

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 lunchtime or 9.00am-13.00pm (parent provides a packed lunch)
- Full day session on a Monday - Thursday (9.00am-3.00pm) for all ages.
- Friday morning session (9.00am-12.00pm/9.00am-13.00pm for all ages.
- Full day session on a Friday (9.00am – 3.00pm) **for pre school children only**
- 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-11.00pm

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 place their lunch box and drink bottle in the lunch trolley. They will then wash their hands using soap and water before the session begins.

Children will have a 2 hour, totally uninterrupted free play session, having the choice of both inside and outside activities using a free flow procedure. Children make their own

choices and staff follow their interests, scaffolding their ideas as and when necessary.

SNACK BAR

From 10.00am - 11.00am a rolling 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.

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.

IN THE MOMENT PLANNING/FOCUS CHILD

Each week there will be 'focus children', on the last session before children are 'focus children' parents will be given a questionnaire to take home to be returned on their first session as a focus child. Parents will be asked to fill in the questionnaire with any comments and the following week will be invited in to meet with their child's key person to talk about progress and their completed questionnaire. We encourage parents to take photos of their child and add them to Tapestry for good links with home/pre-school learning. Once a week all observations using the Ipad are uploaded for parents to see. Any next steps which have been identified during the child's focus week but which have not yet been fully addressed will be worked on with the child during continuous provision in the future and reviewed when it is that child's turn again as a 'focus child'.

How is it achieved?

The setting is organised so that each child can decide where to go, inside or outside, which resources to use, whether to be alone or with others and for how long they want to pursue an activity. By doing this they become deeply involved in their task and progress is happening constantly. However their level of involvement may drop for a variety of reasons :they may not know what to do or how to do something , or how to use a piece of equipment , another child may be disrupting their play or they may need something adding. When this happens, the child will seek help either from another child or an adult. This is when a skilful practitioner would step in and assess what is needed for the child to carry on. This is what we

would call a teachable moment. These moments will either be recorded as observations or WOW moments.

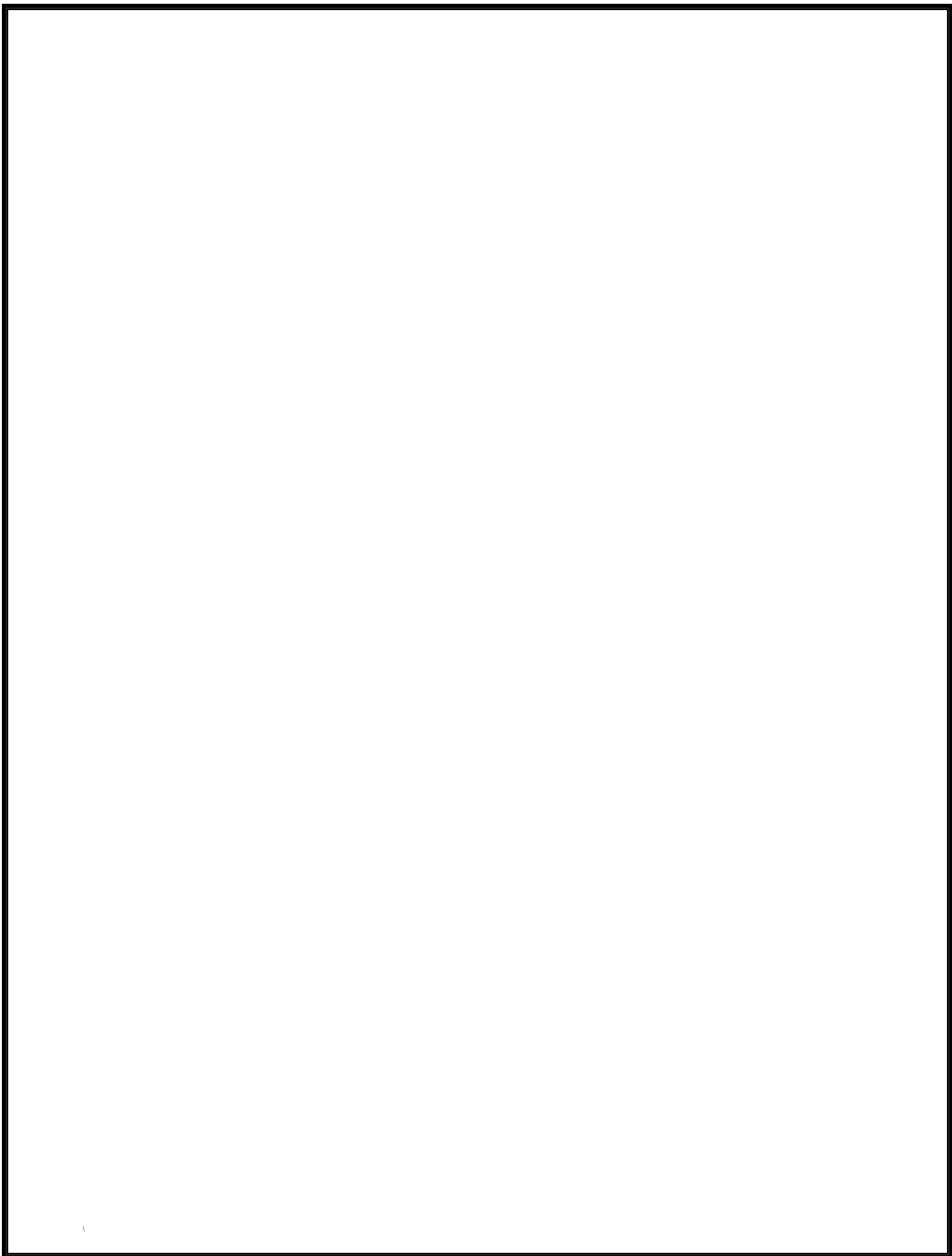
We endeavour to keep paperwork to a manageable level so that practitioners time will be spent interacting with the children. We will be focusing on specific children every week and if it is your child's focus week you will know before hand and be asked to contribute to their learning. Please ensure you contribute as much as possible.

One way to help us keep paperwork to a manageable level is to make sure we are only writing meaningful and useful observations and WOW moments. Writing lots of observations becomes repetitive and they often do not serve any real purpose. If it is not your child's focus week then please be reassured that lots of learning is still taking place as the environment will be carefully planned according to their needs and interests. We will still post WOW moments on tapestry as they occur. We would encourage parents to do the same and continue to send us photos or notes about learning that is happening away from pre-school to help us build a complete picture of the child.

ORAL HEALTH

Part of the EYFS is to promote the "good oral health of children" which has been introduced following research by Public Health England that suggests that 1 in 5 children aged 5, have experienced tooth decay. The aim of the new requirement is to reduce tooth decay in children and associated hospital admissions, since it is the most common reason for children aged 6 to 10 to be admitted to hospital to have teeth removed. We do this by:

- Talking to children about the effects of eating too many sweet things
- Promoting regular toothbrushing – twice a day for 2 minutes using a fluoride toothpaste
- Encouraging children to visit the dentist regularly (twice a year is recommended)
- Encouraging parents to promote good oral health at home



Local outings

A small group of children are taken on weekly local walks to explore the natural world around them, this could be a visit to the library, walking to the woodland or buying snack from the local shop. This is arranged on a rota basis ensuring all children have the opportunity to take part.

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.

Sensory Circuit

This is a programme of specifically designed physical activities which are intended to focus on concentration in readiness for the day's learning. These activities are collectively known as sensory circuit and encourage the development of a child's sensory integration abilities.

Sensory integration is the ability to take in, process and make use of information in the world around us. In the circuit your child would take part in simple activities such as skipping, balancing, pushing and pulling. These take place in a child friendly environment that is fun while promoting social and emotional development.

If you wish to discuss any aspects of this programme please do not hesitate to speak to either myself or Sally Sullivan who will be running these sessions.

FOREST SCHOOL AT TINY TIGERS

Tiny Tigers are very lucky to have a large forest school, which is accessed on a daily basis.

What is forest school?

Forest school originated in Scandinavia in the 1950s and is based on the philosophy that children's interaction with nature and the natural world is a very important factor in their development. Forest schools are now fully integrated in the Danish education system and have been in use for three generations.

The development of forest schools in Britain began around 1993, when tutors and students from Bridgwater College in Somerset visited Denmark to look at the pre-school system. They were so inspired by the emphasis placed on child-led outdoor learning that they set up their own forest school in the grounds of their college on their return to England.

The Forest School Association (FSA) defines forest school as an inspirational process that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. It is a specialised learning approach that sits within and compliments the wider context of outdoor and woodland education.

Principles of forest school

The forest school ethos has six guiding principles which were agreed by the UK Forest School community in 2011. Forest school:

- is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session
- takes place in a woodland or natural environment to support the development of a relationship between the learner and the natural world
- uses a range of learner-centred processes to create a community for being, development and learning
- aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners
- offers learners the opportunity to take supported risks appropriate to the environment and to themselves

Benefits

Playing and learning outside improve children's physical and emotional wellbeing and the forest school experience has been shown to be hugely beneficial for children with a range of emotional and developmental needs. Rather than using classroom resources and equipment, children can use natural materials found in the woodland and enjoy activities such as collecting sticks and leaves, tying knots, making dens, handling tools, using twigs to write in the mud, climbing trees, jumping across stones and building fires.

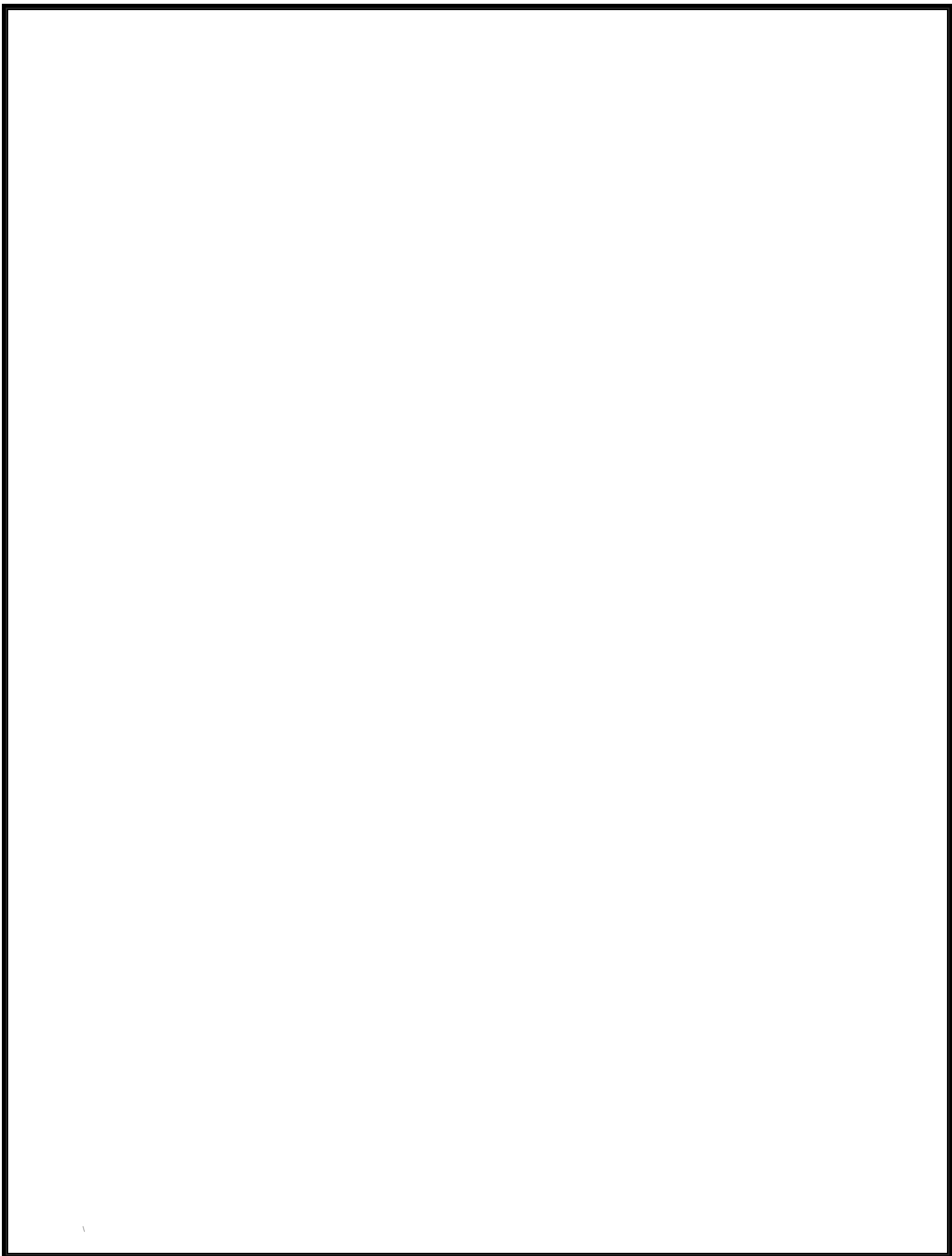
Forest school can help children to develop:

- self-awareness
- motivation
- empathy
- social skills
- communication skills
- independence
- self-esteem and confidence
- physical skills including the development of both gross and fine motor skills
- problem solving and risk taking
- resilience
- concentration
- knowledge and understanding of the world around them.

Forest school therefore supports the EYFS curriculum and can be linked to other themes being covered at the early years provision or to experiences at home.

TINY TIGERS ALLOTMENT

We are very lucky to have our very own allotment, where we grow a mixture of summer and winter fruit and vegetables. The children really enjoy digging and planting and the allotment is a fantastic way to develop a better understanding of how things grow, how seeds need to be cared for, watering and weeding and of course, the best bit is when the children see the fruits of their labour and can actually eat the fruit and vegetables they have helped to grow.



Early Years Schemas

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
<p>Trajectory diagonal/vertical/horizontal</p>	<p>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.</p>
<p>Transporting</p>	<p>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.</p>
<p>Envelopment</p>	<p>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.</p>
<p>Enclosure</p>	<p>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.</p>
<p>Rotation</p>	<p>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.</p>
<p>Scattering</p>	<p>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</p>

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. We are fully contactable via class dojo (parent app)

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. (this has been suspended for the time being due to Covid.)

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. The key person is your first point of contact if you wish to discuss anything at all, however all staff members are available for questions or comments.

Child Development

When a child joins Tiny Tigers Pre-school, a child observation record is created. Records are recorded on an online learning journey using Tapestry. When your child joins Tiny Tigers we will set up a personal login to enable you to access your child's account to view what photo's or observations that have been added. Key person and

parent/carer communication is vital towards your child's development therefore any contributions you can make to your child's learning journey would be greatly appreciated.

Throughout your child's time at pre-school, both formal and informal observations are made, 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.

TINY TIGERS PRE SCHOOL INTENT, INTENTION AND IMPACT

The Early Years Foundation Stage is the period of education from birth to 5 years.

INTENT

Intent in EYFS at Tiny Tigers pre-school, the curriculum is designed to recognise children's prior learning from previous settings and their experiences at home, provide first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual and we celebrate and welcome differences within our pre school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that first experiences of pre school life should be happy and positive, enabling us to develop a lifelong love of learning. Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout their time at Tiny Tigers. Throughout their time in EYFS, the children develop a sense of belonging to our pre school community, ready to transition into reception. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners. We intend: To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points. To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps. To create an indoor and outdoor environment which supports learning. To prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.

IMPLEMENTATION

Throughout EYFS at Tiny Tigers pre school, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, updated and effective from September 2021, by the DfE. This framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. We have a curriculum that is child-centred and that is based upon wow experiences and topics which engage the children. We encourage active learning to ensure the children are motivated and interested. We take time to get

to know children's interests and their likes to support learning. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum. • communication and language development • personal, social and emotional development • physical development • Literacy, • Mathematics, • Understanding the World, • Expressive Arts and Design. These 7 areas are used to plan children's learning and activities. Planning for this curriculum is designed to be flexible so that a child's unique interests are supported. Continuous provision practise and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. Guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through observation and discussion, areas of need and next steps are identified for all children to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. In planning and guiding children's activities we reflect on the different ways that children learn and reflect these in our practise. Staff in the EYFS make regular observations of the children's learning to ensure their next steps are met. These are collected in each child's online learning journey. We regularly assess where the children are, using 'Development Matters' and then ensure our planning, adult interaction and learning environment; including continuous provision, support children to reach their next steps. We will include interventions for groups or individuals if and when necessary. Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in most weather conditions. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are: Playing and Exploring – children investigate and experience things, and have a go; Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things. We have a dedicated time focusing on health and self-care where we explore yoga and relaxation techniques. We share a range of healthy snacks and learn about the importance of a healthy balanced lifestyle to maintain our own wellbeing. To support our wider curriculum, we provide regular opportunities for parents and carers to come into pre school and work with their child, share their work and celebrate successes. We keep parents informed via tapestry and class dojo and we meet regularly with them to discuss their child's development.

IMPACT We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. The impact of our curriculum is measured by assessment procedures within our setting by having weekly staff meetings to discuss next steps. Practitioners use observations to make formative assessments which inform planning and ensure that all children build on their current knowledge and skills at a good pace. The impact of our curriculum will also be measured by how effectively it helps our children develop into well rounded individuals who embody our values and

carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

Safety

We are always very safety conscious at Pre-school. There is always at least one member of staff who is first aid qualified on duty 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.

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/diarrhea - 48hrs after last bout.
- If your child is showing any covid symptoms (- a high temperature, a continual cough, loss of taste or smell) please keep your child at home and arrange for a PCR test.
- If anyone in your household has any of the above symptoms please keep your child at home until you receive your test result. Any positive test result within your household would mean 10 days of isolation.

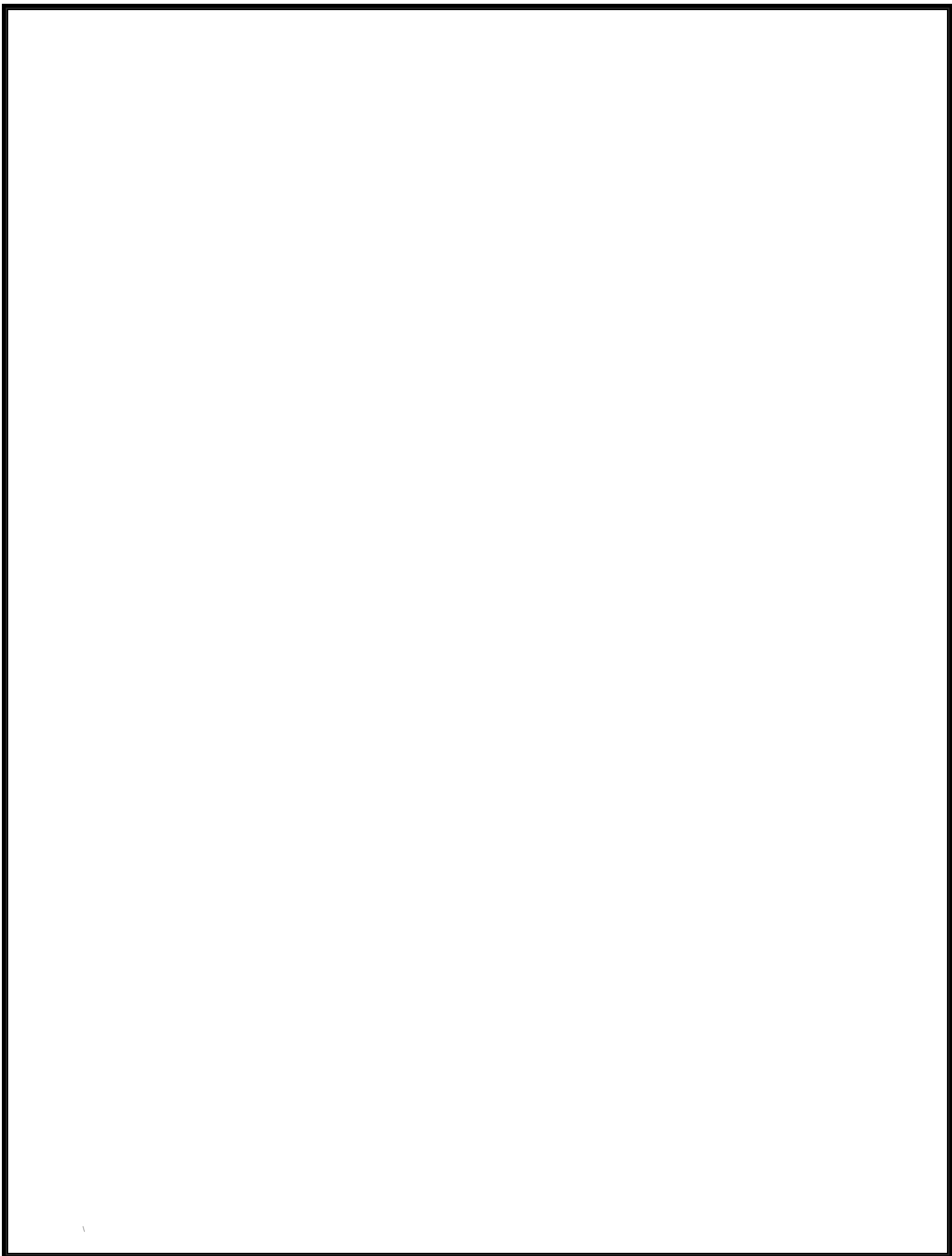
Complaints to Ofsted

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.

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.

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.

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 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.

- schools or pre schools after children leave us
- our local authority (Kent County Council) and their commissioned providers of local authority services
- the Department for Education (DfE)
- outside agencies that may be involved with your child's development/learning

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

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM					
PM					

Preferred starting date.....

Parent signature.....

Date.....

FEES AND FUNDING

Tax-free childcare

To support parents/carers with childcare costs for children of all ages, the Government introduced the Tax-Free Childcare scheme which is available to around 2 million households. You can open an online account which you pay into to cover your cost of childcare; for every £8.00 you pay in, the government will top up your account with an extra £2.00.

To find out more about this scheme please go to:

<https://www.tax.service.gov.uk/childcare-schemes-interest-welcome>

30 hours childcare

For those parents/carers with children aged 3-4 years, the 30 hours childcare scheme is available. To find out more about whether you may be eligible and how to apply, please go to:

<https://childcare-support.tax.service.gov.uk/par/app/applynow>

2-year-old funding for working parents

With effect from April 2024, some families may be eligible for 2 year old funding for working parents. We will be offering 2 year old funding for eligible working parents subject to availability.

Please follow the link below to see if you are eligible for this funding:

<https://www.gov.uk/check-eligible-free-childcare-if-youre-working>

2-year-old funding for eligible families

For families in England, receiving some additional forms of government support. This scheme is known as Free for 2 in Kent. To find out more about whether you may be eligible and how to apply, please go to:

<https://www.kent.gov.uk/education-and-children/childcare-and-pre-school/free-childcare>

Fee structure for non-funded children with effect from September 2024

Morning session without lunch (9.00am-12.00pm): £27.00

Morning session with a packed lunch (9.00am-13.00pm): £36.00

Full day session: 9.00am-15.00pm: £54.00

Fee structure for funded children with effect from September 2024

Children accessing the 3-4-year-old Universal Entitlement, 2 year old funding for eligible working parents or FF2 funding for eligible 2-year-olds are entitled to 15 hours free childcare for 38 weeks to a maximum of 570 hours per year.

Free Early Education may be taken with multiple providers.

At Tiny Tigers we offer the free education pattern of delivery in the following way:

09.00am-12.00pm – **free early education**

12.00pm-13.00pm: **chargeable lunch hour @ £9.00/hr.**

13.00pm-15.00pm – **free early education**

2 year old funding spaces for eligible working parents and FF2 funding spaces for eligible parents are subject to availability

Children whose parents are eligible for the working parent entitlement for 3-4-year-olds can access up to 25 hours free childcare for 38 weeks to a maximum of 950 hours per year.

In addition to the lunch hour charge and consumable charges in Box 2.

Children whose parents are eligible for the working parent entitlement for 3-4-year-olds can access up to 30 hours free childcare for 38 weeks to a maximum of 1,140 hours per year.

In addition to the consumable charges listed below in Box 1.

These 30-hour spaces are subject to availability.

Lunch fee for funded children: please note if your child is funded by the government, an hourly fee of **£8.50** will be added **if you require** your child to stay for lunch (12.00pm-13.00pm).

Please note if you do not wish to pay for this lunch period, you have the option to collect your child at 12.00pm for the lunch hour. Children may return for the afternoon session 13.00pm-15.00pm.

Extra charges for consumables

The early years education funding does not cover the costs for the extra activities that we offer at Tiny Tigers. To enable the children to experience the activities set out below, we require a higher adult: child ratio to ensure the safety and wellbeing of each child in our care.

These activities include the following:

Trips to the local park

Forest school sessions

Woodland nature walks

Trips to the local shop

Trips to the library

Sensory circuits on a Tuesday morning (this is rota'd amongst the children each week)

We will also be offering dance classes on a Friday with a qualified dance teacher.

Enrichment activities:

Sensory circuit

What's in the box

Listening and attention activities

Phonics activities

Turn taking games

Specific focus activities around children's next steps

I can Early talk boost sessions

Lego therapy

Talk for writing

Helicopter stories

Gardening at the allotment

Other chargeable consumables are as follows:

Facial wet wipes, sun cream, morning and afternoon snack, cooking ingredients.

Charges will be applied individually according to the days and funded hours your child attends each week.

Please see the table below showing the charges for each activity or consumable:

Chargeable consumables (Box 1)	Cost/per week (30hr funded children)
Morning snack	£1.25 p/week
Afternoon snack	£1.25 p/week

Facial cleansing wipes	£0.50 p/week
Daily forest school sessions/enrichment activities (Additional staff required)	£4.00 p/week
Friday dance with qualified dance teacher	£2.80 p/week
Cooking activities	£1.20 p/week
Local walks (Additional staff required)	£4.00 p/week
Total consumables charge per week	£15.00 p/week

Chargeable consumables (Box 2)	Cost/per morning or afternoon session
Morning or Afternoon snack	£0.25
Facial cleansing wipes	£0.10
Daily forest school/enrichment activities (Additional staff required)	£0.80
Total consumable charge per morning or afternoon session	£1.15

Additional charges, only applied on days when occur	Cost
Cooking activities	£0.80p
Local walks or enrichment activities depending on weather	£0.80p
Friday dance with dance teacher	£2.80

PLEASE NOTE, DANCE IS OPTIONAL AND MAY BE SWAPPED WITH AN ENRICHMENT ACTIVITY (PLEASE INFORM ME OF YOUR OPTION)

DAILY TIMETABLE FOR EXTRA ACTIVITIES

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	Forest school or enrichment activities	Forest school or enrichment activities	Forest school or enrichment activities	Forest school or enrichment activities	Forest school or enrichment activities AND Dance class
PM	Cooking and enrichment activities	Local walk Or enrichment activities	Local walk Or enrichment activities	Cooking and enrichment activities	Local walk Or enrichment activities

EXAMPLE:

A child who attends on a Monday, Tuesday and Thursday full day: chargeable consumables would be:

Consumable	Quantity	Cost per week
Snack	6	£1.50
Facial wipes	3	£0.30
AM enrichment activities/forest school	3	£2.40p

PM walk/enrichment activities	3	£2.40p
Cooking	2	£1.20
Total		£7.80p

Please do not hesitate to contact me directly if you have any questions or concerns paying these charges or you are unable to pay.

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/carer 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.

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

The SENCO 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 SENCO 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, SENCO 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 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 / carer's 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.

Privacy Notice for Tiny Tigers pre-school

This notice explains what personal data (information) we hold about you, how we collect, how we use and may share information about you. We are required to give you this information under data protection law.

Who are we?

Tiny Tigers collects, uses and is responsible for certain personal information about you. When we do so we are regulated under the General Data Protection Regulation which applies across the European Union (including in the United Kingdom) and we are responsible as 'controller' of that personal information for the purposes of those laws.

The personal information we collect and use

Information collected by us

In the course of providing education and care we collect the following personal information when you provide it to us:

- Personal information (such as name, date of birth, gender, home address and postcode)

- Special category characteristics (such as special educational needs (SEN) information, ethnicity, relevant medical information)
- Parents/Carers Information (such as name, date of birth, National Insurance or National Asylum Support Service Number)
- Financial eligibility information (such as 30 hours codes)
- Attendance information (such as sessions attended, number of absences and absence reasons)

We also obtain personal information from other sources as follows:

- KCC SEN, Health Visitors

How we use your personal information

We use your personal information to:

- Check and calculate free entitlement
- Provide appropriate pastoral care and support services to children
- Provide funding
- Provide advice, support and guidance to the setting
- Enable financial and policy compliance checks of the setting
- Assess and improve the quality of our services
- Comply with the law regarding data sharing
- Safeguard children

How long your personal data will be kept

We will hold financial information securely and retain it for 7 years, after which the information is archived or securely destroyed.

We will hold your personal information securely and retain it from the child /young person's date of birth until they reach the age of 25, after which the information is archived or securely destroyed.

Reasons we can collect and use your personal information

We collect and use personal information to comply with our legal obligations under section 537A of the Education Act 1996, section 83 of the Children Act 1989, and to carry out tasks in the public interest. If we need to collect special category (sensitive) personal information, we rely upon reasons of substantial public interest (equality of opportunity or treatment).

Who we share your personal information with

- Department for Education (DfE) (statutory for early years funding and policy monitoring)
- Kent County Council Management Information & Finance (to provide funding)
- Other local authorities, or other early years settings, to resolve duplicate claims and funding queries
- Kent County Council teams working to improve outcomes for children and young people
- Commissioned providers of local authority services (such as education services)
- Local multi-agency forums which provide SEND advice, support and guidance (such as EY Local Inclusion Forum Team (EY LIFT))
- Schools that you attend after leaving us
- Partner organisations signed up to the Kent & Medway Information Sharing Agreement, where necessary, which may include Police, school nurses, doctors and mental health workers and Kent Community Health NHS Foundation Trust
- Contracted providers of services (such as external photographers and catering providers) where consent has been given

We will share personal information with law enforcement or other authorities if required by applicable law.

The National Pupil Database (NPD)

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

The NPD is owned and managed by the DfE and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the DfE. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

The DfE may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The DfE has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

Your Rights

Under the GDPR you have rights which you can exercise free of charge which allow you to:

- Know what we are doing with your information and why we are doing it
- Ask to see what information we hold about you (Subject Access Request)
- Ask us to correct any mistakes in the information we hold about you
- Object to direct marketing
- Make a complaint to the Information Commissioners Office
- Withdraw consent (if applicable)

Depending on our reason for using your information you may also be entitled to:

- Ask us to delete information we hold about you
- Have your information transferred electronically to yourself or to another organisation
- Object to decisions being made that significantly affect you
- Object to how we are using your information
- Stop us using your information in certain ways

We will always seek to comply with your request however we may be required to hold or use your information to comply with legal duties. Please note: your request may delay or prevent us delivering a service to you.

For further information about your rights, including the circumstances in which they apply, see the guidance from the UK Information Commissioners Office (ICO) on individuals' rights under the General Data Protection Regulation.

If you would like to exercise a right, please contact **Natalie Brown 0780 9216591**.

Keeping your personal information secure

We have appropriate security measures in place to prevent personal information from being accidentally lost, or used or accessed in an unauthorised way. We limit access to your personal information to those who have a genuine business need to know it. Those

processing your information will do so only in an authorised manner and are subject to a duty of confidentiality.

We also have procedures in place to deal with any suspected data security breach. We will notify you and any applicable regulator of a suspected data security breach where we are legally required to do so.

Who to Contact and Where to go for Further Information

Please contact **Natalie Brown** to exercise any of your rights, or if you have a complaint about why your information has been collected, how it has been used or how long we have kept it for.

If you would like to get a copy of the information about you that KCC shares with the DfE or how they use your information, please contact the Information Resilience and Transparency Team at data.protection@kent.gov.uk.

For more information about services for young children, please go to: <http://www.kent.gov.uk/education-and-children/childcare-and-pre-school> or the KCC website at www.kent.gov.uk

The General Data Protection Regulation also gives you right to lodge a complaint with a supervisory authority. The supervisory authority in the UK is the Information Commissioner who may be contacted at <https://ico.org.uk/concerns> or telephone 03031 231113.

For further information visit <https://www.kent.gov.uk/about-the-council/about-the-website/privacy-statement>

For further information about how the Department for Education uses your information:

To find out more about the pupil information we share with the DfE, for the purpose of data collections, go to <https://www.gov.uk/guidance/early-years-census>

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

For more information about the DfE's data sharing process, please visit: <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

