

## Bishop Hooper Butterflies Fees policy

### **Free Early Years Entitlement for three and four year olds**

A child who attends Bishop Hooper butterflies is entitled to 15 hours free nursery education following their third birthday in accordance with the table below.

<i>A child born in the period</i>	<i>Will become eligible for a free place</i>
1 <sup>st</sup> April to 31 <sup>st</sup> August	1 <sup>st</sup> September following child's 3 <sup>rd</sup> birthday (Autumn school term)
1 <sup>st</sup> September to 31 <sup>st</sup> December	1 <sup>st</sup> January following child's 3 <sup>rd</sup> birthday (Spring school term)
1 <sup>st</sup> January to 31 <sup>st</sup> March	1 <sup>st</sup> April following child's 3 <sup>rd</sup> birthday (Summer school term)

You are able to access these hours in the form of 6 sessions @ 2.5 hours per session. Lunch clubs are additional to the funded sessions and a fee is payable.

Fees are invoiced in advance at the beginning of each half term. These fees are based on your child's chosen chargeable session / lunch clubs. If you wish to change/drop any of your booked sessions, you must give half a terms notice to the Leader.

Any additional chargeable sessions or lunch clubs attended within each half term will be added to the following half term invoice.

**Holidays (session)** – Full session fees apply

**Holidays (lunch club)** – If notice is given prior to start of term in which the holiday relates – No fee payable.

**Sick days (session / lunch club)** – Full fees apply

### **Bishop Hooper Butterflies closure**

If Bishop Hooper Butterflies is forced to close due to unforeseen circumstances during term time such as no electricity or heating, no fees will be payable for those days. A deduction for chargeable sessions / lunch clubs will be made from the following half term invoice.

However as we follow Bishop Hooper school policy regarding closure due to weather e.g. snow, unfortunately we are not able to refund for these sessions.

Local Authority advice is followed in regard to lost funded sessions.

### **Late payment**

Parents / carers have 14 days from the date of Invoice

After 14 days a payment reminder notice will be issued

If after a further 7 days payment has not been received the administrator will approach the parent / carer to discuss the issue of non payment and offer a payment plan.

If by the beginning of the following term payment has not been received or a payment plan not in place the matter will be discussed with the Head teacher as to whether the child should be omitted until payment has been made. The Head teacher will also decide if the outstanding fees should be referred to the Small Claims Court.

### **Late Collection**

Children must be collected from Bishop Hooper Butterflies Pre-school on time. Staff ratios must be maintained at all times and staff may have other commitments following a session.

There will be a charge applied for persistent late collection of £5.00 per 5 minutes or part thereof.

**DATE POLICY ADOPTED:**

**SIGNATURE:**

**POSITION:**

**DATE OF REVIEW:**

## Bishop Hooper Butterflies Key Person Policy

### **Early Years Foundation Stage overarching legal requirement:**

*“Each child must be assigned a key person. The key person must help ensure that every child’s care is tailored to meet their individual needs”* (Early Years Foundation Stage Welfare Requirements, 2014).

### **Statement of Intent:**

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents and the staff by providing secure relationships in which children thrive and parents have confidence in the setting.

We want children to feel safe, stimulated and happy at Bishop Hooper Butterflies and to feel secure and comfortable with all staff. We also want parents to have confidence in both their children's well-being and their role as active partners in the Pre-School. We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families. The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage.

*This policy and procedure takes heed of the following legislation:*

Early Years Foundation Stage 2014

Freedom of Information Act 2000

Data Protection Act 1998

Human Rights Act 1998

### **Policy:**

At Bishop Hooper Butterflies Pre-School we greatly value the strong positive relationships we build up with the children in our setting and their families. Every child who attends the Pre-School is assigned a key person to act as the bridge for the child between their home and Butterflies. We will endeavour to do this before the child starts ensuring children feel safe and secure in their new environment. The key person will get to know each of their children and families and aims to form a close friendship whilst providing a consistent adult figure to strengthen this bond. The key person will get to know the child and become attuned to their likes and dislikes, attitudes and preferences, and will provide the child with support throughout their time at Bishop Hooper Butterflies paying particular attention to key events and transitions.

The key person will endeavour to welcome the child and parent/carer into the setting at the start of the session (where possible) and more importantly when the child first begins. The key person will be the first point of contact for parents/carers to ask questions, share any concerns and talk about their child's progress and development.

Key person groups are always displayed on our key person group board in the welcome area.

If we feel that a child has bonded with a member of staff who is not their key person. The leader and deputy leaders will discuss changing the key person and this will then be discussed with the parent/carer.

Key persons will join their children whilst in play continuing to build on their relationships and making observations. All children will have a home-link book for their key person to write in. Sharing what the child has been enjoying in a session, sharing the play of the child and the key person or noting a particular interest that is developing. Parents are also encouraged to share what the child has been enjoying whilst not in the setting, as well as offering any comments or questions they may have. We will liaise with parents on a regular basis to discuss their child's progress and share information about the child's overall development. This may be on an informal and more formal basis, for example termly meetings, annual parents evening.

Through play each child's development will be closely monitored by the key person and all staff to ensure children are progressing through the Early Years Foundation Stage. The key person system is a part of the agenda of all staff meetings so staff have the opportunity to talk about the welfare of their children.

The key person will ensure each child has a learning journey which will consist of:

- Formative assessments, such as photographs and post-it notes, these are used to support staff in furthering their understanding of the child's development. Learning stories are completed termly (or more often where the key person feels beneficial) this provides a snapshot during child-initiated or adult-led play where children are highly engaged and showing particular interest. Parent stories can be completed at home observing children in their play. This enables staff to see what children are enjoying at home and may provide further evidence in following a child's interest as well as sharing ideas for activities and experiences for the child. Where parents provide photographs and anecdotes of children's play, such evidence can support the tracking of children's progress through the developmental matters in the EYFS.
- Responsive weekly planning allows children's individual interests to be recorded on a sessional basis. This then extends and challenges children's learning following on their interests at the earliest point of the child's next attendance. Planned experiences may be incorporated into child-initiated play or adult-led activities. Such planning allows flexibility for group interests to be acknowledged for the following

week's theme. All staff are made responsible for recording children's enjoyments and not just of their own key groups.

- A tracking document is used to regularly summarise the child's progress and achievements. This is completed termly by the key person and may highlight any areas of development that may need support as well as areas that children that are achieving highly and may need challenging. Staff will also support one another in completing these documents to ensure that the child's development is recorded to their fullest potential.

### **Progress check aged two**

The EYFS requires settings to complete a short written summary of their child's development in the three prime learning and development areas between the age of 24-36 months. The areas include:

Personal Social and Emotional Development.

Physical Development.

Communication and Language.

The aim of the development check is to assess where a child is progressing well and identify any needs for support by the key person. The assessment will be based on ongoing observational assessments carried out as part of everyday practice on the skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently. The check will be shared with parents to inform them of the child's individual needs and provide support for home as well as taking into consideration their views. The leader will be overall responsible for ensuring that all progress checks have been made.

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## Bishop Hooper Butterflies Nappy Changing Policy and Procedure

### **Early Years Foundation Stage overarching legal requirement:**

“The provider must take necessary steps to keep children safe and well” (Early Years Foundation Stage Welfare Requirements, 2014).

### **Statement of Intent:**

At Bishop Hooper Butterflies Pre-school, we recognise the importance of children

### **Procedure:**

#### **In the event of it being necessary to change a child's nappy or trainer pants:-**

- We ask that the parents provide nappies, cream, wipes and nappy bags.
- Only staff with relevant police checks will change children's nappies or trainer pants.
- Children's nappies or trainer pants will be changed in a private designated area which complies with Health, Hygiene and Safety regulations.
- The designated area/mats etc will be cleaned before and after a child is changed with a suitable disinfectant cleaner.
- The child will never be left alone on the changing mat.
- Staff will wear clean disposable gloves and an apron for each child.
- Appropriate hand washing facilities will be available.
- Dirty nappies/trainer pants will be disposed of in a specific bin immediately after changing the child.
- A form is filled out each time that a nappy is changed. There is a separate form for each child and parents are to sign them when they collect their child.
- The child's privacy will be respected at all times.
- Staff will support the child's physical development regarding toilet training.

The Pre-school ask parents to make sure that wherever possible children arrive at the pre-school wearing a clean nappy or trainer pants. It is not acceptable to the pre-school that children should persistently arrive in soiled or wet nappies or pants. If such a situation does arise the pre-school leader will speak to the parents/carers.

To support the care and comfort of the child, all staff will be happy to advise and support the parent/carer about the development of the child's toilet training. Where possible, this would preferably be the child's Key Person.

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