

Welcome to Tiggywinkles Pre-School



A parent/carers essential guide to our
day-to-day policies and practices

WELCOME

At Tiggywinkles we recognise that the first five years of a child's life are fundamentally important. It is the foundation that shapes children's future health, happiness, growth, development and learning achievement at school, in the family and community, and in life in general. Children learn more quickly during their early years than at any other time in life. They need love and nurturing to develop a sense of trust and security that turns into confidence as they grow. We also strive to ensure that children are equipped with the essential skills that will give them a good head start as they enter Primary School.

Starting pre-school is a big change not only for your child but also for you as parents or carers. It is both an exciting and stressful time; exciting as it is a new milestone in your child's life; stressful as it introduces separation, possibly for the first time. Here at Tiggywinkles we are committed to work with both children and parents to make this transition as smooth as possible so your child can settle quickly and enjoy their time with us.

I, along with the team, are always available to either discuss your child's progress or help with any questions or concerns you may have, please never hesitate to ask if we can help in anyway.

With warm wishes,
Julie Stephens
Pre-school Headteacher

Our Tiggywinkles Team Welcomes You...



Julie Stephens
Pre-School Head Teacher
Designated Safeguarding Lead
SENCO Lead
Paediatric First Aider



Sasha Pheby
Pre-School Deputy
Designated Safeguarding Deputy
Keyworker 2's
Paediatric First Aider



Lisa Wescott
Speech/Language Development
Key Worker 3-4's
Paediatric First Aider



Olivia Watson
Key Worker 3/4's
Paediatric First Aider



Timea Szabo
Key Worker 2's
Paediatric First Aider



Mylie Fisher
Apprentice

EXTRA-CURRICULA AND SUPPORT STAFF



Patrick Alford
'Coach Patrick'
FIT KIDZ/Little Tags



Fran Briscoe
Music Teacher
Montessori Teaching Practitioner



Andrew Stephens
Business Manager
Catering

Our Vision, Values and Aims

OUR VISION

“Meeting the individual needs of each child whilst instilling a love of learning and a passion for life”

OUR VALUES

We have a clear understanding of our values at Tiggywinkles Pre-School:

- Happiness and wellbeing
- Engagement - being involved, responsive, interested and interesting
- Respect - promoting a culture of tolerance, inclusion, diversity, equality, fairness and opportunity
- Communication - being genuine, open, honest and sincere
- Achievement - highest quality, high expectations
- Partnership and care - being reflective and learning from parents as partners, developing strong nurturing relationships
- We also teach the children both British values and those of a Christian ethos

OUR AIMS

At Tiggywinkles Pre-School, we aim:

- To provide a safe, happy, caring, stimulating and secure environment for our children.
- To work in partnership with other agencies and our communities to promote the welfare of our children.
- To work together with parents as partners to improve learning and care.
- To value and empower our children and staff.
- To promote wellbeing and respect.

PARTNERSHIP WORKING

We aim to work in partnership with agencies and our community to:

- develop confidence and self-esteem
- involve staff and children within the wider community
- promote fairness and equality for all
- meet the needs of all individuals
- promote a greater understanding of how we can all contribute to improving the world around us
- meet the individual needs of all children

PARENTS AS PARTNERS

We aim to work together with parents to improve learning by:

- sharing information
- promoting an open-door policy
- welcoming parents' views and contributions to pre-school activities
- working in partnership to support children's development and learning
- promoting a shared vision, values and aims
- promoting dialogue about the work of the pre-school
- building and sustaining strong and respectful relationships

AMBITION AND ACHIEVEMENT

We aim to develop a culture of ambition and achievement by:

- promoting high standards
- providing opportunities for every individual to be successful and to attain his/her fullest potential; to be the best you can be!
- celebrating achievement
- encouraging consistent and fair approaches to behaviour
- acknowledging success and effort
- developing a “can do” ethos in all that we do

Tiggywinkles Equality Statement

Our pre-school is committed to equality. We ensure that everyone is treated fairly and has equality of opportunity. We also work to develop good relations between people from different groups. We recognise that in wider society, people are not always treated fairly, for example because of their: age; disability; gender; gender identity; pregnancy or maternity; ethnicity, colour or national origin; religion or belief; or sexual orientation.

We try to make sure that our pre-school is a safe and secure place for everyone. We do not put up with unfair treatment or bullying of any kind.

We recognise that people have different needs and we understand that treating people equally does not always involve treating them all the same. When people face particular difficulties they need extra support to help them achieve success and we try to do this for all people in our pre-school community.

We also try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers.

Starting Pre-school

How can you help?

Before starting at Tiggywinkles, it is important that your child is aware of the impending change. The following are suggestions that may help you and your child, allowing them time to prepare for their journey ahead.

- Read books to your child relating to starting pre-school.
- Talk to them about the world around them and encourage them to look at books independently, sing nursery rhymes together and engage in messy play.
- Talk about Tiggywinkles and the exciting activities they will be engaging in and the other children they will make friends with.
- Set good routines at home with your child, talk to them and spend quality time together without TV or tablets.
- If this is the first time your child has spent time away from you, explain that you will be leaving them and you (or another named carer) will always come back to collect them.
- Where possible, arrange some time with trusted friends or family members where you are not present to get them used to separation.
- Tell your child that you are excited too, and are looking forward to them telling you about their day and what they have been doing. Please remember, if you are anxious, they are too!
- Lastly, we ask that you read the entirety of this brochure, as it contains important information not only for you, but knowledge of how your child will be spending their time with us, therefore allowing them to be as prepared as possible.

The big day is here!

At Tiggywinkles Pre-School we aim to support parents and other carers to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of every child and their families. Our aim is for children to feel safe, stimulated and happy in the pre-school and to feel secure and comfortable with all staff. We also want parents to have confidence in both their children's wellbeing and their role as active partners, with the child being able to benefit from what the pre-school has to offer.

What will you need to bring?

The children need:

- A small bag with changes of clothes for those 'just in case' moments to be left on their peg
- A named water bottle (that is usually left at pre-school)
- A named pair of wellies
- A rain jacket/coat
- A puddle suit in the Autumn/Winter months

Settling in

Although excited, you may both be feeling a little nervous but please rest assured that these feelings are completely normal and are experienced by every parent and carer.

Your child may have already had a trial session with us and be familiar with the surroundings, but they may still find it difficult to say goodbye. As we already hold your details, contact numbers and information regarding your child, this first morning gives you the time to reassure them, find their peg and say your goodbyes at the classroom door without any other distractions.

Every child reacts differently on their first (and often subsequent!) day. Some settle instantly and cannot wait to get stuck into the activities whilst others are a little nervous and possibly tearful. We are aware of and prepared for every eventuality regarding your child's first day with us, and we are on hand to encourage or comfort them when you leave. The most important request is that you make the drop off as positive as possible through your tone and conversations. Children trust their main carers more than anyone, so if you are feeling anxious or nervous, the chances are – they will too!

If your child has a comfort blanket or toy, please feel free to bring it with you. Every child has a tray in the classroom where they can put precious items, and are utilised should they become upset. We do ask, however, that they are small enough to fit in their tray, and named (where possible) to avoid loss.

Please remember that your child is our main concern and you are free to wait in the lobby (or car!) while they settle if upset, or call us during the session for reassurance on how they have settled. Please know, however, that if a child remains upset or unsettled for a concerning length of time, we will contact you to discuss different strategies that may help, or discuss whether an early collection should be considered.

Parking

Parking can be limited at peak times of the day. We ask that you drive safely, slowly and courteously when visiting, dropping-off and collecting at the pre-school.

For the safety of your children, neighbours and staff as well as vehicles parking or parked in the car park, kindly observe the following basic practices and etiquette:

- **SPEED** - Enter, Leave and movement in the car park at slow speeds, being cautious of your surroundings at all times
- **PARKING** - Park within the allocated spaces only, and squarely within the boundaries marked to enable other spaces to be utilised. Please do not park in front of parked spaces in front of the pre-school. Our neighbours need access at all times.
- **EXITING and ENTERING VEHICLES** - Take care when opening doors not to mark, nick or dent other vehicles

Your support of these basic practices is essential for the safety of all children, yourselves, our neighbouring residents and visitors.

Arrivals and departures

- The door opens at 8.30 and we would be grateful if the children can be in before 09.00 wherever possible.
- 12.00 Collection for the morning session
- 12.30 Collection for the morning session children who stay for lunch
- 15.30 Afternoon Session Collection

At Tiggywinkles Pre-School we give a warm welcome to every child and family on their arrival. The staff member receiving the child immediately records his/her arrival in the daily attendance register. They also record any specific information provided by the parents/carers, including the child's interests, experiences and observations from home, including existing injuries.

If the parent requests the child is given medicine during the day the staff member must ensure that the medication procedure is followed.

If your child is to be collected by someone who is not listed on the registration form at the end of the session, there is an agreed procedure that must be followed to identify the person collecting. The password on record is required for the adult collecting.

Staff will plan the departure of your child and include opportunities to discuss your child's day, e.g. meals, sleep time, activities, interests, progress and friendships. Parents/carers are told about any accidents or incidents on

arrival and the appropriate paperwork must then be signed before the child leave the premises. *Where applicable, all medicines should be recovered from the medicine box/fridge after the parent has arrived and handed to them personally. The medication policy is to be followed regarding parental signature.*

Lateness

In pre-school we are readying the children for school, so it is essential for your child to attend on time. Registration is 9.15 am and it is necessary for children to be punctual. When children arrive late this can disturb our registration and circle time so please try to arrive in good time, it helps your child to settle into the daily routines and they really dislike feeling that they have missed out.

Departures

The pre-school will not release a child to anyone other than the known parent/carer unless an agreement has been made at the time of arrival (or during the day by phone/message). In the case of any emergency, such as a parent being delayed and arranging for a designated adult to collect a child, the parent should inform the designated person of the agreed procedure and their designated password and contact the pre-school about the arrangements as soon as possible.

If there is any doubt, or we have not been alerted, the pre-school will check the person's identity and ring the child's parent/s or, after failing to contact them, their emergency contact numbers. Children will not be released without confirmation from the parent or one of the emergency contacts.

On departure, the staff member releasing the child will mark the child register immediately, marking the time they have been collected. Once our team members have handed the child over to the parent or carer, the responsibility for the child immediately transfers to them.

Late collection and non-collection

Tiggywinkles have strict protocols in place and these are the procedures to follow if you expect to be late:

- Agreeing a safety password with the pre-school in advance to be used by anyone collecting a child who is not noted on the Registration documents.
- Calling the pre-school as soon as possible to advise of your situation
- Asking a designated adult to collect your child wherever possible
- Informing the pre-school of this person's identity so the pre-school can talk to the child if appropriate. This will help to reduce or eliminate any distress caused by this situation
- If the pre-school staff does not know the designated person, you must provide a detailed description of this person. This designated person must know your child's safety password in order for the pre-school to release your child into their care – this is your responsibility.

If your child has not been collected from the pre-school after 15 minutes has been allowed for lateness and we have had no contact from you, we initiate the following procedure:

The pre-school head teacher will be informed that your child has not been collected. She will check for any information regarding changes to normal routines, parents' work patterns or general information. If there is no information recorded, the pre-school head teacher will try to contact you on the telephone numbers provided for your mobile, home or work. If this fails the pre-school head teacher will try the emergency contacts shown on your child's records

The pre-school head teacher/staff member in charge and one other member of staff must stay behind with your child (if outside normal operating hours). During normal operating times, the pre-school will plan to meet required staff ratios. If you have still not collected your, the pre-school head teacher will telephone all contact numbers available every 10 minutes until contact is made. These calls will be logged on a full incident record.

In the event of no contact being made after **one hour** has lapsed, the person in charge will ring the local authority children's social services emergency duty team and OFSTED will be informed as soon as convenient.

The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child. The child's welfare and needs will be met at all times and to minimise distress staff will distract, comfort and reassure the child during the process.

Contact numbers:

Name	Contact No
BFC SOCIAL CARE DUTY/Out of hours	MASH (9am-5pm Mon-Fri): 01344 352005 or MASH@bracknell-forest.gov.uk or

	Emergency Duty Team (5.00pm - 9.00am Mon-Fri and weekends): 01344 351999 .
OFSTED	0300 123 1231

Absenteeism (*also see our Attendance and Absence Policy in the Parent Handbook*)

Should your child be unable to attend the setting on their nominated day, it is your responsibility to contact us either by telephone or in writing via email or text/WhatsApp. Children's absences are monitored closely and if we do not have an explanation of absence, we will contact you or, if necessary, those listed as Emergency Contacts on the registration form on the first day of absence.

If no contact is received from you, or if your child is absent for a prolonged period of time our Designated Safeguarding Lead (DSL), will take immediate action to contact you to seek an explanation for the absence and be assured that your child is safe and well. We will attempt to contact you, or alternative emergency contacts throughout the day.

If there is a continued lack of contact made with the parents/carers and there is no means to verify the reason for the child's absence i.e. through a named contact on the child's registration form, this is recorded as an unexplained absence on the child's personal file and is followed up by the Pre-school headteacher each day until contact is made. If we fail to make contact within 48 hours by phone or mail, this may result in Tiggywinkles Pre-School contacting Children's Services. (This is in accordance with the Children's Act 2004.)

Special Educational Needs

Tiggywinkles Pre-School is committed to providing an appropriate and high-quality education to all our children. We believe that all children, including those with special educational needs and disabilities (SEND) have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to develop an environment where all children can flourish, feel safe and reach their full potential.

Tiggywinkles Pre-School is committed to inclusion. Part of the pre-schools strategic planning for school improvement is to develop cultures, policies and practices that include all learners. We aim to foster a sense of community and belonging, and to offer new opportunities to all learners. This does not mean that we will treat all learners in the same way. We will respond to them as individuals, in ways that take account of their varied life experiences and needs.

Uniform

At Tiggywinkles we have a mandatory uniform consisting of a Tiggywinkles t-shirt and sweatshirt, which can be purchased directly from us. A book bag is given when your child starts with us. Please ensure all items of clothing, especially outer wear, t-shirts and sweatshirts, are named. Whilst we try our very best not to mislay items, if they are named they are much more likely to be returned to the rightful owner!

For health and safety reasons we ask that all children wear closed toe shoes or trainers throughout the year. As we encourage independence, Velcro fastening footwear is ideal – the children are very proud to be able to put their own shoes on! We also ask that wellie boots, crocs and open-toed sandals are not used as their main footwear – and this is especially important if your child attends on Tuesdays and Thursdays.

Food and Drink

We provide snacks for the children mid-morning and mid-afternoon and those who stay for lunch. Tiggywinkles regards all snack and meal times as an important part of the day as eating represents a social time for children and adults and helps children to learn about the importance of a healthy diet. We aim to provide a nutritious food, which also meets the individual dietary and allergy needs of the children, with the choice of either milk or water to drink during snack time. We have a robust procedure in place to ensure we do not give a child food or drinks they cannot have, which includes allergies and intolerances as well as for vegetarian, vegan or cultural reasons. It is the information that you provide us with that we ensure we follow, so if the needs ever change, please ensure to let us know.

Fees and Additional charges

Can be found on the Tiggywinkles website.

First aid and medication

All our staff have received the 12-hour Paediatric First Aid training at Tiggywinkles and undertake refresher training every 3yrs. Our first aid boxes are regularly maintained, and the contents are in line with official recommendations. If your child hurts themselves during their time with us, they will be treated and comforted accordingly, and you may be asked to sign an accident form. These forms are completed for all injuries to the face or bump to the head, and for all other injuries that leave a mark.

If your child arrives at school with a pre-existing injury, other than the usual bumps, bruises, scratches or grazes, you will be asked to complete an 'existing injury' form. This is merely a required compliance, and we recognise that accidents do happen! Please do not feel concerned if you are asked to complete one.

Should your child need to be given prescribed medication while with us, we will happily administer it, but ask that you complete a form which gives us permission to do so. We are however only able to administer the medication if it has the original prescription label and name of the child clearly displayed on the bottle or packaging.

It is vital that you tell us if you have given your child medicine before they arrive at pre-school. Most parents sign to authorise administration of Calpol on the Registration forms and it is vital we avoid giving them a second dose if they start to become unwell at school.

Outings and Visits

Children benefit from being taken out of the pre-school within the local area which enhance their learning experiences. Staff in our pre-school ensure that there are procedures to keep children safe on outings; all staff are aware of and follow the procedures below.

Our adult to child ratio is high, normally one adult to two children for 2-year olds, and one adult to no more than four children for the over 3's. This is dependent on their age, sensibility and type of venue as well as how it is to be reached. Children are assigned to individual staff to ensure each child is individually supervised ensuring no child goes astray, and that there is no unauthorised access to children.

Summer Care and Protection

All children need protection from harmful UV rays and to keep their bodies and minds hydrated. This is especially essential during the warmer summer months. Parents/carers are expected to apply sun protection prior to Pre-School and supply a named protective hat. On very sunny hot days outdoor activities will take place earlier in the day when the sun is less severe, and shady areas will be used wherever possible. The children are also requested to wear sun hats when venturing outside on such days.

Re-application of Sun Cream

The pre-school provides and applies a high factor sun cream after lunch to children staying all day. Children with particularly sensitive skin may require additional applications during the session or a specific sun protection lotion. Staff will apply sun protection to these children with prior written consent from the parent. Sun cream will only be applied to visible areas of skin i.e. face, neck arms and legs.

Rehydration

Children will be encouraged to drink water throughout the session from their named water bottle. Water is proved to be the quickest liquid for rehydration. The body treats all other drinks as food before hydration, so as part of the preparation for school, we encourage parents to fill their children's bottles with water only.

Evacuation and Lockdown Procedures

Should there be a local or terrorist threat the Pre-School will operate the following procedure:

- All exits windows and doors are to be checked to ensure locked and secure
- Children will be held within the Pre-School building until collected by the Parent/Carer if deemed necessary.
- An alerting email will be sent to all parents

On learning of a terrorist threat, Parents/Carers should collect their children from the Pre-School immediately. The Pre-School will keep the children until they are collected and will endeavour to contact parents of uncollected children within 1 hour of the alert. In order to achieve this each class will free a member of their team

who will be responsible for contacting the parents of their class children. Additional personal mobile phones will be used in this instance, but not within the classroom where children are present.

Health and Safety

Tiggywinkles Pre-school believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

- We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our members of staff responsible for health and safety are displayed in the setting
- We display the necessary health and safety poster in both the Kitchen and the office
- We have termly fire alarms which are risk assessed and logged.

Insurance Cover

We have public liability insurance and employers' liability insurance. The certificate for these is displayed in the lobby.

Parental Involvement

Parents are the first educators of their young children, and we aim to support their role in everything we do. We use the Tapestry application to provide you with updates and pictures of what your children have been learning about, as well as offer a parent conference in the Autumn. We do, however, operate an open-door policy and we will accommodate parent meetings throughout the year. We also complete Target reports in the Autumn along with a parent conference, target reports in the Spring terms and a further comprehensive report in the Summer term.

In addition, we will:

- Encourage parents on an individual basis to play an active part in the education and behaviour management of their child.
 - Ensure that parents are informed on a regular basis about their child's progress.
 - Ensure that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the group.
 - Involve parents in shared record keeping about their own child, either formally or informally.
 - Ensure that all parents are fully informed about meetings, updates and our curriculum.
 - Hold meetings which are accessible, appropriate and private.
 - Welcome the contributions of parents, whatever forms these may take.
 - Make known to all parents the systems for registering queries, complaints or suggestions.
- provide opportunities for parents to learn about the pre-school curriculum and about young children's learning, in pre-school and at home via our webpage.

CCTV

We operate a CCTV system within the setting. The main purpose is to provide a safer and more secure environment for the benefit of children in our care, staff, parents/carers and visitors, whilst demonstrating respect for an individual's privacy

We recognise that images are sensitive material and is subject to data protection legislation with which we will comply. We will also have due regard to the Information Commissioner's Office (ICO) code of practice for use of CCTV.

Behavioural expectations

Young children are learning social skills at this age and as such are naturally testing boundaries and questioning why they are being asked to follow certain rules. This is a normal part of growing up and we are well versed at supporting it. We use consistent strategies throughout the pre-school which support and praise positive behaviour, and the children learn from these experiences as part of their readiness for school.

We use positive reinforcement on a daily basis that praises children's listening and social skills, and avoid giving negative attention for undesired behaviour. Children learn through example from both parents and educators and as such we promote a joint approach to our behaviour management.

Should any child display particularly challenging behaviour we will discuss our concerns with the parents/carers and work together to break the cycle. Should the challenging behaviour include physical outbursts that put either other children, adults or themselves at risk, there may be times

when we request the child is collected from pre-school so they can be calmed by a trusted parent or carer to avoid escalating the situation and/or causing further distress.

We would ONLY physically restrain a child if there was a likely risk of them hurting themselves, another child or a Practitioner. If in the rare event it is needed, it will be recorded on an incident form which the parent/carers is asked to sign after being informed of the incident in full. If violent behaviour has occurred towards another child or adult (which includes biting, hitting, scratching, kicking, etc) it will be recorded on an incident form which the parent/carers is asked to sign after being informed of the incident in full.

Rough and Tumble play and fantasy aggression

Young children often engage in play that has aggressive themes - such as superhero and weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to bullying, although it may be inconsiderate or hurtful and may need addressing using behaviour management or conflict resolution strategies.

We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and are not problematic or 'aggressive'. We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

We recognise that fantasy play on occasion involve themes, often refer to 'goodies and baddies' and may involve pretend weapon play. This play offers opportunities for us to explore concepts of right and wrong, and we discuss alternative ways of play.

Intimate Care Policy

We are happy to assist and support parents/carers with the transition from nappies to pants and actively encourage the process. Generally, children are ready for this transition from the age of 2 to 3, with the majority being around 2½ years. (We recognise that all children are different and children should only be encouraged when they themselves are ready). We understand that to support your child in this area, accidents will happen. In order for us to support your child's transition to pants we ask that you provide us with a number of named clean clothes including pants, socks, trousers and perhaps alternative footwear as shoes can also get wet!

- Every child in nappies is changed at least once during every session, either routinely or as and when required.
- In order for children to be potty trained the nervous system needs to be developed making potty training a physical development. Children will often show signs they are ready for potty training such as telling you they need to "wee or poo" just as they are doing it or just after.
- We strongly recommend the wearing of clothing that are easy to pull up and down such as elasticated jogging bottoms or leggings - no belts or tight-fitting trousers.
- Be prepared for many 'false alarms' as the novelty of sitting on a toilet/potty is new.

Policies and Procedures

We have a number of policies that are available upon request, can be found in the Parent Handbook or can be found on our web page.

Every parent/carers is sent our Safeguarding Policy for perusal and important contact information in regard to safeguarding and child protection can be found below.

Safeguarding Children (Also see our Safeguarding Policy)

*You will have received a copy of our Safeguarding Policy separately via email. *****

At Tiggyswinkles Pre-School we work with children, parents and external agencies to ensure the welfare and safety of children. Children have the right to be treated with respect, helped to thrive and to be safe. Safeguarding and promoting the welfare of children, in relation to this policy is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in a safe environment with effective care
- Taking action to enable all children to have the best outcomes.

Our intentions to safeguard children and promote their welfare we will:

- Create an environment where children can develop a positive self-image
- Provide positive role models
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- Provide a safe and secure environment for all children, including keeping a watchful eye on their relationships with their peers
- Always listen to children
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need
- Share information with other agencies as appropriate. The pre-school is aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care that we are providing, staff may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse. Our prime responsibility is the welfare and wellbeing of each child in our care. We believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children's social care, health professionals or the police.

The pre-school aims to:

- Keep the child at the centre of all we do
- Ensure staff are trained to understand the safeguarding policy and procedures, are alert to identify possible signs of abuse, understand what is meant by child protection and are aware of the different ways in which children can be harmed. Staff undertake a safeguarding training every two years, but regularly undertake quizzes and discussions
- Ensure that all staff feel confident and supported to act in the best interest of the child and seek the help that the child may need
- Ensure that all staff are familiar and updated regularly with child protection training and procedures
- Make any referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the Local Safeguarding Children Board
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest
- Ensure that children are never at risk while in the charge of pre-school staff
- Take appropriate action relating to allegations of serious harm or abuse against any person working with children, or working on the pre-school premises including reporting such allegations to OFSTED and other authorities
- Ensure parents are fully aware of child protection policies and procedures when they register with the pre-school and are kept informed of all updates
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements, guidance or procedures

Important Contacts

Designated Safeguarding Lead	Julie Stephens
Designated Safeguarding Lead Deputy	Sasha Pheby

Contact	Phone Number	Further contact details
Bracknell Forest Multi Agency Safeguarding Hub (MASH)	01344 352005	MASH@bracknell-forest.gov.uk For staff to record concerns: https://forms.bracknell-forest.gov.uk/popup.aspx/RenderForm/?F.Name=q2u9prD64sp

Emergency Duty team (5pm – 9am and weekends)	01344 351999	
LADO	01344 351572	https://bracknellforestsafeguarding.org.uk
Thames Valley Police	0845 8505 505	
NSPCC	0800 800 5000	https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/report/
Child Line	0800 1111	www.childline.org.uk
BFC Safeguarding Board	01344 352005	https://www.proceduresonline.com/berks/bracknell/p_report_concerns.html
OFSTED	0300 123 1231	Enquiries@ofsted.gov.uk Ofsted Piccadilly Gate Store Street Manchester M1 2W

Complaints Procedure

A folder outlining our Complaints procedure can be found in the Parent Handbook and Complaints File in the lobby.

Privacy Notice

A copy of our Privacy notice has been emailed to you and a copy can be found in the Parent Handbook in the lobby.

The Tiggywinkles blended approach to early year's education.

The first five years of a child's life are fundamentally important. It is the foundation that shapes children's future health, happiness, growth, development and learning achievement at school, in the family and community, and in life in general. Children learn more quickly during their early years than at any other time in life. They need love and nurturing to develop a sense of trust and security that turns into confidence as they grow. We also strive to ensure that children are equipped with the essential skills that will give them a good head start as they enter Primary School.

Whilst following the Early Years Foundation Stage (EYFS) curriculum, our ethos draws heavily upon the Montessori approach to education and the environment. The materials available to the children are considered for their importance and are constantly evolving in order to encourage deeper thinking and delve deeper into the children's interests. We focus on the children's innate desire to learn and children have an enormous capacity to do so when provided with an uncluttered environment, appropriate materials and are nurtured by caring adults who advocate individuality and provide opportunities for exploration.

With this in mind, our highly experienced and qualified Tiggywinkles team work closely together with the children, colleagues and parents/carers to ensure that every child's individual needs, emotional development and interests are championed and developed. We also recognise that children will thrive best in their learning if they feel emotionally secure, so we work hard to promote warm friendships and offer plenty of creative opportunities to learn through play.

We value and celebrate the diverse heritages of everybody at Tiggywinkles Pre-School, as well as valuing and celebrating being part of Britain. The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the EYFS. Whilst we work within the context of Christian values, we embrace children of all faiths. The beliefs and values of the world's religions and cultures are expressed in many ways, and we help the children to develop an understanding of religious festivals through the context of family experiences, which acknowledges and affirms the culture and beliefs of individual children.

Finally, by developing close working relationships with parents, we aim to instill a life-long love for learning and build secure foundations that will benefit the children throughout their lives.

Where can I find out more?

You can find a guide for parents as well as a copy of the full EYFS at:

<https://www.gov.uk/early-years-foundation-stage>

Guidance on Infection Control and quarantine periods

UK Health Security Agency **NHS**

Should I keep my child off school?

Yes

	Until...
Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

No
but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice	Tonsillitis
Threadworms	Slapped cheek

QR Code
SCAN ME

Advice and guidance
To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minifec>

2026 to 2027 School Calendar

Autumn term 2026

Stay and Play Days (new children only) - Tuesday 01 September 2026 - 10:00-11:00hrs
Wednesday 02 September 2026 to Friday 18 December 2026
- Half term: Monday 26 October 2026 to Friday 30 October 2026

Spring term 2027

Monday 04 January 2027 to Thursday 25 March 2027
- Half term: Monday 15 February 2027 to Friday 19 February 2027

Summer term 2027

Monday 12 April 2027 to Friday 16 July 2027
- Half term Monday 31 May 2027 - Friday 04 June 2027

INSET Days:

Tuesday 01 September 2026

Public Holidays:

25/12/2026	Friday	Christmas Day
28/12/2026	Monday	Boxing Day
01/01/2027	Friday	New Year's Day
26/03/2027	Friday	Good Friday
29/04/2027	Monday	Easter Monday
03/05/2027	Monday	Early May Bank Holiday
31/05/2027	Monday	May Bank Holiday