

TINY TIGERS PRE SCHOOL

Tel no: 07563 544325 (pre school number)

0780 921 6591 to speak to Natalie Brown

BELIEFS

Tiny Tigers provides a warm and welcoming learning environment, offering a wide range of activities. Not only will your child be cared for in a stimulating setting, they will benefit from both an adult directed/child initiated fun filled day set within a fully equipped room and outdoor area.

- The pre-school is open for 38 weeks each year
- We are open 5 mornings a week, Monday, Tuesday, Wednesday, Thursday and Friday
- We offer sessional day care between the following times:
9.00am-12.00pm without lunch or 9.00am-13.00pm (parent provides a packed lunch)
- Full day session on a Monday, Tuesday, Wednesday, Thursday (9.00am-3.00pm) for all ages.
- Full day session on a Friday (9.00am – 3.00pm) for pre school children only (younger children may attend for the morning session on a Friday)
- We provide care and education for children between ages of 2 years and 5years, offering small groups.
- Summer club (optional) for children age 2-8years

OUR AIMS

- Provide high quality care and education for children aged 2-5yrs
- 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 which promotes equality and values diversity
- To follow the early years foundation stage.

A TYPICAL DAY AT TINY TIGERS

09.00am-12.00pm

On entering Tiny Tigers Pre-School your child will be greeted by a member of staff who will sign them in. Children will be guided to their peg, whereby they will hang up their bag and change their shoes. Children will then take their personalized flower and self register by placing the flower in the pot provided.

A variety of table top activities will be set out for the children, from which they can choose. They will however have the chance to choose an alternative activity from child sized shelving/storage, teaching them to put away before selecting something new.

During this time children will have a one to one with a qualified practitioner

developing his/her skills. They will also have the chance to use the computer/ipad during this period, offering a variety of interactive games to choose from each containing educational activities.

We offer a free flow system to our outside area, giving children the option to access activities indoors and outdoors. They also have the opportunity to explore our woodland/forest school area, giving them a variety of experiences such as mini beast hunting, growing vegetables/flowers making camps etc.

From 10.00am - 11.00am a snack bar is provided for the children. Children learn to wash their hands before having a snack, and learn that not only is this a social sharing experience but also learning experience about healthy eating, problem solving eg. giving out cups and plates, counting how many pieces of apple or grapes they each have etc.

Throughout our free flowing session, children in no more than groups of six will have the chance to participate in golden time, whereby key practitioners have planned activities around children's individual needs, providing opportunities for children that will encourage independence, turn taking and confidence building. These activities aim to give children the opportunity to speak within a small group and to also help develop listening skills.

Friday full day sessions for pre-school children (9.00am-3.00pm)

On a Friday, Tiny Tigers offers pre-school children (those children due to attend school the following September) a full day session. This is to help prepare children for school, offering a variety of activities such as getting dressed and undressed for P.E, taking part in a register, many other small group indoor and outdoor activities that will be targeted for their age, stage and development.

Forest School

On a Thursday morning we will have a planned forest school session lead by a qualified forest school leader (Mrs Evans). Children will have an opportunity to take part in activities such as den building, woodwork, bug hunts etc. Forest school has many benefits including, allowing your child to connect with nature, work as a team, solving problems and being creative.

Dance Lessons.

On Friday morning Miss Hannah May comes to Tiny Tigers to teach children a variety of dance moves/techniques of which help with children's physical development, confidence and co-ordination. She teaches through the ISTD modern syllabus. Each session runs from 10.00am-10.30am and the cost is £3.00 per session. This payment is made to Hannah termly. **This lesson is optional.**

CURRICULUM

Tiny Tigers promotes the 'Foundation Stage' (EYFS). This curriculum is set out in a document published by the Qualifications and Curriculum Authority and the department for Education and Skills and sets out the standards for learning development and care for the children aged birth-5 years. The guidance divides children's learning into 7 areas.

1.Communication and Language

This area concentrates on children being able to develop speaking and vocabulary skills and learning to converse with one another and listen.

2.Physical development

Children learn to gain control over large movements which enable us to run, hop, jump, climb, balance etc.

To gain control over small movements enabling them to pick up and use objects, tools etc.

To be active, develop co-ordination, and to learn to make healthy choices

3.Personal, social and emotional

This area focuses on children's social skills, learning how to play, making friendships, being able to dress and undress themselves and becoming independent and to understand appropriate behaviour.

4.Literacy

Encouraging children to link sounds and letters and begin to read and write.
Children to have access to books, poems and other materials.

5.Mathematics

Building ideas relating to how many, how much and how big

Recognising a variety of shapes

Counting

Early adding/subtracting skills

6.Understanding the world

Children discover the world around them

To discover things/places and people around them

Learning about computer technology, how to use them and how they help us

Past and present

Discovering their own cultures and other cultures

7.Expressive arts and design

Children learn to express their ideas and feelings through paint, music, dance, stories and role play.

LETTERS AND SOUNDS

Introduction

Children learn a great deal from other people. As parents and carers you are your child's first teachers. You have a powerful influence on your child's early learning.

From a very early age your child will need to experience a wide range of activities and experiences with you, for example, singing and saying rhymes, making and listening to music, listening to them and joining in conversations, painting and pretend play, to develop their early reading and writing skills.

These activities will help your child take the first important steps towards reading and writing.

At Tiny Tigers children take part in a high-quality communication, language and literacy development programme (CLLD) designed to promote every child's learning through a playbased approach.

A phonics teaching programme called Letters and Sounds is used to support the teaching of Communication Language & Literacy in nurseries and schools. It builds on the activities the children have already experienced in the setting.

The children learn through lots of play and activities and are encouraged to use their increasing phonics knowledge in freely chosen activities.

If you can be involved in helping your child we know it can make a big difference to your child's learning.

Learning to read and write in the Early Years Foundation Stage

Children's spoken language supports reading and writing from a very early stage, children develop an awareness of the different sounds in our spoken language. They learn to use their voices to make contact with you and to let people know what they need and how they are feeling. As parents and carers, you best understand your baby or young child's communications; you are key people in helping them develop their speaking and listening skills. Children need lots of opportunities to talk with others as they develop and practise their speaking and listening skills. This helps to build their confidence and improves their ability to communicate with other people. This is a really important aspect of learning to socialise and will help your child feel confident when the time comes to make friends. In order to make a good start in reading and writing, children need an adult to talk to and listen to them. Everyday activities such as preparing meals, tidying up, putting shopping away and getting ready to go out, offer you chances to talk to your child, explaining what you are doing. They hear the way language is put together into sentences for a purpose. Books are a rich source of new words for your child – words you would not use in everyday conversations appear in books. Children need to have a wide stock of words (vocabulary) to understand the meaning of books, so read aloud and share books as often as you can. They will enjoy it and it will be useful to them when they come across these words in their own reading later on.

Ways you can support your children at home: talking and listening. Make time to listen to your child talking – as you meet them from their nursery or school, as you walk, or travel home by car, in the supermarket as you shop, at meal times, bath times, bedtimes – any time! Switch off the TV, radio and mobile phones – and really listen! Show that you are interested in what they are talking about – look at your child, smile, nod your head, ask a question or make a response to show that you really have been listening. Make a collection of different toy creatures – for example, a duck, a snake, an alien, say the sound it might make as you play together, for example, „quack-quack“, „ssssssss“, „yukyuk“, and encourage your child to copy you. Listen at home – switch off the TV and

listen to the sounds both inside and outside the home. Can your child tell you what sounds they heard, in the order in which they heard them? Play-a-tune – and follow me! Make or buy some simple shakers, drums and beaters, then play a simple tune and ask your child to copy. Have fun! Use puppets and toys to make up stories or retell known ones. Record your child telling the story and play it back to them.

The importance of speech sounds as children grow older they begin to understand more about the sounds of our language and they are able to join in with rhymes, songs and stories by clapping, stamping and skipping. This is an important stage as the children's ears are learning to tune into all the different sounds around them. Playing with sounds and tuning your child's ears into sounds will develop phonological awareness that is the ability to discriminate different sounds. Over time, this will help your child develop an understanding that words are made up of different sounds (phonemes) and they will be able to hear the different sounds in a word. Gradually they will learn to match sounds to letters (graphemes). This is phonic knowledge. They use this knowledge when they are reading and writing.

You may find it helpful to talk with the setting management to find out about phonics and how to say the sounds correctly with your child.

Ways you can support your children at home: sound talk

This is a very supportive activity to play with your child.

Try exaggerating the sounds within simple words when you are giving instructions or asking questions, such as „Can you find your h-a-t hat?“ „Where is the c-a-t cat?“ Sit on the s-ea-t seat' ,Eat your f-oo-d food'. It is really important to say the sounds (phonemes) aloud, in order, all through the word. Keep it fun, this is just a game - with practice your child will be able to recognise what you are saying and eventually be able to break down his/her own words. Speaking and listening are the foundations for reading and writing Letters and Sounds – Phase 1 In this ongoing phase, your child will be learning to: have fun with sounds, listen carefully, develop their vocabulary , speak confidently to you, other adults and other children, tune into sounds, listen and remember sounds, talk about sounds, understand that spoken words are made up of different sounds.

You can help your child develop in each of these by trying some of the ideas below. Remember that all these activities should be fun and interactive. Give your child lots of encouragement and cuddles as you play together. Smiles and praise will help develop a sense of achievement and build confidence.

This is all oral (spoken). Your child will not yet be expected to match the letter to the sound. The emphasis is on developing the ability to distinguish sounds and create sounds.

Ways you can support your children at home: environmental sounds, go on a listening walk – when walking down the road, make a point of listening to different sounds: cars revving, people talking, birds singing, dogs barking.

When you get home, try to remember all the sounds you heard. You could try taping the sounds, to listen to them again, or try reproducing them yourselves, using your voices or instruments.

Make sounds, using a range of props, such as running a stick along a fence or tapping on the bin lid.

Invent a secret family, knock ' for entering rooms.

Play „Sound lotto“. A commercial version of this can be purchased from many children's toy stores but making your own, from your sound walk, would be far more rewarding. (or borrow Sandcastles "Whatever Next!" Book bag)

Ways you can support your children at home: instrumental sounds

Make your own musical instruments, using cardboard rolls, tins, dried peas,

beans, stones. Shake these loudly, softly, as you are marching, skipping or stomping. Play „Guess what’s inside the instrument“.

Sing known songs loudly and then softly, stretch words in known songs and add new words or sounds.

Listen to a range of music with your child, from rap to classical. Encourage your child to move in response to the variety of musical styles and moods.

Ways you can support your children at home: body percussion

Learn some action rhymes, such as. ‘Wind the bobbin up’.

Play some commercially produced tapes and CD-ROMs. Clap along with familiar rhymes and learn new ones.

Listen to the sounds your feet make when walking, running or skipping: slowly, softly, fast, stomping hard, in flipflops, boots, high heels.

Try different types of clapping: clap your hands softly, fast and make a pattern for your child to follow. Do the same, clapping your thighs or stamping your feet. Tap your fingers. Click your tongue.

Invent a special family clap routine for when someone does something really well.

Ways you can support your children at home: rhythm and rhyme

Get into the rhythm of language: bounce your child on your knee to the rhythm of a song or nursery rhyme, march or clap to a chant or poem.

Help your child move to the rhythm of a song or rhyme.

Read or say poems, songs, nursery songs and rhyming stories as often as you can, try to use gestures, tap regular beats and pause to emphasise the rhythm of the piece.

Add percussion to mark the beats, using your hands, feet or instruments.

Try out some rhythmic chanting such as „two, four, six, eight, hurry up or we’ll be late’ or „bip bop boo, who are you?’

Ways you can support your children at home: alliteration (words that begin with the same sound)

Alliteration is a lot of fun to play around with. Your child’s name can be a good place to start, for example, say: ‘Gurpreet gets the giggles’, „Milo makes music’, ‘Naheema’s nose’, Carl caught a cat’, ‘Jolly Jessie jumped’, ‘Tina is talking’.

Encourage other family members to have a go, for example: „Mummy munches muffins’, ‘Daddy is doing the dishes’.

Emphasise alliteration in songs and stories, for example: ‘Peter Piper picked a peck of pickled peppers’.

Play around with familiar songs, such as ‘Old MacDonald had some sheep, shoes, shorts, with a sh sh here and a sh sh there’, to emphasise alliteration.

Identify the odd one out, for example, cat, cup, boy, car.

Make up little nonsense stories together, using lots of alliteration.

Collect items that start with the same sound from the park, the garden and around the house.

When shopping, think about items you are buying and say: ‘a tall tin of tomatoes’, a lovely little lemon’. Encourage your child to do the same.

Ways you can support your children at home: voice sounds

Repeat your infant’s vocalisations.

Make fun noises or nonsense words.

Say words in different ways (fast, slowly, high, low, using a funny voice).

‘Sing’ known songs using only sounds, for example, la, la, la, and ask your child

to guess the song.

Vary your tempo and pitch when reading stories.

Make different voices for characters when reading stories.

Read or tell sound stories. Your local library or bookshop will be able to point out some very good books that encourage sound-making as you read the story. This is huge fun and can involve all the family.

Ways you can support your children at home: oral blending and segmenting

This is all oral (spoken). Your child will not be expected to match the letter to the sound at this stage. The emphasis is on helping children to hear the separate sounds in words and to create spoken sounds.

Oral blending and segmenting is a later skill that will be important when the time comes for your child to read and write. Being able to hear the separate sounds within a word and then blend them together to understand that word is really important.

Blending is a vital skill for reading. The separate sounds (phonemes) of the word are spoken aloud, in order, all through the word, and are then merged together into the whole word. This merging together is called blending. For example, the adult would say c-a-t = cat.

Segmenting is a vital skill for spelling. The whole word is spoken aloud, then broken up into its separate sounds (phonemes) in order, all through the word. For example, the adult would say cat = c-a-t.

The importance of mark-making

Your child will notice adults around them reading and writing and they will want to copy them. Mark-making is the first step towards writing. Mark-making in the early stages is closely linked to physical development. The more opportunities your child has to develop large and small movement in their arms, hands and fingers, the easier it will be to make marks with a variety of tools.

Activities such as digging, 'painting' outdoor surfaces with water and a large brush, sweeping, and swishing a scarf through the air in different shapes will help develop large motor movement. Small or fine motor movement will be needed to hold pencils and pens correctly. Hanging out the washing and playing with pegs, using a pegboard and picking up grains of rice with fingers and tweezers will help develop the pincer grip needed for writing.

In the early stages of learning to write, your child will like to experiment, making marks on paper with a variety of writing tools such as brushes, pens, pencils and felt-tip markers. They will often include drawings with their writing.

Sometimes you will write for them. It is a good idea at this stage to use lower-case letters when you write for your child, introducing capitals only for names.

Ways you can support your children at home: what to do if your child is reluctant to read or write at home

Relax! It is important not to worry if your child shows no inclination to write at home; the important thing is to keep on sharing books and talking together.

There is no need to insist that your child does some writing – more often than not they will choose to do so when they have a real reason to.

Reading : Make sure your child sees you reading. Read to your child. Show you like the book. Bring stories to life by using loud, soft, scary voices – let yourself go! Leave books around your house for your child to dip into. Let your child choose what they would like to read – books, comics, catalogues. Read

favourite books over and over again. Enjoy!

Writing - Make sure your child sees you writing.

Compose an email together inviting a friend over to tea. Make words together using magnetic letters. Make up a story together about one of their toys. You write for them, repeating the sentences as you write. When it is complete, they can draw pictures to go with it. Buy stickers of a favourite film or TV programme.

At Tiny Tigers Pre-School we use schemas as part of our observation methods which in turn allows us to plan for the individual child.

What is a schema?

A schema is a pattern of behaviour – the way a child behaves. As parents I am sure you have wondered: why does my child love water and love flooding the floor, why does she love dropping everything, why does he love emptying boxes of toys all over the floor? Or continually move objects.

At what age do schemas start?

Schemas begin from birth. Initially schemas are very simple but they will develop rapidly if they are supported. Research has shown that brain paths develop faster when connections are supported; schemas are a way of supporting children and extending their learning.

When were schemas first identified?

Schemas were first identified by Piaget a childhood theorist his work has been further developed by the work of Chris Athey during the 1970`s. Additional research has now been undertaken about how children learn and how their brains develop, because schemas follow interests they can develop high levels of concentration and learning in children.

How do they work?

A child will have an area in which they are mainly interested at any one time. To learn about how this interest works they will repeat an action over and over again until they understand about this interest. If adults can tune into the child's interest we can support a child to develop their knowledge and extend their interest so further increasing the knowledge. It has been known for many years that we learn from doing, when a child is repeating an action they are learning from what they are doing. In addition to repeating an action a child will look for other ways to explore their interest.

What are these schemas?

There are many schemas, many children will show a dominate schema but may have many schemas. Many children enjoy repeating an activity but a child with a schema will show a definite way of behaviour.

Below is a table of some examples of schemas that you may find children follow:

Schema	Characteristics
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Trajectory diagonal/vertical/horizontal	The child will be interested in how things and themselves move. It is very common eg babies love to drop things from their highchairs. A child may like to throw things, push things in a straight line, runs around, play with running water. To support we can provide balls, bubbles, slides and bikes, water and sand.
Transporting	A child with this schema moves everything from place to place. They may move objects continually. To support provide a collection of bags and boxes, pasta and other items to transport.
Envelopment	A child may cover themselves in a flannel when washing, wrap dolls and toys up in blankets and fabric, cover their painting with one colour. To support you could provide blankets, dressing up clothes, paper.
Enclosure	This child will enjoy creating spaces which they may or may not put objects or themselves into. They will like putting things in pots, filling up boxes, drawing pictures and putting circles around them. They may also like putting their thumb in and out of their mouth. To support you could provide containers boxes, tents.
Rotation	This child loves to play with wheels. They love anything that rotates or are circular. They love wheels, spinning, watching the washing machine. To support provide bikes cars, mixing and stirring activities, windmills.
Scattering	Children love to scatter objects i.e. tipping all their toys onto the floor. They may use their arms or legs to scatter objects and may enjoy wiping objects off of a surface. To support provide bean bags, put toys onto mats or in trays

Settling in period

When your child joins Tiny Tigers we will ensure the transition is as smooth as possible. Each child is individual therefore we will tailor our approach to suit your child.

On your child's first session you are welcome to stay for as long as you feel necessary to make your child feel comfortable. When you do leave we will call you to let you know that your child has settled.

Communication with parents

We believe communication between us and you as parents is vital. Giving you peace of mind and helping us to develop your child's individual needs. Any information you can give us about your child to help your child settle and during their time spent at Tiny Tigers would be greatly appreciated.

Parents rota

Parents, carers, grandparents are invited to join us for a session to see and be actively involved in your child's daily routine at pre-school. If you wish to join us please put your name down on the 'parents rota' situated on the notice board in the lobby.

Additional Needs

As part of the pre-school's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs which a child may have. Support will be given to parents and we will work closely with the different outside support agencies available.

Key person system

At pre-school we operate a key person scheme, which means that one member of staff takes a special interest in your child; settling in, meeting other children and staff members, and guiding him/her around the various activities on offer. The key person will also watch your child's progress and development at Pre-school, noting achievements or problems, and contributing towards the records we keep. During each week, our timetable includes planned small group activities, one of which is organised into key person groups. The key person is your first point of contact if you wish to discuss anything at all, though of course all of us are available for questions or comments.

Child Development

When a child starts at Tiny Tigers Pre-school, a child observation record is created. Records are recorded onto Tapestry, an online learning journal, where you can have personal access to at any time using your private login details. It is vital to your child's development that you as parents have an active role, therefore we encourage you to make time to speak to your child's key person at a time convenient to both of you whereby you can discuss your child's next steps or any other issues that may arise.

Throughout your child's time at pre-school, both formal and informal observations are made on a regular basis, and we seek opportunities to assess a child's progress. We also include photographs of children engaged in activities, having first obtained parental permission to photograph each child.

Safety

We are always very safety conscious at Pre-school. Every member of staff holds a paediatric first aid qualification and most of our rules relate to safety. Pre-school is inspected and registered by OFSTED to ensure we meet child care and health and safety as well as educational standards.

Arrivals and departures

We take great care in monitoring the safe arrival and departure of all children, and ask if your child is to be collected apart from yourself, either an introduction to that person, photo id or an agreed password must be used before a child is released.

You are responsible for your child whilst in the foyer prior to a session and as soon as your child is collected.

Accidents and incidents

For minor incidents, first aid will be given at Pre-School and will be recorded in a book signed by both a staff member and parent/carer. In an emergency, parents and a doctor will be contacted immediately, so please ensure that we have up to date contact numbers. Please inform us if our child has any ongoing conditions such as asthma, diabetes, allergies or if he/she is on a particular diet.

If your child is ill please let us know as soon as possible if the illness is infectious and please keep him/her away from pre-school until risk of infecting other children is past.

- Chicken pox - until spots dry up
- Sickness/diarrhoea - 48hrs after last bout.
- Chicken pox – Although infectious before spots appear, most parents will not realize their child has this illness until the spots are seen. Therefore from the appearance of spots please keep your child at home until all of the spots have scabbed up completely.
- Measles – one full week from the onset of the rash/appearance of measles.
- Impetigo – keep your child at home until the spots/lesions have crusted and healed.
- Mumps – one full week from the onset of swollen glands.
- Hand/foot and mouth: please keep your child at home for one week.

Complaints to Ofsted

Where there seems to be a possible breach of the settings registration requirements, it is essential to include Ofsted as the registering and inspection body with a duty to ensure the national standards for day care are adhered to. The address and telephone number of Ofsted is: Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

Tel Complaints 0300 123 4666, Helpline: 0300 123 1231, Website:
www.ofsted.gov.uk/parents
The address and telephone number of Ofsted are also displayed on our
Parents notice board.

Sickness/holiday/severe weather conditions

There is no refund for sickness, holiday or closure due to severe weather conditions such as snow.

Behaviour Management

Clear boundaries are set and applied so children know what is expected of them:

- We encourage good behaviour by praise
- Setting good examples for children to follow

If persistent problems occur, we will discuss the problem with you to find an acceptable solution. Please refer to our behavior policy.

Confidentiality

Confidentiality regarding any child in our care is of the up most importance. We are responsible for the well being of the children therefore any records we keep on the children are kept secure and confidential. Please refer to our confidentiality policy.

Child protection

As a provider of day care we are responsible for the well being of the children in our care and governed by the Children's Act 1989. Please refer to our safeguarding policy.

Equal Opportunities

Our pre-school promotes equality and anti-discriminatory practice for all children with regard to gender, ethnic origins/racial groups, religious culture, linguistic backgrounds. We consider it important to provide a range of experiences and an environment that will instill in the children a positive outlook towards people in our society whom they may see different from themselves.

School Connections

Tiny Tigers liaise with all the local schools, to ensure a smooth transition into reception

Tiny Tigers Pre-School Terms and Conditions

All parents must observe our basic terms and conditions. Tiny Tigers pre-school provides a happy and stimulating environment in which each child can develop very much at his/her own pace.

If you would like to see a full copy of all our policies please ask a member of staff to provide you with a copy.

Registration/secure a placement

Children can not be allocated placements without completing a child registration form. To secure a place a refundable deposit of £50.00 is required before a place can be allocated. The place is subject to availability with the earliest date offered as appropriate to the age of the child. If there is no immediate availability the name of the child will be held on a waiting list until a place becomes available. On receipt of the registration form and deposit, a letter will be sent confirming your child's place and start date. **. For non funded children we ask for a £25.00 administrative fee which will be deducted from the £50.00 deposit.**

Should you wish to cancel your child's place before he/she starts Tiny Tigers there will be no refund of deposit.

If you wish to reduce your child's sessions for **non-funded** children, we require 4 weeks notice.

Payments of fees

Fees are to be paid monthly in advance upon issuance of fee statement. Fees will not be waived for term time absence through sickness or holidays or any other cause or if the pre-school is closed due to severe weather conditions which are beyond our control and safety of the children is at risk. The fee structure is reviewed annually.

Termination of contract

If you wish to terminate your contract with Tiny Tigers, we require one month's notice in writing.

I hereby agree to Tiny Tigers terms and conditions

Name (print).....

Sign.....

Date.....

Please sign and return to Supervisor. Thank you.

Privacy Notice - Data Protection Act 1998

We Tiny Tigers Pre-School are the Data Controller for the purposes of the Data Protection Act. We collect information from you about your child(ren), and may receive information about your child(ren) from your previous setting. We hold this personal data and use it to:

- support your child(ren)'s teaching and learning;
- monitor and report on your child(ren)'s progress;
- provide appropriate pastoral care, and
- assess how well our setting is doing.

This information includes your child(ren)'s contact details, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

We will not give information about your child(ren) to anyone outside the setting without your consent unless the law and our rules permit it.

We are required by law to pass some of your information to the Local Authority (LA), and the Department for Children, Schools and Families (DCSF).

If you want to see a copy of the information we hold and share about you then please contact Natalie Brown.

If you require more information about how the LA and/or DCSF store and use this data please go to the following websites:

- http://www.kent.gov.uk/your_council/contact_us/access_to_information/data_protection.aspx
- and
- <http://www.teachernet.gov.uk/doc/13856/DCSF%20what%20we%20do%20with%20Children's%20data%20v4%20final.doc>

If you are unable to access these websites, please contact the LA or the DCSF as follows:

- Access to Information Co-ordinator
Sessions House
County Road
Maidstone
ME14 1XQ
- Public Communications Unit
Department for Children, Schools and Families
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
website: www.dcsf.gov.uk
email: info@dcsf.gsi.gov.uk
tel: 0870 000 2288.

Registration Form

Name Of Parent/guardian.....

Address.....

.....Postcode.....

Home Telephone Number.....

Mobile Number.....

Child's Name.....

Date of
Birth.....

Email address.....

Please indicate the sessions/days required below

	MON	TUES	WED	THUR S	FRI
AM					
PM					

Do you require your child to stay for lunch?.....

Preferred starting date.....

Parent signature.....

Date.....

Free Early Education

FEE and ADDITIONAL FEES: All children become eligible for Free Early Education (the universal entitlement) the term after they become 3. Some 2 year olds may also be eligible for funding (free for 2 funding or FF2). Parents/carers are asked to check with the owner/manager to find out if their child qualifies.

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

And

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

Children accessing the Universal Entitlement/FF2 are entitled to the first 15 hours of charge for 38 weeks and a maximum of 570hrs per year. Free Early Education may be taken with multiple providers. At this setting we offer a totally free pattern of delivery in the following way, first come first served basis. This is subject to availability and eligibility.

Any additional hours will be charged @ £6.00 p/hour

30 hours free early education

Tiny Tigers will be offering a limited number of 30hr free early education places to eligible families. The 30 hours can be used in conjunction with multiple providers. At this setting we offer a totally free 30hr pattern of delivery the following way, first come first serve basis. This is subject to availability and eligibility.

For more information and to see if you are eligible please visit www.childcarechoices.gov.uk

Fees

X 1 session (please provide a packed lunch) £23.20 (9.00AM-13.00PM)

X 1 session without lunch: £18.30 (9.00AM-12.00PM)

X 1 full day session (please provide a packed lunch) : £33.20
(9.00AM-15.00PM)

Hourly rate: £6.00p/hr

At our pre-school/nursery we believe in open communication with all parents/carers and staff and are therefore presenting this fees structure in order to ensure that everyone fully understands our charging. Our fee structure is fully inclusive of all drinks and snacks. We are open for 38 weeks per year, closing on Bank Holidays. Our fees do not include any outings, celebrations or entertainment that is in addition to our usual session activities.

FEES: Fees are payable monthly in advance, in accordance with the rates in force at the time. Fees are reviewed annually, in September of each year, or in the event of any changes to the Code of Practice. Any changes to current rates will be advised in writing, at least one term in advance.

Costs for your childcare

If you are in receipt of working tax credits you may be able to claim the childcare element of this benefit. You will need to contact the Inland Revenue for further information. Tel. 0845 300 3900 (please quote your national insurance number).

Snack contribution

We ask for a voluntary contribution towards our snack. As you are aware the cost of food is continuing to rise therefore we ask parents to kindly contribute £3.00 per week so we can continue to offer children healthy and varied snacks. Your voluntary contribution would also go towards the cost of food for cooking activities/wipes etc. Thank you for your help.

Late collection fee

We aim to ensure that all children are collected on time by either a parent or carer or other authorised person. It is a parents responsibility to inform all authorised persons of the collection times to ensure their child is collected promptly at the end of every session.

However we appreciate that sometimes there may be circumstances beyond your control effecting the prompt collection of a child. We ask if a parent/carers is going to be late they inform us as soon as possible and make alternative arrangements to have their child collected immediately.

In the event of a child being collected late we reserve the right to charge a late collection fee of £10.00.

Tax free childcare

If you're a working parent with children under 12 (or under 17 for disabled children), you can open an online account to pay for registered childcare. The government will top-up the money you pay into the account. For every £8 you pay in, the government will add an extra £2. You can receive up to £2,000 **per child**, or £4,000 if disabled.

You, and any partner, must each expect to earn (on average) at least £120 per week (equal to 16 hours at the National Minimum or Living Wage). If you, or your partner, are on maternity, paternity or adoption leave, or you're unable to work because you are disabled or have caring responsibilities, you could still be eligible.

If either you, or your partner, expect to earn £100,000 or more, you can't get Tax-Free Childcare. You can't use Tax-Free Childcare at the same time as childcare vouchers, Universal Credit or tax credits. You **can** use it with the 15 hours and 30 hours schemes.

You can use it to help pay:

- Registered childminders, nurseries and nannies
- Registered after-school clubs and playschemes
- Registered schools
- Home careworkers working for a registered home care agency

Please visit www.childcarechoices.gov.uk for more information

Tiny Tigers local offer

How does our setting identify children with additional needs or SEND?

At Tiny Tigers Pre-School we treat every child as an individual. Your child will be allocated a key person who will be responsible for your child's development. Through the use of observations and planning for their next steps we are able to identify any concerns which we will share with you, and with consent we will contact other professionals if required. Should you have any concerns about your child you should speak with your child's key person who will be able to advise you further.

How will I be informed / consulted about the ways in which my child is being supported?

Your child's key person will work with both you and your child. This relationship will ensure that we share knowledge concerning your child and their development. This knowledge begins with the 'Welcome Pack' and the all about me section in Tapestry (online learning journal) and continues with regular meetings relating to their next steps. Through continual observations we can plan for your child including assessing additional support from other professionals as appropriate.

With your permission, we will contact outside agencies if required either for advice or to make a referral with any concerns and we will implement strategies.

How will our setting adapt the Early Years Foundation Stage curriculum for my child's needs?

Every child is viewed as unique, therefore we plan for your child's development based on observations of your child and evidence gained for their Learning Journal within Tapestry. The environment your child plays in will be appropriate for their needs and additional support or resources will be supplied as appropriate.

What teaching strategies does our setting use for children with additional needs or learning difficulties?

At Tiny Tigers we have a SENDCO (special education needs co-ordinator) that has been trained through KCC to support the key person and families to ensure that the child's individual needs are met.

We have robust policies and procedures in place which are reviewed regularly ensuring that our resources and environments are suitable and accessible for all.

The nursery SENDCO will work with the key person to provide personal plans for each individual child based around their abilities and interests.

The SENDCO will liaise with other professionals (with the parent's consent) such as Early Years Inclusion Officers, Speech and Language Therapists and Health Visitors to gain further advice in supporting each individual child. The SENDCO and the key person will work collaboratively to ensure that these targets and strategies are implemented.

The plans and activities will be reviewed by the key person, SENDCO and the parents regularly to update plans and provide support for all children.

Parents communication is valued and the key person will work together with the parents to ensure that every child's learning is supported.

At the initial settling in sessions the parent/carers will work with the key person to settle the child into the nursery. Throughout this time the key person will complete the information sheet to understand the child's individual routines, needs, interests and abilities.

The parents are encouraged to work together with the key person completing observations and activities for home to keep them informed of new interests so that this can be incorporated in the activities that are planned for that child.

The parents will be invited to attend regular meetings to review the child's progress.

What additional support does our setting provide for children with additional needs or SEND?

We offer settling in sessions which will familiarise your child with the Pre-School and also enable support for your child to be discussed before they commence at Pre-School. Care routines will be discussed prior to starting at the Tiny Tigers, including nappy changing. We are able to administer prescribed medicines once the appropriate form has been completed. If additional training is required to administer medicine we will undertake this as necessary but on this occasion your child will not be able to start preschool until this training has been completed.

Promoting positive behaviour is important to the setting. Our belief is Caring and Sharing and we utilise a range of techniques to ensure this is met. We will always discuss any behaviour concerns with you in order to maintain a consistent approach between home and the setting.

The safety of your child is paramount. Children are signed in and out with details of who is due to collect them each session. We will not allow any child off the premises if the person collecting them is not known to the setting or does not give the correct password. We regularly undertake and review risk assessments on our equipment and environment from both a 2 year olds and 3 year old perspective. Risk assessments are completed before every session and before any trip including short walks around the local community.

How will the setting monitor my child's progress and how will I be involved in this?

A strong relationship between the setting and Parents is important to the Pre-School. You have access to view your online child's online Learning Journal and your child's key person will meet with you regularly to discuss your

child's development and next steps. We are always available to discuss any concerns you have regarding your child's learning and development.

How do you ensure children with additional needs or SEND can be included in the same activities as other children, including trips?

All children are welcome to attend trips. Parents are notified before trips in order to identify any particular needs. Risk assessments are completed and volunteers are asked to assist on the trip from the children's families if required. On any trips all children wear high visibility Jackets, mobile phone, first aid kit and a child's individual medicine or medical equipment, as required, is always taken.

How accessible is the building for children with mobility difficulties / wheelchair users?

We will work closely with all parents to access any specialist equipment that may be required.

Visual timetables/makaton are used to assist children with the daily routine and Language books are shared with setting and families of children with English as Additional Language to aide communication.

How will you support my child's transition to a new setting or school?

Before your child joins the Pre-School we encourage you to visit the setting several times so that you can both become acquainted with the Environment and staff. We have a Settling session before your child is due to start pre school. We work closely with each family to develop a settling routine to match your child's needs.

If a child attends more than another setting or is moving to a different setting we share the child's next steps with that setting.

We liaise with local schools to arrange visits of both the children to the schools and the Teachers to visit the children at the Pre-School to aid the transition to new Schools.

Outside agencies will support with transition to school for any child they have been involved with at the Pre-School.

How does our setting assess the overall effectiveness of its SEN provision and how can parents / carers take part in this evaluation?

The staff continually receive and refresh their training. All staff are qualified within Early Years or are currently studying for qualifications. Staff have attended; promoting positive behaviour, English as additional language; senco forums and lift meetings. We continually reflect upon our practice and will attend training when a particular need is identified. Every year we provide parents with an annual questionnaire, thereby giving parents an opportunity to make comments/recommendations or ideas that we may implement.

