for this purpose.

When preparing food, our staff ensure that all snacks are prepared following hygienic steps identified by the Local Education Authority and Food Hygiene Training regulations, and also ensure that the snacks provided promote healthy eating and a balanced diet. The children are provided with milk or water.

First Aid:

All members of staff are First Aid trained. A First Aid box is located in the kitchen cupboard and contains a full inventory. The designated First Aider is responsible for checking the first aid box regularly and replenishing stocks.

Accidents:

Minor cuts and grazes can be dealt with by all members of staff. More serious accidents, falls or head injuries should be dealt with by the First Aider. Serious cases will be reported to the manager. All accidents must be reported. These are currently filed in the accident book. It is crucial that the accident report is signed by the person who witnesses the accident as well as the child's parent/carer as soon as practicable. Parents will be informed by telephone in all cases of head injuries and also if they are not the people collecting the child on that specific day. Any injuries which occurred outside of the setting are to be recorded in the setting's Bump book by the parents on arrival at preschool.

Medical Needs:

On entry to the pre-school it is important that information is collected from you concerning your child's medical history. This should include information concerning allergies. All information provided by you will be treated confidentially and not shared with anyone outside of the preschool.



Illness:

If your child is unwell during their time in the setting, you will be informed and your child should be collected. Children with sickness and diarrhoea should not return to Pre-school within 48 hours. It is a requirement for parents to pass onto staff an emergency contact number of someone we can telephone should you not be able to be contacted. If a child is sick, please notify the office on 01983 298344.

Medicines:

Children with medical needs have the same rights of admission in pre-school as other children. Most children will at some time have a short-term medical need and in some circumstances, parents will require us to administer medication. This might include when a child is finishing the end of a course of antibiotics, medication for asthma or antihistamines. If you require us to administer medicine to your child, you will need to fill out a school medicine consent form. The form contains information regarding the treatment and dosage requirements. It is essential for you to have signed it. The medicine should be **prescribed** and sent into the pre-school in a clear plastic bag with the child's name on.

Please refer to the administering medication policy.

Allergies:

On entry to the pre-school you will be asked whether your child suffers with any allergies. Children with severe allergies will often require an Epi-pen in the pre-school. Parents are required to send 2 Epi-pens into pre-school and these should be stored in a clear container which is clearly labelled with the child's name. Members of staff have regular training on how to administer an Epi-pen. A list of all children with allergies will be shared with all staff members and will be clearly displayed.

In the event of fire:

In the event of a fire, the alarm is activated. Staff are responsible for the children within their care and their primary concern is for the children to be evacuated as quickly and calmly as possible.

Fire alarm procedure; once at the assembly point a head count will be conducted, followed by a name check. The manager will liaise with the head of the primary school and the fire service if applicable and she will issue instructions for the children to evacuate to a point of safety. In the event of a drill, the manager will inform staff when they can return inside the building.



Car Parking

As with most schools, parking is very limited around the pre-school. To ensure the safety of all children arriving and leaving the school premises, please be aware that Edinburgh Close is a **no parking zone** during the daytime. Cars parked on the pavement, in Edinburgh Close or in the turning circle near the school gates will be fined. Parking is available in the surrounding streets. We ask that you park considerately and respect the privacy of the people who live in the neighbourhood.

Parking within the School gates is also strictly forbidden, and **cars must not be brought into the School grounds at any time**. Families with additional needs can apply for a permit to access the car park from the Primary School.

Please help to keep our children safe.

The Management of Blackberry Lane Pre-school

The pre-school is a limited company run by a Board of Directors made up of parents of children at the pre-school and staff. Directors are elected each year at the Annual General Meeting, which is held annually. The Board of Directors is responsible for:

- managing the pre-school's finances;
- employing and managing the staff;
- making sure that the pre-school has - and works to - policies which help it to provide a high quality service; and
- Making sure that the pre-school works in partnership with the children's parents.

The Annual General Meeting is open to the parents of all the children who attend the pre-school and nursery. It is their opportunity to look back over the previous year's activities and shape the coming year's activities. Joining the Board of Directors is a great way to get involved with your child's pre-school, and to find out what goes on and have a say in how things are run. The Board of Directors meets roughly every six weeks during term time to discuss the running of the Pre-School including organising events such as the Summer and Christmas Fairs. We are always delighted to welcome new parents to the Board.

Fees and Contracts

Please see enclosed price list for our current rates for fees. Invoices are issued monthly in advance and payment is due immediately, see our fees policy on the registration form for more details. Fees must still be paid if children are absent for a short period of time, either through sickness or holiday. If your child needs to be absent over a long period of time, talk to the pre-school manager.



All 3-year olds are now eligible for government-funded grants for up to 15 hours per week for 38 weeks per year, to be used over a minimum of 3 days. From September 2017 eligible families can apply for a further 15 hours funding from the government allowing them to access up to 30 hours funding per week. Please see enclosed letter for more information.

Families can access the funding from the term after their child's third birthday, e.g. if your child turns 3 during the Autumn term, the funding can be accessed from the start of the Spring term (January). Any additional hours will be charged at the normal pre-school rate.

Some families may be eligible to apply for funding for 2-year olds. Please see the leaflet enclosed in the parent pack for more information. In addition, some families may be eligible for Early Years Pupil premium which is additional funding for early years settings to improve the education they provide for disadvantaged 3- and 4-year-olds. See letter included in the pack for more details.

Parents are required to sign a contract for both funded and parent-paid sessions attended by their child. Please note that if you request to change your child's sessions or wish to leave our setting a two-week notice period applies.

Clothing and Jewellery

The pre-school provides protective clothing for the children when they play with messy activities, but you may want to send them in clothes that you won't mind them getting 'messy' in! We do have our own logo printed T-Shirts and Sweatshirts which are available for you to order. Please get an order form from the office.

Please make sure your child wears sensible soft play shoes. Flip Flops and shoes with high heels are not suitable for their physical play times when they use the climbing frame and outdoor equipment.

We have a no jewellery policy. This is to ensure that injuries are not caused. Staff will remove items of jewellery at their discretion. We ask that children with pierced ears wear small studs.

The pre-school encourages children to gain the skills which help them to be independent and look after themselves. These include taking themselves to the toilet and taking off - and putting on - outdoor clothes. Clothing which is easy for them to manage will help them to do this.

If you would like to see a copy of any of our policies, they can be obtained on request from our administrator.

We hope that you and your family enjoy being members of the pre-school and that you find taking part in our activities interesting and stimulating. We are always ready and willing to talk with you about your ideas, views or questions.



Blackberry Lane Pre-School and Nursery Privacy Notice

Registered address:

Blackberry Lane Pre-School, Edinburgh Close, Cowes, Isle of Wight. PO31 8HF

Tel: 01983298344. Email: admin@blackberrylanepreschool.onmicrosoft.com

Introduction:

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. This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it.

What personal data do we collect?

We collect personal data about you and your child to provide care and learning that is tailored to meet your child's individual needs. We also collect information in order to verify your eligibility for free childcare as applicable.

Personal details that we collect about your child include:

- your child's name, date of birth, address, health and medical needs, development needs, and any special educational needs. We may also have photographs of your child.

Where applicable we will obtain child protection plans from social care and health care plans from health professionals.

We will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child.

Personal details that we collect about you include:

- your name, home and work address, phone numbers, email address, emergency contact details, and family details.

This information will be collected from you directly in the registration form.



If you apply for up to 30 hours free childcare, we will also collect:

- your national insurance number or unique taxpayer reference (UTR), if you're self-employed. We may also collect information regarding benefits and family credits that you are in receipt of.

Why we collect this information and the legal basis for handling your data:

We use personal data 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:

- 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 and respond to any questions you may have
- to process your claim for up to 30 hours free 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. 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).



Who we share your data with:

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

- Ofsted - during an inspection or following a complaint about our service
- banking services to process chip and pin and/or direct debit payments (as applicable)
- the Local Authority (where you claim up to 30 hours free childcare as applicable)
- the government's eligibility checker (as above)
- our insurance underwriter (if applicable)
- our setting software management provider i.e. Tapestry and Superfox
- the school that your child will be attending

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 or other's 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.

How do we protect your data?

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

Implementing our confidentiality policy.

Storing data in lockable filing cabinets or drawers in a secure office.

Using password protection on documents being sent via email.

Password protection on email and database software and on computer.



How long do we retain your data?

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. 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).

Automated decision-making:

We do not make any decisions about your child based solely on automated decision-making.

Your rights with respect to your data:

You have the right to:

- request access, amend or correct your data or your child's personal data
- request that we delete or stop processing your data/your child's personal data, for example where the data is no longer necessary for the purposes of processing; and
- request that we transfer your, and your child's personal data to another person.

If you wish to exercise any of these rights at any time or if you have any questions, comments or concerns about this privacy notice, or how we handle your data please contact us. If you 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 ico.org.uk/

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



Early Years Education Funding and Early Years Pupil Premium Information for parents 2019-20

What is Early Years Funding?

There are three strands of early years funding for 2, 3 and 4 year old children

- **2 year old entitlement** - some two year olds are entitled to a maximum of 570 hours funded early education per year. To find out if you are eligible, you will need the National Insurance Number, date of birth and surname of the person in receipt of the qualifying benefit. You can:
 - Apply online <https://www.cloudforedu.org.uk/oeve/iwight/>
- **Universal entitlement** - All three and four year olds are entitled to a maximum of 570 hours funded early education per year. Check the table below for the eligible dates of birth.
- **Extended entitlement** - Three and four year olds of working parents may be able to access an additional 570 hours funded early education per year if they meet certain criteria. For more information and to check eligibility, go to the website childcarechoices.gov.uk

If you are eligible for extended entitlement, you will be directed to the HMRC webpage to apply and will be issued with an 11 digit eligibility code which you must take to your early years provider. If you are a foster carer, you will apply through your social worker in the first instance.

The eligibility code will allow you to access an extended place where available. You can start to access the extended entitlement in the funding period after eligibility is confirmed. For example, a parent applies for and is awarded the extended entitlement in May. Your child is already claiming the universal offer, but you will not be able to claim the extended entitlement until September. Your childcare provider will check the validity of the code before you take up your place. You will be reminded every three months by HMRC to confirm that your details have not changed. You could lose your place if you do not reconfirm your circumstances in line with the HMRC advice or your job circumstances change and you no longer meet the criteria.

What is a funded place and when is my child eligible?

The funded place is up to 570 hours a year, taken as a maximum of 15 hours over 38 weeks or fewer hours per week for more weeks in the year. The entitlement is spread evenly over the year and a maximum is set each claim period.

The table below shows an example of how hours can be claimed for either universal or stretched.

	Term time only	Stretched
Summer 2019	180 (12 weeks x max 15 hours)	239.4 hours (21 weeks x max 11.4 hours)
Autumn 2019	210 (14 weeks x max 15 hours)	182.4 hours (16 weeks x max 11.4 hours)
Spring 2020	180 (12 weeks x max 15 hours)	148.2 hours (13 weeks x max 11.4 hours)
Total	38 weeks @ 15 hours = 570 hours	50 weeks @ 11.4 hours = 570 hours



Providers work in different ways and it is important that you check with them to see what their offer is. They must provide you with details of your entitlement, what hours they have available, and any charges you may incur for additional hours or meals. It may be that not all hours you have agreed to take up with your provider will be funded hours. Paid for hours outside of the funded hours are a private arrangement between you and the provider providing it does not affect your ability to take up their child's funded place.

The Universal and Extended hours cover and can be taken;

- between 6am and 8pm
- no minimum session length (subject to the requirements of registration on the Ofsted Early Years Register)
- no session longer than 10 hours per day
- a maximum of two sites in a single day

Table of eligibility dates

When is my child eligible?	A child born in the period	Becomes eligible from the claim period
Children become eligible from the claim period after they turn two or three through to the claim period they turn five.	1 Apr to 31 Aug	1 Sept to 31 Dec
	1 Sept to 31 Dec	1 Jan to 31 Mar
	1 Jan to 31 Mar	1 Apr to 31 Aug

How do I find a childcare provider?

It may be that one provider does not offer all of the hours that you need so you may use a mix of settings to take up the offer. Places are available at a range of early year's settings including day nurseries, pre-schools and childminders. Hours can be shared across multiple providers but no more than two sites a day.

If you need help to find a provider who offers Universal or Extended early years places, telephone the Family Information Zone (FIZ) on 01983 823349 or access their website at: www.iow.gov.uk/localoffer

What do I have to do to take up my funded place?

Your provider will support you to complete the Parent Declaration form. You must provide proof of your child's identity, address and date of birth (e.g. a short form birth certificate or NHS card) and agree when you will take up your funded hours. Your provider will not be able to claim funding for your place without this form. If you have signed a Parent Declaration form and either decide not to take up your place or to change provision partway through the term, you will need to discuss this change with your current provider. They will need to agree a change before you can be funded at another provision. You may need to pay the new provider until the following term.

What is Early Years Pupil Premium?

Early Years Pupil Premium (EYPP) is extra government funding for your childcare provider to support the educational outcomes for eligible children. Your provider will use the money in ways they think will support your child's learning and development and enhance their learning experience. For example by improving the teaching, learning, facilities and resources with the aim of impacting positively on your child's progress and development. They may combine the payments for several children, or work with other providers, in order to fund specific activities or training.



Is my child eligible for Early Years Pupil Premium?

Your child will be eligible if they are 3 or 4 years old, accessing a funded place and you meet qualifying criteria.

To find out if you are eligible, complete the Parent Declaration form from your childcare provider. Your information will be checked on a secure government benefits system and you will receive confirmation of eligibility telling you whether your child is entitled. If your child qualifies, a payment will be made direct to your childcare provider.

For more information on EYPP please go to;

www.iow.gov.uk/Residents/Schools-and-Learning/Early-Years-Service/Early-Years-Service-Information-for-Parents/Information-for-Parents

Once your child is entitled to EYPP, they will remain eligible until the end of their universal three and four year old entitlement of early education funding, regardless of any change in your circumstances.

Special Needs and Disability Funding

If your child is in receipt of Disability Living Allowance, your childcare provider may be able to obtain Disability Access Funding (DAF) to support the access of your child. Please speak to your childcare provider. Disability Access Funding is to support early years settings to make initial reasonable adjustments and to build the capacity of their setting to support disabled children.

Taking up a funded place with a childminder who is related:

My sister-in-law (aunt, uncle, any other in-laws or related persons) is a childminder. She childminds my son when I work. Can she claim funding for my child?

No. Government guidance published by the DfE clearly states that this is not permitted (page 40) gov.uk/government/uploads/system/uploads/attachment_data/file/596460/early_education_and_childcare_are_statutory_guidance_2018.pdf

Starting school:

My child is starting school on a part-time basis; may I claim a free place until they are in school full-time?

No. Once your child has started in Reception year at a school you are no longer entitled to access funding for their childcare no matter how many hours are being taken there. If, due to your family's circumstances, your child is eligible for Pupil Premium funding, this funding will also go to the school.

How do I complain?

Please follow the provider's complaints procedure in the first instance. If a complaint is not resolved through the provider's complaints procedure, the parent should contact the Early Years Advisory Team at eyat@iow.gov.uk



Blackberry Lane Website & Facebook Page:

We have a **website** at www.blackberrylanecowes.co.uk with information about the pre-school, as well as updates on the pre-school's news and events. Although we give regular news handouts, the website is a useful extra communication tool for updates, such as, closures due to snow.

We also have a **Facebook Group** for parents of children currently at Blackberry Lane. We hope this will help you to keep in touch with the latest pre-school & nursery news by checking the Facebook page and receiving updates via Facebook. Joining the Group is entirely voluntary, and all information is still given in the form of handouts. This is just another channel which will hopefully make it easier to remember what is on the handouts! It is also used to send out reminders for events, deadlines etc.

The Facebook Group is administered by the staff and directors of the pre-school. The page doesn't contain any photos or details of children posted by the administrators for privacy reasons.

However, if you join the group please be aware that the usual Facebook privacy and security guidelines apply.

Just to clarify:

- Joining the group does not mean that you automatically become Facebook Friends with other parents in the group - i.e. members of the group won't be able to see any of your Facebook posts which you have not already made public. (You should check your privacy settings if you are not clear which of your details are already public).
- However - other parents in the Blackberry Lane group will be able to see that you are also a member. If you have any privacy or security issues due to your employment or family circumstances, you may wish to consider these before joining the group.
- For privacy reasons, the Facebook Group is 'closed', i.e. each member has to be approved before joining. Only parents and immediate carers of children currently at the pre-school and nursery are accepted into the Group. When children leave the pre-school, parents will be removed from the group.
- You can choose to 'leave' the Group at any time.

To find the Group, type 'Blackberry Lane Pre-School (Cowes) Parents and Carers Group' into the Search box on Facebook. You can then request to join.

If you have any questions about the website or Facebook group, please call (or email) Teresa in the office on 01983 298344 or blackberrylane@btconnect.com.



Board of Directors Invitation:

Blackberry Lane Pre-School is managed overall by a Board of Directors comprising of volunteers from our parents and the local community. If our settings are to work to the minimum legal requirement as a charity and as a registered company, our Board of Directors must have a Chief Executive Officer, Director of Finance, a Director of Operations and at least two additional Directors. The roles of the Directors are supported by the administrator.

The Preschool is an independent setting; we lease our premises from Cowes Primary School. We are a Limited Company by guarantee, which means the directors are not liable for any financial liabilities.

The role of the Board of Directors is to manage the Preschool and Nursery and this includes:

- Managing the company finances;
- Employing and managing the staff;
- Making sure that the Pre School and Nursery has - and works to - policies which help us to provide a high quality service and we are operating in accordance with the standards set by Ofsted.
- Making sure that the Pre School and Nursery work in partnership with the children's parents.
- Fundraising activities and other assistance as required.

The Directors are usually elected each year at the Annual General Meeting.

Joining the Board of Directors is a great way to get involved with your child's setting, and to find out what goes on and have a say in how things are run. We are always delighted to welcome new members to help us.

The Directors meet once every half term to discuss the running of the settings and free childcare is provided by our staff for the duration of the meeting. It is very important that these places are filled and we would really appreciate your support.

Please contact Debbie if you can help us or you would like any further information.



Blackberry Lane Preschool & Nursery Price List (January 2020):

The following services are available at our settings:

Early Bird Start at 07:45am **or** 08:45am for £1.20

Daily Sessions (booked termly in advance): 0-2 years £4.80 per hour
2-3 years £4.40 per hour
3-4 years £4.00 per hour

Please note the **minimum** booking for a session is 3 hours.

Session **start times**: 08:00am, 09:00am, 10:00am, 12:00pm, 14:00pm, 15:00pm

Session **finish times**: 12:00pm, 14:00pm, 15:00pm, 16:00pm, 17:00pm, 18:00pm

We do not provide a 10:00am - 14:00pm session.

All day (08:00am - 18:00pm) sessional rates have a 5% discount.

Hot lunches are available by The Galley at Cowes Primary School for £2.00 each.

(Please order before 09:30am daily. Menus are available in the lobby)



Registration with Blackberry Lane:

Thank you for choosing our setting.

Now you have read our prospectus, privacy notice, funding information, website / facebook information, director's invitation and price list; please complete your registration with our pre-school by filling out the following forms and returning them to us (either in person or via email):

- Registration forms.
- Consent forms.
- All about me form.
- Tapestry / image consent form.
- Sessions request form.
- Uniform request sheet (if applicable).

The forms listed above are on our website under the 'Preschool Registration Forms' link.

Your child's place cannot be confirmed until the forms have been returned. Once you have returned the forms, you will receive confirmation of your child's registration and a date for your child to start with us can be confirmed.

If you wish to access the universal 15 hours funding, this will be applied for by Preschool. If your child is over the age of 3 and you wish to access 30 hour funding you will need to complete the application yourself on the website www.childcarechoices.gov.uk. This application must be made before the term start date, even if your child will be starting with us in the middle of the term. Please see the website for more details.

Please feel free to ask us any questions by contacting us on 01983 298344 or blackberrylane@btconnect.com.

We look forward to hearing from you soon.