



INFORMATION PACK

MIDDLETON CHENEY PRE-SCHOOL LTD.

MAIN ROAD, MIDDLETON CHENEY

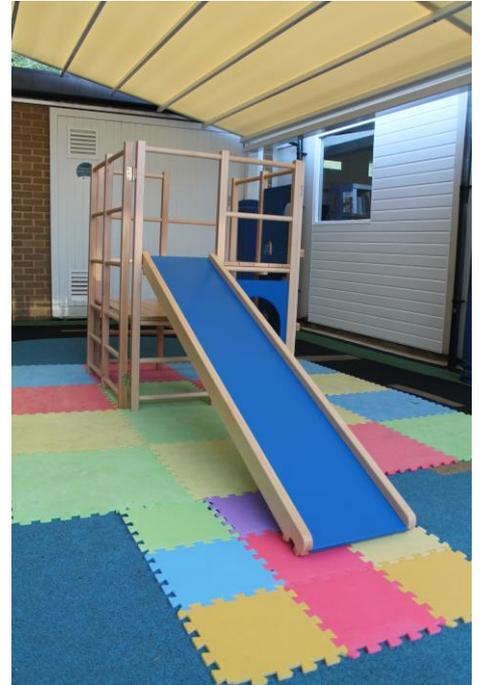
BANBURY, OX17 2PD

Telephone 01295 712353 (Monday to Friday 8:00 to 5:00)

www.middletoncheneypreschool.com

preschoolcommittee@live.co.uk

admin@mcpreschool.co.uk



A Warm Welcome

Here at Middleton Cheney Pre-School we pride ourselves on understanding the importance of encouraging children to learn and develop at their own pace, in a positive and supportive environment. Our child centred approach to learning is based very much on the needs, interests and diverse learning styles of each child, where all are supported to become competent learners and confident individuals.

If this is not the place where tears are understood, where do I go to cry?

If this is not a place where my spirits can take wing, where do I go to fly?

If this is not a place where my questions can be asked, where do I go to seek?

If this is not a place where my feelings can be heard, where do I go to speak?

If this is not a place where you'll accept me as I am, where can I go to be?

If this is not a place where I can try to and learn to grown, where can I just to me?

A People Place - William J. Crocker

Our Mission

From language and literacy development to social skills and creative expression, the children at Middleton Cheney Pre School are constantly being exposed to new activities and environments in which to thrive. We build on the strengths and interests of each child to help build a solid foundation where they can develop their futures.

'A child is not a vase to be filled, but a fire to be lit.'

Francois Rabelais

Pre-School Aims

Here at Middleton Cheney Pre-School we aim to:

1. To provide an attractive, child-friendly environment that is safe, secure, caring and stimulating in which each child can achieve their full potential.
2. To enhance the development and education of children through a rich play based curriculum both indoors and outdoors.
3. To encourage children to develop self-confidence and self-esteem and to feel valued as an individual.
4. To promote children's social, intellectual and physical development through play and structured activities, preparing them for a smooth transition from pre-school to school.
5. To regularly observe and plan for each child's progress.
6. To honour parent's trust that we will nurture their child and give them quality care.
7. To work within the guidelines of the Early Years Foundation Stage.
8. To follow the guidelines and requirements of the registering bodies.
9. To work as partners with parents/carers/other professionals to ensure that each child's individual needs are met.
10. To make parents/carers feel welcome and provide an atmosphere where both children and adults feel happy and comfortable
11. To give children the opportunity to positively engage with society and, in particular, give them the chance to be part of their local community.

Activities - Planning and the Curriculum

Children start to learn about the world around them from the moment they are born. The care and education offered by Middleton Cheney Pre-School helps children to continue to do this by providing them with interesting activities that are appropriate for their age and stages of development.

The framework for our planning and practice is guided by the Early Years Foundation Stage document. This practice guidance advises early year's settings on effective practice and how to implement learning, welfare and educational requirements of children from birth to 5 years. Play underpins all development and learning for young children. Through a planned combination of adult led activity and spontaneous child led experiences (sensitively supported and extended by well qualified and caring staff) we aim to support children's learning with enjoyment and challenge. The staff play with, and observe each individual child to gain information about their interests and stages of development, in

order to build upon their achievements. We are committed as a Pre-School to continuous self reflection and quality improvement. Our intention is to offer a high quality early years experience as firm foundation, upon which to build future academic, social and emotional success.

The key principles which guide our work are grouped into four themes;

- **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 a key person/s.
- **Enabling Environments with teaching and support from adults**- children learn and develop well in an environment in which the adults respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Learning and Development** - children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

These principles are put into practice by offering a secure and challenging learning environment, where activities cover seven areas of learning and development.

Prime Areas of Learning and Development

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive

The descriptions below are taken from the Statutory Framework for the Early Years Foundation Stage 2021 and our curriculum ensures that we provide activities and experiences to cover all areas of learning.

Personal, Social and Emotional development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what

they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Communication, and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

The Specific Areas of Learning and Development

The specific areas provide a context for building on early development and learning beyond the prime areas.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this

extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Learning through Play

At Pre School, we recognise that childhood and play go hand in hand which is why we work hard to provide a large range of play activities to support children to make progress in each area of Learning and Development as set out in the Early Years Foundation Stage document. Activities are always based on children's needs and interests, and always take into account the underlying principles of **how** children actually learn – through **playing and exploring, active learning** and **creating and thinking critically**. In some activities children will shape the play, whereas in others, an adult will take the lead in supporting the children's learning. **We fully recognise that children develop at their own rates and in their own ways** and this is also taken into account when planning learning experiences for the children.

The role of parents

We recognise parents as the first and most important educators of their young children. Parents are welcome:

- To stay and play with the children through the session.
- To join the Voluntary Management Committee, who, with the staff, work together to shape the running of the Pre School.
- Join the Fundraising Committee and help to raise vital funds for the Pre School along with making new friends.
- Offer ideas or suggestions about ways they feel practice could be improved, or topics they would like to see covered.

Starting at Pre-School

Keyworkers

On starting Pre School, your child will be allocated a key person who, right from the start, will work hard to develop a trusting relationship with your child and a strong partnership with you. This will be invaluable in your child's first few days when they settle and adjust to their new surroundings. We want your child to feel happy and safe, and appreciate that this can take longer for some children than others. In these cases, the key person will concentrate on giving extra support to you and your child, and will work with you to develop strategies which will help your child to settle. We do offer home visits, which although not compulsory, can provide an opportunity for your child's key person to observe your child in familiar surroundings where they are at their most relaxed.

Your child's key person will track and monitor your child's progress during their time with us and will feed their needs and interests into our planning in order to extend and challenge their learning and support the development of skills which will lay firm foundations for the future.

What to Wear, Uniform and Naming Clothing

We do have a non compulsory uniform which can be purchased from myclothing.com (typing in Middleton Cheney Pre School). Polo t-shirts and jumpers embossed with our logos are available and are ideal for wearing as children are encouraged to explore and experiment with all kinds of materials, often getting very messy and dirty. Since September 2015 we have been able to offer a free Pre School polo t-shirt to all of our new starters. We fund this through our fundraising activities and we're very grateful to our fundraising team for continuing to support this.

If you choose not to wear uniform, we suggest that children are sent in wearing simple, loose clothing which is washable and can easily be put on or taken off.

To protect shoes, and help with the muddy wet conditions, we do ask that you send your child with a named pair of wellies which can be returned if needed at the end of the day or week.

We also ask you to name everything including bags. please mark with a pen on the label or you may wish to purchase name tags. Try and type in our school ID 83932 as every time an order is placed we receive a donation.

Nappies and Toilet Training

We welcome children who are still in nappies and have changing facilities in our purpose built toddler toilets. We will support you in toilet training your child as and when they are ready to start. Children are allowed to go to the toilet at any time during a session. We do suggest that children come to Pre School with a set of clothes in their bag, however, spare clothing is available if needed. In this situation, we will ask parents to launder and return to Pre School.

Illness and Medication

In line with Health Protection Agency advice, if your child has diarrhoea or sickness, please keep them at home for **48 hours**. If your child contracts, one of the common childhood contagious illnesses such as Chicken Pox or Slapped Cheek, could you please advise the Pre-School manager so that the information can be relayed to other parents/carers, especially any who are in the early stages of a pregnancy. A poster in the foyer has a list of common childhood ailments and their incubation periods etc.

If your child has Conjunctivitis we ask that they are kept away from the setting until they have started treatment and discharge has disappeared. Unfortunately in these modern times, head lice and threadworms are a common occurrence and can spread rapidly. If your child picks them up, please telephone Pre-School and we can then ask for other parents to be vigilant. This is treated in the strictest confidence and no child is ever named. When the child has been suitably treated, they may return.

If your child is unwell and unable to attend Pre School or you have any concerns, please contact us as soon as possible by telephone (01295 712353) or email (preschoolcommittee@live.co.uk).

Allergies and Snack Menu

On our website we publish our weekly snack menus as we thought this might help parents plan lunch and meals whilst also giving an insight into what we serve the children during their sessions. Please note, healthy alternatives such as breadsticks or fruit are always available. Children have free access to drinking water throughout the session and are offered the choice of milk or water at break time.

We cater for all dietary requirements, so if your child has any allergies or specific requests please let us know on your child's registration form or, if the allergy comes to light thereafter, please give us

written confirmation which will enable us to update your child's registration form and provide alternatives.

Jewellery

Pre-School will accept no responsibility for any accident involving jewellery, especially earrings in pierced ears, or loss thereof.

Discipline

We deal with each situation separately, explaining why certain behaviours actions or language are not acceptable at pre-school. Our Behaviour Policy is available to read in the foyer at Pre-School. We operate a zero-tolerance when it comes to either verbal or physical threats or abuse towards staff. Any adults demonstrating threatening behaviour within the Pre-School will be asked to leave immediately. Failure to do so will result in the police being called. The current member of staff with particular responsibility for Behaviour Management is Jacqui Edwards.

Special Needs

As part of the Pre-School's policy to make sure that its provision meets the need of each individual child we take account of any special needs a child may have. We comply with the Statutory Framework for the Early Years Foundation Stage and the Equality Act 2010 and have special regard to The Special Education Needs and Disability Code of Practice 2014 and liaise with other professionals as necessary.

We ensure that our staffing levels allow us to provide individual attention for each child. Each child is able to progress at his/her own rate and this is true for children with and without disabilities or learning difficulties.

If you would like to discuss the group's ability to meet your own child's special needs, please talk to the Pre-School Manager or your child's key worker. Our full Special Educational Needs policy is available at Pre-School.

The current SENCO for the setting is Jacqui Edwards, and Assistant SENCO is Paula Button.

Holidays

In the event of you wishing to take your child out of Pre School for family outings/holidays etc., we would greatly appreciate advance notice to better enable us to plan for your child's curricular

requirements. Fees must be paid for any short term absences and this includes family holidays. Please email or send a letter into Pre School with the dates your child will be away and also if you are dropping off late or picking up early.

Change of Circumstance

It is always helpful for the manager and staff to know of any changes in circumstances at home, e.g moving house, getting a job, a split or death in the family, loss of a pet or indeed anything which is likely to affect the child's behaviour or mood. Please feel free to share if there are exciting events taking place at home, such as planned trips, holidays or the arrival of a pet for example. We can then share in the excitement with the children and plan activities around these events, which can build on their interest and enthusiasm.

The Session and what to expect

Our sessions are organised in such a way as to encourage child led/free flow play, however, alongside this are also adult supported group activities which are planned to introduce them to new experiences and skills. Our wide range of indoor and outdoor activities and resources are selected with the Early Years Foundation Stage in mind, and are chosen to ensure that children learn and develop well and are kept healthy and safe.

Weekly Focus Activity

Although children are supported to shape their own learning through free flow play, we also actively encourage them to participate in our weekly focus activity. These are activities which are planned by staff to be suitable for all ages and abilities; always taking into account the diverse needs and interests of the children, as well as particular events, for example, festivals and celebrations.

Cooking

We believe that cooking activities can be both enjoyable and beneficial to children's learning in all aspects of the curriculum. We therefore try to encourage food preparation by the children on a regular basis. We implement a healthy eating policy and use wholesome and, where possible, organic ingredients to reinforce our commitment. On occasions we may ask for a parental donation towards this activity to help cover the costs of ingredients.

PE and Sport

The Department of Health recommends that children under five years of age who are walking should be physically active for at least three hours a day. This includes energetic physical activity such as running, climbing, and jumping as well as light intensity activity such as walking, active play and craft activities. We, therefore, take physical activity very seriously and encourage children to be as active as possible, indeed we consider it vital for their physical and mental health and development. With this in mind, we have developed our own PE program which includes dance, games, gymnastics and athletics in which children will participate on a daily basis.

Preparation for School

During the summer term, sessions are particularly geared to meeting the needs of children moving onto primary school in September. We focus on developing the independence skills needed in reception class, such as having confidence to undress and dress independently for P.E. We offer opportunities for children to attend 'lunch club' aimed at allowing children to experience bringing a lunch box and eating in a large group environment. We plan visits to the Primary Schools to promote a smooth transition and invite the reception teachers of all relevant schools to participate in some of our sessions. This allows the children to meet them on familiar territory and start the process of relationship building.

Tapestry and Learning Records

Your child's key person will track your child's progress through regular observations which are uploaded onto your child's online Tapestry Learning Record. On starting at Pre School, you will be sent a link to your child's individual record enabling you to access it from home. Not only will you be able to see what they have been up to at Pre School, but we actively encourage you to upload your own observations of your child at home which will help us to gain a full picture of your child's achievements, needs and interests which we can feed into future planning. At the end of your time with us, you will be presented with your child's Learning Record on a memory stick to keep as a memento of your child's time with us.

Safeguarding

Middleton Cheney Pre School strives to work with children, parents and the community to ensure the rights of children and young people.

We are committed to not only promoting awareness of child abuse issues but also to empowering children through our curriculum which promotes their right to be strong, resilient and listened to. We are determined to build a 'culture of safety' in which children and young people are protected from abuse and harm in all areas of our service delivery.

Our Designated Person who coordinates child and young person protection issues is Jacqui Edwards (Manager).

When the setting is open but the Designated person is not onsite, a trained Deputy is available for staff and parents to discuss concerns. Our Deputy Designated Person is Linda Harvey (Deputy Manager).

Our Director who is responsible for Safeguarding is Kathryn Bannister (Director).

Staff have an up to date knowledge of Safeguarding issues and an understand that Safeguarding is their responsibility. They renew their Safeguarding qualification every two years, as well as receiving ongoing in house training.

We are committed to responding promptly and appropriately to all incidents, allegations and concerns of abuse that may occur and to work with statutory agencies in accordance with procedures set down in 'What to do if you're worried a child is being abused' (HMG 2015).

In relation to radicalisation and extremism, we follow the Prevent Duty guidelines for England and Wales published by the Home Office and LSCB Procedures responding to radicalisation.

The setting follows 'Safer Recruitment' procedures and Enhanced Criminal Record and Barred List checks are carried out for staff and volunteers prior to their post being confirmed to ensure that no disqualified or unsuitable person works at the setting or has access to our children.

For more information on Safeguarding please see our Safeguarding Policies and additional information and flyers are available in the foyer.

Meet the Team

Our Pre School team are passionate and dedicated professionals who are determined to make a positive difference to the children in our care. We are committed to continuous training and our membership of the Preschool Learning Alliance and the National Day Nurseries Association ensure that we are constantly in touch in the field of child education and care.

"As a parent, I always had the utmost confidence leaving my children in the care of the pre school team. Pre school always felt like a happy and safe environment, with nurturing staff who often go above and beyond." - Parent 2019

The Manager

Jacqui Edwards B Ed (Hons) (Oxon), QTS, EYPS. Responsible for the day to day running of the setting and specifically for: Behaviour Management, SENCO, EAL, Equal Opportunities, Looked After Children, Inclusion and Safeguarding, Communication Champion.

Deputy Manager

Linda Harvey DCYPW. Responsible for the running of the setting in the absence of the manager and specifically for: Health and Safety and is Maths Coordinator. She is also the shadow member of staff responsible for Safeguarding.

Early Years Practitioners

Paula Button, Senior Practitioner DCYPW. Assistant SENCO

Emilia Chisholm, Senior Practitioner DCYPW

Lynne Franks DCYPW. Responsible for Under 3's.

Belinda Herring NNEB. Responsible for outdoor exploration.

Kim Rogers NVQ3 (maternity leave from October 19). Responsible for art and display.

Helen Harris BA (Hons), PGCE, QTS. Responsible for Information Technology.

Chrystal Harrison Cache level 3 EYE

Gemma Alford NVQ3

Heidi Oliver NVQ3

Cover staff

Lesley Singleton DPP

Office Administrator

Emma Thomas - Responsible for coordinating wait list, funding, invoicing and supports Jacqui and the Directors/Management Team.

Directors and Management Team

Pre-School is run by a Management team assisted by a parent representative. The Directors manage the groups finances, employ the staff, make sure the Pre-School has, and works to, policies which help provide a high quality service, whilst ensuring the Pre-School works in partnership with the parents.

Directors

Kathryn Bannister, Taiba Smith and John Taylor

Management Team

James Cromack

Claire Pitt

Safeguarding Designated Officers

Kathryn Bannister

Fees, Sessions Times and Funding

Our session times and prices are as follows:

- Morning session: 9:00 to 12:00 (£16.50)
- Afternoon session: 12:30 to 15:30 (£16.50) or 13:00 to 16:00 (£16.50)
- Lunch club: 12:00 to 13:00 (extra £5.50 or £2.75 if collecting at 3:30)
- Early drop off: 8:00 to 9:00 (extra £5:50) or 8:30 – 9:00 (£2:75)
- Late pick-up: 16:00 to 17:00 (This session is charged at £6:00 or £7.00 as an ad hoc one off attendance. From September 2021, it will not long be included in 15 or 30 hours funding – see below for more information on this session)

So, 9:00 to 3:30 would be: £16.50 + £2:75 + £16.50 = £35.75.

Or, 9:00 to 4:00: £16.50 + £5:50 + £16.50 = £38.50.

Please note, priority for lunch clubs will be given to those saying all day as there are a limited number of places.

Fees Policy

- ❖ Fees are charged termly (Autumn, Spring and Summer) with invoices sent within the first two weeks of starting/returning.
- ❖ Fees are due for payment in full or if requested, can be split into three instalment payments.
- ❖ Invoices must be paid on time and received by the requested/agreed date – see below for more details on late payment.
- ❖ We advise that should parents/carers experience difficulties in payment they should immediately speak to the Pre-School Administrator who will refer the case to the Pre School Management Team.
- ❖ Fees are chargeable for all absences, including sickness or holidays.
- ❖ In case of prolonged absence, parents should first speak to the Pre-School Manager.
- ❖ We are offer 10% discount on session fees to parents with twins or triplets.
- ❖ If possible, changes in fees will be made from the beginning of the new academic year; September. The Directors reserve the right to make changes to fees at other points of the year with reasonable notice.
- ❖ Please note, we will only run the late session, for a minimum of 3 children. If numbers do not reach this, we will give parents at least 4 weeks notice before the start of term. We apologise

for any inconvenience this may cause but as a setting we cannot continue to run this session at a loss.

Late payment:

- ❖ As a registered charity with limited funds at our disposal, we require parents to pay bills promptly. A child's continued attendance at the setting is conditional upon payment of necessary fees. If no payment has been made a month after the invoice has been sent, we reserve the right to withdraw the child until the bill has been settled.
- ❖ If a payment date is missed, you will receive one reminder and payment must then be received within 48 hours or a late payment fee of £10 will be applied. For parents who repeatedly pay late (more than twice per academic year), a £10 charge will automatically be incurred.
- ❖ Cheque bounces will incur a charge of £5 to cover bank fees.

Deposit:

- ❖ Upon return of your child's application forms, you will be asked for a deposit of £100. This will be deducted from the first month of fees once your child starts with us or refunded in the first month if your child is funded.
- ❖ This is a commitment to attend and Pre-School is unable to refund this fee if your child declines the place and does not start at the setting.

Withdrawal, swaps, notice period:

- ❖ If you withdraw your child from Pre-School for any reason we must ask for four weeks written notice and fees are required for the notice period. This is applicable to both funded and unfunded children.
- ❖ Pre-School is unable to refund the deposit if your child withdraws, defers or does not start at the setting.
- ❖ We must receive 4 weeks notice for session swaps, changes or cancellations.

Funding and Childcare Vouchers

All our sessions, except the late session 4:00 to 5:00, can be covered by 2 or 3 year county funding as long as they don't go over 15 hours, or 30 hours if receiving the extended hours funding. We don't ask for any subsidies.

For further information on county funding please see refer to:

- www.westnorthants.gov.uk/get-help-paying-childcare
- www.middletoncheneypreschool.com/fees-times-funding

2 Year funding

For those who think they are eligible for 2 year funding, apply at For those who think they are eligible for 2 year funding, please apply at <https://www.westnorthants.gov.uk/get-help-paying-childcare/free-early-education-and-childcare-2-year-olds> and complete the online checker. If you are eligible you will receive a code which then needs emailing to the Pre School Administrator. Please don't apply more than 6 weeks before the start of term as codes do expire. Also funding is awarded from the county the Pre School is located in so even if you live in Oxford, you need to apply via Northamptonshire.

15 or 30 hours funding

15 hours funding will automatically apply the term after your child turns 3. For those applying for 30 hours funding, it is the responsibility of the parents/guardians to apply, obtain and every 3 months re confirm the 30 hour funding code. Children are eligible to receive this funding the term after they turn three. Below are the deadlines for applying:

- ❖ Autumn Term - apply by the 31st August
- ❖ Spring Term - apply by the 31st January
- ❖ Summer Term - apply by the 31st March

Codes and National Insurance numbers must be sent to the pre-school administrator by the above deadline dates. For more information please email admin@mcpreschool.co.uk or please see our funding page www.middletoncheneypreschool.com/fees-times-funding.

Early Years Pupil Premium (EYPP)

Children who are currently claiming the Free Entitlement for 3 and 4 year olds, who meet certain eligibility criteria, could be eligible for the EYPP. This is a premium available to the childcare provider to be used to improve facilities, equipment and learning experiences to benefit the growth and development of your child. Children will be eligible if their parents are in receipt of one or more of the following benefits:

- Income support
- Income based jobseekers allowance

- Income related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit (providing you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16190)
- Working Tax Credit run-on

OR if they have been:

- Looked after by the local Authority for at least one day
- Have been adopted from care
- Have left care through special guardianship; and subject to a child arrangement order setting out with whom the child is to live.

If you think you may be eligible, you need to visit the Northamptonshire County Council website searching for and complete the questionnaire. You will be given a decision immediately along with a reference number which you need to give us.

Childcare vouchers and Government Tax Free Childcare Scheme

We accept all childcare voucher and we are also registered to received payment through the Governments Tax Free Childcare funding scheme.

Funded hours Policy

- ❖ In the case of funded places, it is a parents / carers responsibility to check that their child is eligible. If the funding application is declined, Middleton Cheney Pre School will re-invoice the parent / carer. Information can be found at the below link. Please ensure you apply for any funding through Northamptonshire and not Oxfordshire. Funding is awarded through the county the preschool is located and not your residence.
www3.northamptonshire.gov.uk/councilservices/children-families-education/early-years/Pages/free-childcare.aspx
- ❖ For those awarded 30 hours funding, you must reconfirm your eligibility every three months. If you fail to do this funding maybe withdrawn and Pre School will re-invoice the parent / carer.
- ❖ For those receiving funding, the maximum hours we can claim for is 570 for 15 hours and 1140 for 30 hours per qualifying year – this is calculated on a 38 week term. Any hours exceeding

this will be payable and you will be notified at the start of the term which exceeds the allowance to discuss payment.

- ❖ Please note for those receiving funded hours, funding currently covers all available hours/sessions at the setting. However:
 - Hours are agreed and returned at the start of term
 - Ad Hoc lunch clubs, late pick ups and breakfast clubs will all be invoiced and not returned to county.
 - Ad hoc sessions of three hours or more (ie extra morning, afternoon or all day session) will only be returned to county if we are able to at an adjustment window, otherwise these will also be invoiced.
 - To request additional sessions please contact the Pre School who will confirm availability and whether or not payment will be due. An invoice for the session will be raised following the extra session.
 - From September 2021, the late session, 4:00 to 5:00 will be fee paying and not returned to county. The cost for this is £6:00 when booked in advance or £7 as an ad hoc session.
- ❖ To cover staff costs, any parents collecting after 5:00 will be charged £10 for every 15 minutes over e.g, arriving at 5:25 pm will be £20 charge.
- ❖ We will always try and maximise the number of hours we can return to county but we can no longer offset bank holiday closures or staff training days for invoiced hours over 15 or 30. We will select which hours are returned at the start of the funding period and inform parents of these. No adjustments will be made for closure days.

Term Dates

Term dates are posted in the foyer and on our website.

Policies

The Pre-School's policies help us to make sure that the service provided by the Pre-School is a high quality one and that being a member of the Pre-School is an enjoyable and beneficial one for children and their parents.

The staff, directors and parents all work together to formulate and adopt the policies and all have opportunities to review them regularly.

All our policies are designed to facilitate the best possible experience for the children and families in the group and the policy folder is always available for you to view in the foyer of Pre School and are all readily available on our website www.middletoncheneypreschool.co.uk. Our policies are reviewed on a regular basis and comments and suggestions from parents are always welcome. There is a suggestion box in the foyer that is checked regularly.

Information we hold about you and your child

We have procedures in place for the recording and sharing of information about you and your child that is compliant with the principles of the General Data Protection Regulations (2018).

The data is we collect is:

- Processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
- Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
- Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
- Accurate and, where necessary, kept up to date.
- Kept in a form that permits identification of data subjects [you and your family] for no longer than is necessary for the purposes for which the personal data is processed.
- Processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

When you register your child with us, we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

GDPR

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. All parents will be issued with a Privacy Notice explaining what personal data we collect, why we collect it, how we use it and how we protect it.

Websites and Facebook Pages

Along with our website www.middletoncheneypreschool.com we have two facebook pages to help keep parents updated on news and activities at the Pre School.

The first is 'Middleton Cheney Pre School' which is open to everyone and you can follow for updates on the weekly focused activities or newly themed home corner area.

The other is the 'Friends of Middleton Cheney Preschool' which is a closed group for parents with children attending the setting. This is an area you can interact with other parents, the management team and received additional updates about events, fundraising and goings on at our wonderful setting. It will also feature notifications on any unexpected closures in the event of something unexpected i.e. snow days so we recommend all parents join this group.

Fundraising

Many don't realise but Middleton Cheney Pre School is a charity organisation. This means we're not allowed to make a large profit and have to carefully balance our running costs. Grant income and fees, predominantly go towards staff, building costs and for material costs such as stationery, glitter, stickers, toilet paper and so on (i.e. the things we need to keep running). Larger items and projects we need to fundraise for.

Over the past few years, we've been very fortunate and fundraising has allowed us to do many amazing things. This includes improving our outdoor areas creating amazing spaces for children to enjoy the outdoors throughout the year. We've also replaced dressing up clothes, bought a new dolls house and invested in the large interactive screen plus a new stereo system.

If you can help in any way, we'd love to hear from you. We're hoping if everyone just does a little, it'll lighten the load and also help build a bit of a pre school community where everyone gets a chance to help and become involved. More details will be sent home to parents as meetings get scheduled and events are coming up. The fundraising noticeboard in the foyer will also be kept up to date as will the Friends of Middleton Cheney facebook site. If you would like any further information, or are interested in joining the committee please email admin@mcpreschool.co.uk.

Ways you can help and support the Pre School

Amazonsmile - Shop at www.smile.amazon.co.uk and Amazon will donate 0.5% of the price of your eligible amazonsmile purchases to us, at no cost to you. Don't forget to select **Middleton Cheney Pre-School Limited** as your chosen charity!

Easy Fundraising is an easy and simple way to raise extra funds for preschool. Its essentially a cashback site which is linked to the Preschool so every time you shop online at retailers such as Amazon, eBay and John Lewis the school gets a donation. You may also be asked to complete short surveys for cash incentives which all add up! To register go to www.easyfundraising.org.uk and click on 'Find a cause to support' searching for Middleton Cheney Preschool. Join and then you are ready to go!

My Name tags - For anyone needing name tags, try www.MyNametags.com. If you type in our school ID 83932, every time someone makes a purchase, we get a 24% donation of the order value.

Matched Funding - If you work for an organisation that has a **match funding policy**, please get in touch. Last year we received over £500 in match funding which was amazing and helped to replace some of our much used items such as the climbing frame which the children love!

Maxwells Estate Agents - We are delighted to announce that Maxwells Estate Agents & Vantage Mortgages, based in Banbury, are supporting us with our fundraising. You will see we have a new banner up by the entrance gate so do please take a look when you're next dropping off. If someone quotes our preschool when using Maxwells / Vantage for the following services: selling a property, letting a rented property or mortgaging we will receive £200! A huge amount that will really help us! So do please spread the word to family and friends if they are thinking about moving or mortgaging!

Remember anyone can help support the Preschool via online shopping so please feel free to share this information with any friends and family anywhere in the UK! Thank you for your support.

Complaints Procedure

If you have any complaints regarding Middleton Cheney Pre-School Ltd please refer to the complaints procedure in the policy booklet and the notices in the foyer.

If all the proper channels have been tried and you still have further cause for action then contact the Inspection Unit detailed below;

Ofsted Early Years

Piccadilly Gate

Store Street

Manchester

M1 2WD

Tel. Complaints and Enforcements 0300 123 1231

www.ofsted.gov.uk

We hope that your child's time in pre-school will be a very happy and productive one. If you have any further questions please ask at the beginning or end of session or telephone 01295 712353.