



# Little Crickets Pre-School

Registered Company: 5353906  
Owner: Mrs R. McLaggan

## LITTLE CRICKETS PRE-SCHOOL PROSPECTUS

Little Crickets is situated at the bottom of Welland Road, in Tonbridge Cricket Club.. We are registered with and inspected by OFSTED. We are registered to provide places under the Early Years Education Grant. We are privately owned but have an active "Friends" Group who help with events taking place at the Pre-School.

### Opening Times

We are open during term and plan our dates to fit in the with local Primary Schools. We are open five mornings until 1pm at present.

### **Monday to Friday**

Morning sessions 9am – 12pm

Lunch\* 12pm – 1pm

Afternoon sessions 1pm – 3pm

\*children staying for lunch are asked to bring their own packed lunch

Morning Session	£3.60 per hour
Lunch*	£3.40 per hour

We aim to be as flexible as possible. The fees are non-refundable for holidays and illness. The fees are payable at the beginning of each month or can be paid at the beginning of each term. Extra sessions may be available if requested, subject to availability.

Little Crickets takes children from the age of 2 years until the term before they begin reception class.

### Our setting aims to:

- provide high quality care and education for children primarily below statutory school age;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of its local community; and
- offer children and their parents a service that promotes equality and values diversity.

## **Policies**

All our policies are designed to offer the best possible experience for children and families in the Pre-School. Our policies are reviewed on a regular basis and suggestions are always welcomed from parents. Policies are available for parents to read at any time.

## **Pre-School Staff**

We have a committed team of qualified and experienced staff and our ratio of adults to children conforms to the regulations laid down by OFSTED. We consider it important that all staff have the opportunity to up-date their training and keep informed of the changes in policy and practice in childcare and education and have a programme of staff training both locally and nationally.

## **Special Needs**

The number of adults present in the Pre-School is one adult to four children aged 2 years and one adult to eight children aged 3-5 years; this enables us to provide individual attention for each child.

Each child is able to progress at his/her pace in all areas of development and this is true for children with and without disabilities or learning difficulties.

If you would like to discuss the ability of the Pre-School to meet your own child's special needs, please talk to the Pre-School Manager and our SENCO. Our full special needs policy is laid out in our policy document.

## **Record Keeping and Parent Consultation**

We keep records of each child's progress and development. These are recorded by the key person and are available to parents at any time. Regular consultations are available to parents.

## **Key Person**

Our key person system gives each member of staff particular responsibility for a small group of children. Each child has one special adult to relate to. The key person system enables staff to tailor the curriculum to the individual child. The key person builds up a relationship working with parents and carers through shared record keeping so each child reaches their full potential.

## **Illness**

Parents are asked to keep their children at home if they have an infection and to inform the Pre-School as to the nature of the infection so that we can alert other parents if necessary and observe any child who seems unwell. Parents are asked not to bring any child who has been vomiting or had diarrhoea until at least 24 hours has elapsed since the last attack.

If children need inhalers or anti-biotics and these need to be administered whilst the child is at Pre-School a consent form must be signed. These medicines will be kept in a locked cabinet.

## **Inspections**

We have been inspected by OFSTED and are able to take children eligible for the Early Years Education Grant. Copies of the Inspection Report are available for parents to read.

## **Collection of Children**

We must be informed, in advance, if anyone other than the known persons, is to collect your child from the group. The contact number during the session is **07930 977 330**, if you are delayed and someone else is collecting your child.

## **Starting Pre-School**

Children cannot play and learn successfully if they are anxious or unhappy. Our settling in procedures aim to assist parents in helping their children to feel comfortable and confident in the pre-school. We recognise that the settling in period takes longer for some children than others and parents should not feel worried if their child takes a while to settle. We are happy for your child to bring in anything you feel would comfort them in the first few weeks.

## **The Early Years Foundation Stage curriculum for children birth to five years**

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

This curriculum is set out in a document, published by the Qualifications and Curriculum Authority and the Department for Education and Skills, called The Early Years Foundation Stage [EYFS]. We follow this guidance.

The guidance divides children's learning and development into six areas:

- personal, social and emotional development;
- communication, language and literacy development;
- problem solving, reasoning and numeracy
- knowledge and understanding of the world;
- physical development
- creative development.

For each area, the guidance sets out early learning goals in age bands. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

Our setting uses the age bands that lead to the early learning goals to help us to trace each child's progress and to enable us to provide the right activities to help all of the children to achieve and progress.

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

This area of children's development covers:

- having a positive approach to learning and finding out about the world around them;
- having confidence in themselves and their ability to do things, and valuing their own achievements;
- being able to get on, work and make friendships with other people, both children and adults;
- becoming aware of - and being able to keep to - the rules which we all need to help us to look after ourselves, other people and our environment;

- being able to dress and undress themselves, and look after their personal hygiene needs; and
- being able to expect to have their ways of doing things respected and to respect other people's ways of doing things.

### **Communication, language and literacy:**

This area of children's development covers:

- being able to use conversation with one other person, in small groups and in large groups to talk with and listen to others;
- adding to their vocabulary by learning the meaning of - and being able to use - new words;
- being able to use words to describe their experiences;
- getting to know the sounds and letters that make up the words we use;
- listening to - and talking about - stories;
- knowing how to handle books and that they can be a source of stories and information;
- knowing the purposes for which we use writing; and
- making their own attempts at writing.

### **Problem solving, reasoning and numeracy**

- This area of children's development covers:
- building up ideas about how many, how much, how far and how big;
- building up ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- starting to understand that numbers help us to answer questions about how many, how much, how far and how big;
- building up ideas about how to use counting to find out how many; and
- being introduced to finding the result of adding more or taking away from the amount we already have.

### **Knowledge and understanding of the world**

This area of children's development covers:

- finding out about the natural world and how it works;
- finding out about the made world and how it works;
- learning how to choose - and use - the right tool for a task;
- learning about computers, how to use them and what they can help us to do;
- starting to put together ideas about past and present and the links between them;
- beginning to learn about their locality and its special features; and
- learning about their own and other cultures.

### **Physical development**

This area of children's development covers:

- gaining control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- gaining control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- learning about the importance of - and how to look after - their bodies.

### **Creative development**

This area of children's development covers:

- using paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and
- becoming interested in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children think. Our setting uses the observations to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity.

### **Working together for your children**

In our setting we maintain the ratio of adults to children in the setting that is set though the Welfare Requirements. We also have volunteer parent helpers where possible to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

The staff who work at our setting are:

<b>Name</b>	<b>Job Title</b>	<b>Qualifications and Experience</b>
Hayley Miller	Manager	NVQ IV
Natalie Passey	Deputy Manager	BTEC Early Years
Helen Sharp	Nursery Practitioner	NVQ III
Sarah Fothergill	Nursery Practitioner	NVQ II
Susan Szeffler	Nursery Practitioner	
Cassie Hardy	Nursery Practitioner	
	Nursery Practitioner	



# Little Crickets Pre-School

Owner: Mrs R McLaggan

## ADMISSION FORM

CHILD'S NAME: .....

DATE OF BIRTH: ..... MALE/FEMALE

PARENT'S NAME: .....

ADDRESS: .....

.....

POSTCODE: ..... TELEPHONE: .....

MOBILE TELEPHONE: ..... START DATE:.....

DAYS OF ATTENDANCE:.....

CHILDS DOCTOR: ..... TELEPHONE:.....

HEALTH VISITOR: ..... TELEPHONE:.....

ALLERGIES OR MEDICAL CONDITIONS: .....

.....

**IF WE SHOULD NEED TO CONTACT SOMEONE IN ANY EMERGENCY AND WE ARE UNABLE TO CONTACT YOU, COULD WE PLEASE HAVE ANOTHER NUMBER I.E. RELATIVE, FRIEND**

NAME: ..... TELEPHONE: .....

NAME OF PERSON/PEOPLE AUTHORISED TO COLLECT YOUR CHILD

FROM THE PRE SCHOOL: .....

**IN THE EVENT OF AN EMERGENCY AND I AND OTHER CONTACTS ARE UNAVAILABLE, I HEREBY AUTHORISE THE PRE SCHOOL TO ACT ON MY BEHALF. I ALSO AGREE TO PAY ONE MONTH IN ADVANCE THE FEES STATED AT THE TIME OF PAYMENT.**

SIGNED..... DATE: .....  
(PARENT/GUARDIAN)

ADDITIONAL INFORMATION:

HAS YOUR CHILD BEEN IMMUNISED AGAINST THE FOLLOWING:  
DIPHTHERIA – YES/NO  
WHOOPING COUGH – YES/NO  
TETANUS – YES/NO  
POLIO – YES/NO  
MMR – YES/NO

HAS YOUR CHILD BEEN IN HOSPITAL RECENTLY? YES/NO  
.....

HAS YOUR CHILD ANY ONGOING HEALTH PROBLEMS? YES/NO  
.....  
.....

HAS YOUR CHILD PREVIOUSLY ATTENDED – PARENT/TODDLER GROUPS – YES/NO, ANOTHER PRE-SCHOOL – YES/NO

WHEN WILL YOUR CHILD START SCHOOL? .....

WHICH SCHOOL? .....

SPECIAL REQUESTS/REQUIREMENTS REGARDING RELIGIOUS OBSERVANCE, FOOD, CLOTHING, HEALTH OR OTHER MATTERS, WHICH WE SHOULD OBSERVE WHILE YOUR CHILD IS IN PRE-SCHOOL AND ANY BACKGROUND INFORMATION ON CHILD, WHICH MAY HELP US TO UNDERSTAND HIM/HER, E.G. ANY FEARS, BROTHERS, SISTERS, OLDER OR YOUNGER, ANY RECENT FAMILY EVENTS WHICH MAY HAVE AFFECTED THE CHILD:

ETHNIC ORIGIN .....

MAIN LANGUAGE .....

**INFORMATION GIVEN ON THIS FORM WILL BE KEPT STRICTLY CONFIDENTIAL.**

Please return completed form to: Mrs R McLaggan, 115 Woodside Road, Tonbridge, Kent. TN9 2PB or to the Cricket Club.

**LITTLE CRICKETS PRE-SCHOOL  
OUTING CONSENT FORM**

On occasions we may take the child on outings to the park and in order for us to do this we need parental consent.

I ----- give permission to  
the staff of Little Crickets to take my child -----  
on outings.

Signed: -----

Parent/Carer of .....

Little Crickets Pre-School – Sun Protection Consent

**I give permission for the staff to Little Crickets Pre-School to apply  
named sunscreen to my child when necessary.**

**Child's Name:**

.....

**Parent/Guardian:**

.....

**Date:** .....

LITTLE CRICKETS PRE-SCHOOL LTD

**PHOTOGRAPHY CONSENT**

**IT IS NECESSARY TO HAVE PARENTAL CONSENT FOR THE TAKING OF PHOTGRAPHS AND FOR THE USE OF VIDEO CAMERAS, I.E AT SPORTS DAY.**

**INFORMATION REGARDING THE TAKING AND USE OF PHOTOGRAPHS IS AS FOLLOWS:**

**Name of Setting: Little Crickets Ltd**

**Name of Photographer: Staff - Richard Bass**

**If digital, where will images be stored: Computer, deleted when printed.**

**Negatives will not be kept, they will be destroyed.**

**What will the images will be used for: Parents**

**Where photos taken: At the setting/on outings**

**WE WOULD BE GRATEFUL IF YOU COULD FILL IN THE CONSENT FORM BELOW.**

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**PHOTOGRAPH CONSENT FORM**

**PARENTS/GUARDIANS**

**Are you (parent/guardian) will to allow other parents to take photographs and videos?**

**YES/NO\***

**Are you (parent/guardian) willing to allow the school photographer to taken photographs?**

**YES?NO\***

**Childs Name: .....**

**Signature:..... Parent/Guardian**

**Date: .....**

**\*Delete as appropriate**