

Jellytots



Playgroup

Welcome Pack

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BROOK FIELD SCHOOL, CARTWRIGHT DRIVE, SWINDON SN5 5SB

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Jellytots Playgroup Prospectus

Brook Field School, Cartwright Drive, Swindon, SN5 5SB

Jellytots Playgroup aims to:

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

As a member of Jellytots Playgroup, your child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our high ratio of adults to children;
- has the chance to join with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure your child makes satisfying progress;
- is in a playgroup which sees you as a partner in helping your child to learn and develop; and
- Is in a playgroup in which parents help to shape the service it offers.

The service offered by Jellytots Playgroup.

- The playgroup is open 38 weeks per year.
- The playgroup is open during school term times.
- We are closed during statutory school holidays.
- We are open 5 days each week, between 8.45am and 11.45am and between 12.30pm and 3.30pm.
- We provide care and education for young children between the ages of 3 and 4/5.

The curriculum provided by Jellytots Playgroup

Children are born ready, able and eager to learn. They actively reach out to interact with other people and in the world around them. Development is not an automatic process, however. It depends on each unique child having the opportunity to interact in positive relationships and enabling environments. As a setting, we offer a variety of resources that enable rich learning opportunities through play and playful teaching, supporting children as they become engaged, motivated and confident enabling them to take risks and explore

At Jellytots, we ensure a sense of belonging built on key relationships with both children and their parents/carers. Staff are sensitive and responsive to children's needs, feelings and interests. They are supportive of the children's efforts and independence, setting consistent and clear boundaries, keeping them safe.

Jellytots staff understand and observe each child's development and learning; they assess progress and plan for next steps of learning. They will identify children who may need extra support to fulfil their potential highlighting other professionals for additional support.

Children who need extra support to fulfil their potential will receive special consideration. For children between the ages of 3 and 5 years, Jellytots provides a learning journey for the foundation stage of education. This framework is set out in a document, published by the Department for Education, called Statutory Framework for the Early Years Foundation Stage (EYFS) setting the standards for learning, development and care for children birth to five. The Early Years Foundation Stage (EYFS) sets the standards for all early years' providers, supporting them to offer a high quality environment, which ensures that children learn and develop well and are kept healthy and safe. Teaching in the early years should be focused on improving children's '**school readiness**', guiding the development of children's (cognitive, behavioural, physical and emotional) capabilities, so that children can take full advantage of the learning opportunities presented to them.

Overarching principles – four guiding themes shape the requirements of the EYFS and should shape practice in early years' settings, the themes are:

- Every child is a **Unique Child**, who begins learning at birth and can become resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **Positive relationships** with their parents and carers and with others, including the key person at their early year's settings
- An **Enabling environment** in which children's experiences are planned to reflect their needs and help build their confidence and in which there is a strong partnership between the early year's practitioners, parents and other professionals –this is crucial if children are to fulfil their potential and learn and develop well.
- **Children develop and learn in different ways and at different rates.** All areas of learning and development are important and are interconnected

At Jellytots, we look carefully at the children in our care and consider their needs, their interests, and their stages of development. We use all of this information to help plan a challenging and enjoyable experience across all the areas of Learning and Development.

The Seven key features of effective practice

1. The best for every child

- All children deserve to have an equal chance of success.
- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.
- When they start school, children from disadvantaged backgrounds are, on average, 4 months¹ behind their peers. We need to do more to narrow that gap.
- Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.
- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

2. High-quality care

- The child's experience must always be central to the thinking of every practitioner.
- Babies, toddlers and young children thrive when they are loved and well cared for.
- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.
- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.
- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.
- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.

3. The curriculum: what we want children to learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.
- Planning to help every child to develop its language is vital.
- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- Young children's learning is often driven by their interests. Plans need to be flexible.
- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
- Depth in early learning is much more important than covering lots of things in a superficial way.

4. Pedagogy: helping children to learn

- Children are powerful learners. Every child can make progress in its learning, with the right help.
- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.
- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.
- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

5. Assessment: checking what children have learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.
- Accurate assessment can highlight whether a child has a special educational need and needs extra help.
- Before assessing children, it's a good idea to think about whether the assessments will be useful.
- Assessment should not take practitioners away from the children for long periods of time.

5. Self-regulation and executive function

- **Executive function includes the child's ability to:**

- hold information in mind
- Focus their attention
- regulate their behaviour to plan what to do next.

- **These abilities contribute to the child's growing ability to self-regulate:**

- focus their thinking
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult.

- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

6. Partnership with parents

- It is important for parents and early year's settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.
- This includes listening regularly to parents and giving parents clear information about their children's progress.
- The help that parents give their children at home has a very significant impact on their learning.
- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.
- It is important to encourage all parents to chat, play and read with their children.

The areas of learning and development –There are seven areas of learning and development that must shape educational programmes in early years' settings. Three areas are particularly important for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn and to thrive. These three areas are;

The Prime Areas

- Communication and Language (Listening, Attention & Understanding – Speaking)
- Personal, Social and Emotional Development – (Self-regulation – Managing Self – Building Relationships)
- Physical Development (Gross Motor – Fine Motor)

Providers must also support children in four **specific areas** of learning and development, through which the three prime areas are strengthened and applied. These are;

The Specific Areas

- Literacy (Comprehension – Word Reading – Writing)
- Mathematics (Number – Numerical Patterns)
- Understanding of the world (Past and Present – People, Culture & Communities – The Natural World)
- Expressive arts and design (Creating with Materials – Being Imaginative and Expressive)

Communication and Language Development

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

English as an additional language

Speaking more than one language has lots of advantages for children. It is the norm in many countries around the world. Children will learn English from a strong foundation in their home language. It is important for you to encourage families to use their home language for linguistic as well as cultural reasons. Children learning English will typically go through a quiet phase when they do not say very much and may then use words in both languages in the same sentence. Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating

games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy Development

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

Mathematics

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

Understanding the world

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

culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive arts and design

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

Characteristics of Effective Learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning 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

Fair Processing Notice

GENERAL DATA PROTECTION REGULATIONS May 2018

Early Years Settings, Schools, Local Authorities (Las), the Secretary of State for Children, Schools and Families and the Department for Children, Schools and Families (DCSF) (the government department which deals with education and children's services), the Qualifications and Curriculum Authority(QCA), Her Majesty's Chief Inspector of Education, Children's Services and Skills (Ofsted), and the National Assessment Agency(NAA) all process information on children and pupils in order to comply with the GDPR 2018. This means, among other things, that the data held about children, must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

The **Early Years Setting** holds information on children in order to support their development, to monitor their progress, to provide appropriate pastoral care, and to assess how well the Setting as a whole is doing. This information includes contact details, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. From time to time Early Years Settings are required to pass on some of this data to Las, the DCSF and to agencies that are prescribed by law, such as QCA and Ofsted. In particular, at age five an assessment is made of all children (the Foundation Stage Profile) and this information is passed to the Local Authority and receiving maintained school.

The **Local Authority** (LA) uses information about children for whom it provides services to carry out specific functions for which it is responsible. For example, the Local Authority will make an assessment of any special educational needs the child may have. It also uses the information to derive statistics to inform various decisions. The statistics are used in such a way that individual children cannot be identified from them.

The **Qualifications and Curriculum Authority** (QCA) uses the information about children to administer national assessments such as the Foundation Stage Profile. Any results passed on to the DCSF are used to compile statistics on trends and patterns in levels of development. The QCA can use the information to evaluate the effectiveness of the national curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

Her Majesty's Chief Inspector of Education, Children's Services and Skills and **Ofsted** do not routinely process any information about individual children. However, whilst Ofsted holds no records of individual children's progress, it does use information about the achievement of groups of children to help inform its judgements about the quality of education in Early Years Settings.

The **National Assessment Agency** (NAA) uses information for those, relatively few, Settings undertaking the Foundation Stage Profile. The resulting data is passed on to the NAA, which also uses information in working with schools, the QCA, and Awarding Bodies, for ensuring an efficient and effective assessment system covering all age ranges is delivered nationally.

The **Secretary of State for Children, Schools and Families and the Department for Children, Schools and Families (DCSF)** use information about children and pupils for research and statistical purposes, to allocate funds, to inform, influence and improve education policy and to monitor the performance of the education and children's services as a whole. The DCSF will feed back to LAs information about children for a variety of purposes that will include data checking exercise, and use in self-evaluation analyses.

Information about children may be held to provide comprehensive information back to LAs to support their day-to-day business. The DCSF may also use contact details from these sources to obtain samples for statistical surveys: these surveys may be carried out by research agencies working under contract to the Department and participation in such surveys is usually voluntary. The Department may also match data from these sources to data obtained from statistical surveys.

The DCSF may also disclose individual child and pupil information to independent researchers into the education achievements of pupils who have a legitimate need for it for their research, but each case will be determined on its merits and subject to the approval of the Department's Chief Statistician.

Children, as data subjects, have certain rights under the GDPR 2018, including a general right of access to personal data held on them. With parents exercising this right on their behalf if they are too young to do so themselves. If you wish to access the personal data held about your child, then please contact the relevant organization in writing:

- The Early Years Setting at: Jellytots Playgroup
- The Local Authority at: Swindon Borough Council
- The QCA's Data Protection Officer at: QCA, 83 Piccadilly, LONDON W1J 8QA
- Ofsted Data Protection Officer at: Alexandra House, 33 Kingsway, LONDON WC2B 6SE
- The NNA Data Protection Officer at: NNA, 29 Bolton Street, LONDON W1J 8BT
- The DCSF's Data Protection Officer at: DCSF, Caxton House, Tothill Street, LONDON, SW1H 9NA

In order to fulfil their responsibilities under the Act the organization may, before responding to this request, seek proof of the requestor's identity and any further information required to locate the personal data requested.

The staff who work at Jellytots Playgroup are:

Janice John	Manager	Foundation Degree in Early Years DSL (Designated Safeguarding Lead)
Chris Hunt	SENCO DDSL (Deputy)	NVQ 3 in Child Care Learning and Development
Jo Scott	Play worker	NVQ 3 in Child Care Learning and Development
Mandy Hunt	Play worker	Level 3 in Child Care Learning and Development
Lucy Wootten	Play worker	Level 3 in Child Care Learning and Development

Telephone number in mobile (session time only) 07858158220

Jellytots Web Page is www.jellytotsplaygroup.org.uk

Setting E-mail address is jellytotsabc@hotmail.com

Enrolment/Registration E-mail Jellytots_rolls@hotmail.co.uk

Enrolment mobile number – 07546947985

Jellytots Facebook Page (Closed Group) need to be accepted by admin while your children attend the setting.

Key People

Each child must have a key person. Their role is to help ensure that your child's care is tailored to meet their individual needs. They will help them to become familiar with the setting and build a thoughtful relationship with them, working in partnership with parents/carers.

How parents take part in the playgroup

Jellytots Playgroup recognises parents as the first and most important educators of their children. All of the staff see themselves as co-workers with you in providing care and education for your child, welcoming any communication regarding all aspects of the Playgroup. Although we do not ask parents to help during the sessions, there are many ways in which parents take part in making the playgroup a welcoming and stimulating place for children and parents, such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with the staff and sharing information by recording in their child's Achievement Diary at home.
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- being part of the management of the playgroup;
- taking part in events and informal discussions
- joining in community activities in which the playgroup takes part;
- building friendships with other parents in the playgroup; and when Covid restrictions lift taking part in Parent/Volunteer Helper sessions and 'Happy Hour' which gives parents the opportunity to come and play with their children in the setting.

Records of achievement

Jellytots keeps a record of achievement in the form of observations for each child. Staff and parents working together on their children's learning is one of the ways in which Jellytots Playgroup and parents work in partnership. Your child's record of achievement at the setting and at home with an achievement diary can be shared during Parent interviews. This helps us to celebrate together his/her learning journey and to work together to provide what your child needs for his/her well-being and to make progress.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the playgroup staff take part in further training to help them to keep up-to-date with thinking about early years care and education.

The playgroup also keeps itself up-to-date with best practice in early years care and education through the Pre-School Learning Alliance's magazine *Under Five*, various internet sites including 'Optimus Education' and the Local Authority Leaders and Managers/SENCO (Special Educational Needs Co-coordinators) Meetings.

The Playgroup's timetable and routines

Jellytots Playgroup believes that care and education are equally important in the experience that we offer children. The routines and activities that make up the playgroup's session/day are provided in ways that:

- help each child to feel that she/he is a valued member of the playgroup;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

The playgroup organises its sessions so that the children can choose from - and work at - a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities that introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity - and are encouraged - to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom/s.

Snacks

The children bring in their own healthy snack each day along with a bottle of water. We do experience tasting different foods during topics and we also give the children opportunities to use cutlery.

Policies

Copies of the playgroup's policies can be found on our webpage.

The playgroup's policies help us to make sure that the service provided by the playgroup is a high quality one and that being a member of the playgroup is an enjoyable and beneficial experience for each child and her/his parents.

The staff and parents of the playgroup work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies.

This review helps us to make sure that the policies are enabling the playgroup to provide a quality service for its members and the local community.

Special needs

As part of the playgroup's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs that a child may have.

The playgroup adheres to the standards laid down in the Children and Families Act 2014, The Equality Act 2010 and the Education Act 2011, The Special Educational Needs and Disability Act (SENDA) 2001 supported by the 0-25 SEND Code of Practice. The setting's Special Educational Needs

This is a good site, please have look it is full of useful information ranging from 0-25 years.

Services Information - Need it, Find it, Use it

<https://localoffer.swindon.gov.uk/home>

Co-coordinator (SENCO) is **Chris Hunt**.

The Management of Jellytots Playgroup

A parent management committee - whose members are elected by the parents of the children who attend the playgroup - manages the playgroup. The elections take place at the playgroup's Annual General Meeting that is held in October each year. The committee is responsible for:

- managing the playgroup's finances;
- employing and managing the staff;
- making sure that the playgroup has - and works to - policies which help it to provide a high quality service; and
- making sure that the playgroup works in partnership with the children's parents.

The Annual General Meeting is open to the parents of all of the children who attend the playgroup. It is their forum for looking back over the previous year's activities and shaping the coming year's activities.

Fees

All children are eligible for nursery funding for up to 15 hours a week, with any approved providers, from the term after their third birthday. Any sessions not covered by funding are payable half-termly in advance or termly if a deposit is held. Fees must still be paid if children are absent for a short period of time. Please let us know if your child is unwell or will be absent for any reason. If a child will be absent for a long period of time, please talk to a staff member. For your child to keep his/her place at playgroup, you must pay the fees on time, or receive nursery education funding.

If your child is absent for 1 month or more without prior arrangement being made, your child's place will be forfeited and Jellytots reserve the right to offer your child's place to someone on our waiting list. This will apply to both funded and non-funded children.

Starting at Jellytots Playgroup

The first days

We want your child to feel happy and safe at the playgroup. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the playgroup. The playgroup has a policy about helping children to settle into the playgroup: a copy is enclosed in this prospectus.

Clothing

The playgroup provides protective clothing for the children when they play with messy activities.

The playgroup encourages children to gain the skills, which help them to be independent and look after themselves. These include taking themselves to the toilet and taking off - and putting on - outdoor clothes. Clothing which is easy for them to manage will help them to do this. Please help your child by making sure they can take off and put on (not necessarily do them up) their own shoes, some designs are very tricky for adults as well as children.

Jellytots Playgroup hopes that you and your child enjoy being members of the playgroup and that you both find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas, views or questions.