



Blackberry Lane Pre-School



Prospectus & Parent Pack



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.

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

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments

The environment plays a key role in supporting and extending children's development and learning.

Learning and Developing

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 2021), 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.

Safeguarding Children, Sharing information and Privacy

We have policies on Safeguarding Children and Information Sharing, which are available to view on our website (www.blackberrylanecowes.co.uk) or you can request copies from the administrator. Our privacy notice can be found towards the end of this document.

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 5 children (when possible for best practice, we will aim to reduce this to 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. Further information about this funding can be found on <https://www.iow.gov.uk/Residents/Schools-and-Learning/Early-Years-Service> 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 visit www.childcarechoices.gov.uk 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 in receipt of benefits may be eligible to apply for funding for 2-year-olds. Please visit <https://www.iow.gov.uk/Residents/Schools-and-Learning/Early-Years-Service> for more information. The funding information is on the schools and learning tab, you will need to look at the early years education section. 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. Please visit <https://www.iow.gov.uk/Residents/Schools-and-Learning/Early-Years-Service> for more information.

From April 2024, working parents of 2-year-olds will be able to apply for 2 year funding. The funding will be accessible the term after your child turns 2 years old. Please find more information about this on www.childcarechoices.gov.uk. Applications must be made and the funding code received by the end of the term before the funding is required. See timings below.

Month child turns 2yrs old	Apply for funding by	Funding accessible from
1 September - 31 December	31 December	Term starting in January
1 January - 31 March	31 March	Term starting in April
1 April - 31 August	31 August	Term starting in September

The government also offer a Tax-Free childcare account which can be set up by parents and used to pay fees. For every £8.00 put into the account the Government will top it up with £2.00. Both parents need to be working for the equivalent of a minimum of 16 hours per week at the national minimum wage rate. There is more information about this on www.gov.uk/tax-free-childcare

We offer funding and parent paid sessions in set patterns and a list of these is included at the end of this document. 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.

Policies for the setting.

Our setting has a range of policies (listed below) which can be viewed on our website www.blackberrylanecowes.co.uk.

Policy and procedures implementation and review policy

0.0 Implementation and review procedure

01 Health and safety policy

01.01 Risk assessment

01.02 Group rooms, stair ways and corridors

01.03 Kitchen

01.04 Children's bathrooms/changing areas

01.05 Milk kitchen - Not applicable

01.06 Short trips, outings and excursions

01.07 Outdoors

01.08 Staff cloakrooms

01.09 Maintenance and repairs

01.10 Laundry area

01.11 Staff personal safety

01.12 Threats and abuse towards staff and volunteers

01.13 Entrances and approach to the building

01.14 Control of Substances Hazardous to Health (COSHH)

01.15 Manual handling

01.16 Festival (and other) decorations

01.17 Jewellery and hair accessories

01.18 Animals and pets

01.19 Face painting and mehndi

01.20 Notifiable incident, non-child protection

01.21 Terrorist threat/attack and lock-down

01.21a Lockdown procedure

01.22 Closed circuit television (CCTV) Not applicable

02 Fire safety policy

02.01 Fire safety

03 Food safety and nutrition policy

03.01 Food preparation, storage and purchase

03.02 Food for play and cooking activities

03.03 Milk and baby food preparation and storage

03.04 Menu planning and nutrition

03.05 Meeting dietary requirements

03.06 Breast feeding

04 Health policy

04.01 Accidents and emergency treatment

04.02 Administration of medicine

04.03 Life-saving medication and invasive treatments

04.04 Allergies and food intolerance

04.05 Poorly children

04.05a Managing a suspected case of coronavirus

04.05b Infection control

- 04.06 Oral health
- 04.07 Baby and child massage - not applicable
- 05 Promoting inclusion, equality and valuing diversity policy
- 05.01 Promoting inclusion, equality and valuing diversity
- 06 Safeguarding children, young people and vulnerable adults policy
- 06.01 Responding to safeguarding or child protection concerns
- 06.02 Low level concerns and allegations against staff, volunteers or agency staff
- 6.02a Whistle blowing
- 06.03 Visitor or intruder on the premises
- 06.04 Uncollected child
- 06.05 Missing child
- 06.06 Incapacitated parent
- 06.07 Death of a child on-site
- 06.08 Looked after children
- 06.09 E-safety
- 6.10 Key person supervision
- 07 Record keeping policy
- 07.01 Children's records and data protection
- 07.01a Privacy notice
- 07.02 Confidentiality, recording and sharing information
- 07.03 Client access to records
- 07.04 Transfer of records
- 07.05 Early learning journey
- 08 Staff, volunteers and students policy
- 08.01 Staff deployment
- 08.02 Deployment of volunteers and parent helpers
- 08.03 Student placement
- 08.04 Safer recruitment policy
- 08.05 Staff training and development
- 08.06 Induction of employees
- 09 Childcare practice policy
- 09.01 Waiting list and admissions
- 09.01a About our childcare - Preschool prospectus and Nursery prospectus
- 09.01b Waiting list information
- 09.01c Childcare and early education registration form
- 09.01d Childcare and early education terms and conditions
- 09.02 Absence
- 09.03 Prime times - The role of the key person
- 09.04 Prime times - Settling in and transitions
- 09.05 Establishing children's starting points
- 09.06 Prime times - Arrivals and departures
- 09.07 Prime times - Baby and toddler mealtimes
- 09.08 Prime times - Snack-times and mealtimes (older children)
- 09.09 Prime times - Intimate care and nappy changing
- 09.10 Prime times - Sleep and rest time
- 09.11 Managing separation anxiety in children under 2 years old

- 09.12 Promoting positive behaviour
- 09.13 Identification, assessment and support for children with SEND
 - 09.13a SEN Support: Initial record of concern form
 - 09.13b SEN Support: Action plan
- 09.14 Prime times - Transition to school
- 09.15 Progress check at age two
- 10 Working in partnership with parents and other agencies policy
 - 10.01 Working in partnership with parents and other agencies
 - 10.02 Complaints procedure for parents and service users
- 11 Payment of fees policy
- 12 No smoking policy

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: blackberrylane@btconnect.com

Introduction

Personal data is protected in accordance with data protection laws and used in line with your expectations. This privacy notice explains what personal data we collect, why we collect it, how we use it, the control you have over your personal data and the procedures we have in place to protect it.

When we refer to "we", "us" or "our", we mean Blackberry Lane Pre-School and Nursery.

What personal data we collect

We collect personal data about you and your child to provide care and learning tailored to meet your child's individual needs. Personal details that we obtain from you includes your child's: name, date of birth, address, and health, development and any special educational needs information. We will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child.

Personal data that we collect about you includes: your name, home and work address, phone numbers, email address, emergency contact details, and family details.

We will only with your consent collect your national Insurance number or unique taxpayer reference (UTR) where necessary if you are self-employed and where you apply for funded childcare or to apply for Pupil Premium funding on your behalf. We also collect information regarding benefits and family credits. Please note that if this information is not provided, then we cannot claim funding for your child.

We also process financial information when you pay your childcare fees. We may collect other data from you when you voluntarily contact us.

Where applicable we will obtain details of your child's social worker, child protection plans from social care, and health care plans from health professionals and other health agencies.

We may collect this information in a variety of ways. For example, data will be collected from you directly in the registration form and parent contracts; from identity documents; from correspondence with you; or from health and other professionals.

Why we collect personal data and the legal basis for handling your data

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

- to support your child's wellbeing and development
- to effectively manage any special education, health or medical needs of your child whilst at the setting
- to carry out regular assessment of your child's progress and to identify any areas of concern
- to maintain relevant contact about your child's wellbeing and development
- to contact you in the case of an emergency
- to process your claim for funded childcare, if applicable
- to enable us to respond to any questions you ask
- to keep you updated about information which forms part of your contract with us
- to notify you of service changes or issues
- to send you our newsletter which contains useful information for parents

With your consent, we would also like to:

- collect your child's ethnicity and religion data for monitoring purposes

- record your child's activities for their individual learning journal (this will often include photographs and videos of children during play)
- transfer your child's records to the receiving school when s/he transfers

If we wish to use any images of your child for training, publicity or marketing purposes we will seek your written consent for each image we wish to use. You are able to withdraw your consent at any time, for images being taken of your child and/or for the transfer of records to the receiving school, by confirming so in writing to the setting.

We have a legal obligation to process safeguarding related data about your child should we have concerns about her/his welfare.

Who we share your data with

As a registered childcare provider in order to deliver childcare services it is necessary for us to share data about you and/or your child with the following categories of recipients:

- Ofsted, when there has been a complaint about the childcare service or during an inspection
- banking services in order to process payments
- the local authority if you claim funded childcare
- the governments eligibility checker as above, if applicable
- our insurance underwriter, where applicable
- our setting software management providers i.e., EYMan and Tapestry

We will also share your data:

- if we are legally required to do so, for example, by a law enforcement agency, court
- 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 medical services, social services or the police
- if it is necessary to protect our rights, property or safety or to protect the rights, property or safety of others
- with the school that your child will be attending, when s/he transfers, if applicable
- if we transfer the management of the setting out or take over any other organisation or part of it, in which case we may disclose your personal data to the prospective seller or buyer so that they may continue using it in the same way

Our nursery management and communication software provider may be able to access your personal data when carrying out maintenance task and software updates on our behalf. However, we have a written agreement in place which place this company under a duty of confidentiality.

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

How do we protect your data?

We take the security of your personal data seriously. We have internal policies and strict controls in place to try to ensure that your data is not lost, accidentally destroyed, misused or disclosed and to prevent unauthorised access.

Where we engage third parties to process personal data on our behalf, they are under a duty of confidentiality and are obliged to implement appropriate technical and organisational measures to ensure the security of data.

Where do we store your data?

All data you provide to us is stored on secure computers or servers located within the UK or European Economic Area. We may also store paper records in locked filing cabinets.

Our third party data processors will also store your data on secure servers which may be situated inside or outside the European Economic Area. They may also store data in paper files.

How long do we retain your data?

We retain your data in line with our retention policy a summary is below:

- You and your child's data, including registers are retained 3 years after your child no longer uses the 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.
- Learning journeys are maintained by the setting and available at your request when your child leaves. Records are kept and archived in line with our data retention policy.
- In some cases (child protection or other support service referrals), we may need to keep your data longer, only if it is necessary in order to comply with legal requirements. We will only keep your data for as long as is necessary to fulfil the purposes it was collected for and in line with data protection laws.

Your rights with respect to your data

As a data subject, you have a number of rights. You can:

- request to access, amend or correct the personal data we hold about you and/or your child

- request that we delete or stop processing your and/or your child's personal data, for example where the data is no longer necessary for the purposes of processing or where you wish to withdraw consent
- 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 please contact the manager at the setting by email, telephone or when you attend the setting.

How to ask questions about this notice

If you have any questions, comments or concerns about any aspect of this notice or how we handle your data please contact the manager at the setting.

How to contact the Information Commissioner Office (ICO)

If the manager is not able to address your concern, please contact the CEO of the Board of Directors for our settings. Contact details can be obtained from the administrator.

If you are concerned about the way your data is handled and remain dissatisfied after raising your concern, 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 <https://ico.org.uk/>.

Changes to this notice

We keep this notice under regular review. Any changes to this notice will be shared with you so that you may be aware of how we use your data at all times.

Blackberry Lane Website & Facebook Page:

We have a **website** at www.blackberrylanecowes.co.uk with information about the pre-school and nursery, as well as updates on 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. All information will be sent out via newsletters, Tapestry or email. Our Fa 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) 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 (Company Secretary) 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. 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 (September 2023):

The parent paid sessions and prices available at our setting are listed in table 1 and the funding patterns are in table 2. Please note the **minimum** booking required per week for a parent paid session is one of the core sessions (i.e., Session C or D). The sessions can be made in combination to suit your requirement, e.g., if you require 8am to 3 pm you would use session B, C and D.

Late collection fee

In the event of late collection of your child, we will apply a late fee of £5.00 to your next invoice for every 15 minutes (or portion of 15 minutes) late.

Consumables charge

There is a charge of 25p per day for snack and any other items such as hot lunches, uniform etc. This charge will be invoiced (separately to the fees) at the beginning of each month.

Hot lunches are available to order daily by The Galley at Cowes Primary School for £2.30 each. (Please order before 09:30am daily. Menus are available in the lobby).

Table 1. Fee Prices and session times available for parent paid sessions

Session	Session times	0-2 Years	2-4 years
A	7.45am – 8am Early start	£3.00	£3.00
B	8am – 9am Breakfast club*	£6.50	£6.00
C	9am – 12pm Core hours	£19.50	£18.00
D	12pm – 3pm Core hours	£19.50	£18.00
E	3pm – 4pm Afterschool club*	£6.50	£6.00
F	3pm – 6pm Afterschool club*	£19.50	£18.00
G	4pm – 6pm Afterschool club*	£13.00	£12.00
H	8am – 6pm Discounted by 5%	£61.75	£57.00

* Session B can only be booked before core hours session C and sessions E, F, G and H after core hours session D. Any sessions can be booked with the appropriate funding pattern.

Table 2. Funding patterns available

2 Year funded sessions – 12 hours per week stretched over 47 weeks	
Pattern 1	1 x 9am-3pm + 2 x 9am-12pm = 12 hours
Pattern 2	1 x 9am-3pm + 2 x 12pm-3pm = 12 hours
Pattern 3	2 x 9am-3pm = 12 hours
Pattern 4	4 x 9am-12pm = 12 hours
Pattern 5	4 x 12pm-3pm = 12 hours
2 Year funded sessions – Term Time, 15 hours per week	
Pattern 6	2 x 9am-3pm + 1 x 9am-12pm = 15 hours
Pattern 7	2 x 9am-3pm + 1 x 12pm-3pm = 15 hours
Pattern 8	5 x 9am-12pm = 15 hours
Pattern 9	5 x 12pm-3pm = 15 hours
15 hours funded sessions – 12 hours per week stretched over 47 weeks	
Pattern 10	2 x 9am-3pm = 12 hours
Pattern 11	3 x 8am-12pm = 12 hours
Pattern 12	3 x 12pm-4pm = 12 hours
Pattern 13	4 x 9am-12pm = 12 hours
Pattern 14	4 x 12pm-3pm = 12 hours

15 hours funded sessions – Term Time, 15 hours per week	
Pattern 15	2 x 9am-3pm + 1 x 9am-12pm = 15 hours
Pattern 16	2 x 9am-3pm + 1 x 12pm-3pm = 15 hours
Pattern 17	5 x 9am-12pm = 15 hours
Pattern 18	5 x 12pm-3pm = 15 hours
30 hours funded sessions – 24 hours per week stretched over 47 weeks	
Pattern 19	2 x 8am-6pm + 1 x 8am-12pm = 24 hours
Pattern 20	2 x 8am-6pm + 1 x 12pm-4pm = 24 hours
Pattern 21	3 x 8am-4pm = 24 hours
Pattern 22	4 x 9am-3pm = 24 hours
30 hours funded sessions – Term time, 30 hours per week	
Pattern 23	3 x 8am-6pm
Pattern 24	4 x 8.30am-4pm
Pattern 25	5 x 9am-3pm
<i>All patterns are subject to availability. Any combinations of parent paid sessions can be booked and paid for in addition to your funded hours.</i>	

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 and consent for EYman account.
- Sessions request form.
- Terms and conditions.
- Uniform request sheet (if applicable).

The forms listed above are available by emailing blackberrylane@btconnect.com if you haven't already been given them.

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 arranged.

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.

If you are working parents and wish to apply for the 2 year funding please make your application via the website www.childcarechoices.gov.uk

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.