



Great Gransden Pre-School Playgroup Information Brochure

WELCOME TO GREAT GRANSDEN PRE-SCHOOL PLAYGROUP



About us:

Our Playgroup is in a purpose-built building on the outskirts of the village of Great Gransden. We moved from an old mobile classroom in the village school grounds in 2003 after a successful lottery funding bid and lots of fund-raising. We are a non-profit making registered charity [Charity Registration Number: 294026]

We have two large rooms with a kitchen, toilets, lobby and staff room and a large outside area on three sides of the Playgroup.

We welcome children to the Playgroup from a wide surrounding area from two years of age.

The Playgroup:

Our Ethos, Aims and Vision

Here in Great Gransden Pre-School Playgroup, we have a nurturing and inspiring environment, where the children feel physically and emotionally safe, where they can thrive whilst following their interests as our team provide the resources, equipment, knowledge, and skills to support their learning.

We know that Children learn best through play when they are thoroughly engaged in their activities and that they should have access to the outdoors all year round where they can explore and enjoy the environment in which we live and all that it has to offer.

We aim to build close and supportive relationship with the children and their families, working together to meet the needs of the individual as we believe and respect that every child is unique and should be valued as such.

Our Vision is for our children to be happy, independent, curious, to experience wonder and awe and to instil a lifelong love of learning.

We offer an environment with a wide range of quality resources where children can build on their own experiences and enjoy discovering and achieving new ones, both in groups and as individuals with the support of our skilled staff

Age ranges of children:

We take children from two years of age. Our policy is to accept children for a minimum of two sessions a week – this is just enough to make a regular routine for your child and so we can get to know him/her too. We register and book sessions for children primarily by date of birth. Please see our admissions policy for further details.

Meet our staff:

Cindy Coppen –Manager [DPP] start date: 2001
Mandy Thomas - Deputy [DPP] start date: 2002
Jackie Caw – Playgroup Assistant start date: 2003
Karen Jackson – Playgroup Assistant [NNEB] start date: 2015
Jeannette Solari – Playgroup Assistant [NNEB] start date: 2015
Natalie Follenfant – Playgroup Assistant [NVQ 3] start date: 2018
Amy James – Playgroup Assistant Level [2 EYP]– start date March 2020
Nadja Wisson - Cover Assistant – start date Jan 2022
Toni Tompkins – Cover Assistant – [CPP] March 2023
Sharon Peer – Administrator

How Playgroup is Governed:

Playgroup is governed by a **Voluntary Management Committee** (VMC) consisting of three officer positions of Chair, Secretary and Treasurer and general or affiliate members from our parents and/or local volunteers- details of our current VMC members can be found in the lobby – We also have holding trustees who are responsible for the building and land owned by Playgroup.

The VMC and holding trustees meet regularly and the minutes of the meetings are put on the notice board [website] for parents to read.

Holding Trustees:

As we own our own building, we also have trustees who are responsible for the building and its financial welfare:

Diane Taylor
Patrick Turner

Parents/carers are invited to attend the annual general meeting (A.G.M.) which is usually held in September. It's an opportunity to find out about the past year, chat with staff, and to either join the VMC or offer support in other ways.

Joining the Voluntary Management Committee:

As a parent you have the opportunity to join the VMC. There are many advantages to joining, these include:

- A chance to make a positive contribution to your child's first steps towards education
- An opportunity to actively get involved in your child's development
- The chance to get to know the setting, routine and staff members really well
- The opportunity to enhance the quality of the setting.
- You'll meet other parents and have opportunity to socialise
- An opportunity to use and update existing skills and learn new ones

As a member of the VMC you would play a key role in overseeing the operation of Playgroup and making sure that it continues to flourish as the happy, thriving learning environment that it is today. We welcome all parents to our general member roles and to the role of Chairperson, Secretary and also any parent with a financial background to the role of Treasurer. The VMC typically meets six to seven times a year.

If you are interested in joining, please speak to a current member for further information or ask a member of staff in the first instance.

Our Playgroup Day:

We have a regular routine, which helps children develop a sense of time and sequencing. Also, children feel more confident when they know what is coming next.

Morning session: 9.00am to 11.30am. [up to a maximum of 36 children per session]
Lunch club is from 11.30-12.30. [children play until 12 then eat lunch between 12-12.30]
Afternoon sessions Monday - Friday: 12.30-3.00pm.
All day sessions are available from 9.00am to 3.00pm
Children can attend sessions with or without lunch-club or all day.

Flexi times

We can offer flexibility with the session times. These can be adjusted as a regular arrangement – we find this helps if families have other siblings to drop off at school etc

Examples:

9.15- 11.45 [or 12.45 if adding lunch hour]

9.30-12.00 [or 1pm if adding lunch hour]

As well as the times above children can come for blocks of three hours, [9-12] or 5 hours [9.30-2.30].

Children eligible for the universal grant funding are also welcome to have over 15 hours per week [chargeable at our hourly rate] up to maximum 30 hours.

9.00 [9.15/9.30] Freeplay:

All children come into the blue room for Freeplay – where some activities are set up initially to spark their interest or to help some feel secure with a favourite activity, they can also choose different activities independently from the resources accessible to them. We have a wide range of activities on offer – books/story cd and headphones, computer, musical instruments, maths toys and activities, role play, water play, craft area, construction, mark-making, playdough, activities to promote both fine and gross motor development. large floor area for construction/imaginative-small world play and much more.

9.30 - Freeplay In & out:

This is where the children can access both inside or outside as they choose-free flow. Outside we are very lucky to have a spacious play area with playground, covered veranda to provide shelter in wet weather enabling us to be outside all year, with a fantastic new [2022] log ‘trim trail’ on safety flooring. We also have a wide selection of bikes and trikes, small sand trough, water trough, water wall, large wooden blocks, construction shed, hoops, bats and balls, mud kitchen, wild garden area, raised beds for flower and vegetable planting [potatoes, carrots, pumpkins, herbs] that the children tend to and harvest to eat at our snack or feed to our pet guinea pigs. A real woodwork bench and much more available both inside and out.

10-11 Rolling snack: Children can come for snack during the free play session; a member of staff sits at the table and helps the children if needed. The children learn to wash their hands before snack[and why this is important], find their names on the board [so we can see who hasn’t had any and ensure they stay hydrated especially in the warmer months] choose their own cup, help to chop up the fruit, pour out their milk or water and select from what is available that day. We enjoy a healthy snack including a

variety of items for example breadsticks, oatcakes, rice crackers, crackers, cheese, cherry tomatoes, cucumber and more. We also introduce the children to a range of foods from around the world for examples noodles, rice, Pomelo [for Chinese New Year], hot x buns[easter], pancakes [Shrove Tuesday] and more related to festivals and celebrations that are celebrated by our Playgroup and the wider community. Snack is a sociable time allowing for lots of conversations with the children about what we are eating, making healthy choices, and more. [Allergies and intolerances are catered for]

11.30 [11.45/12] Home time for morning children:

The session ends at 11.30. A member of staff will meet parents/carers in the lobby and bring the children to them as they arrive to collect them.

We have a 'children's WORKBOX' that we put out into the lobby at key times so you can check for your child's artwork and any notes/information to go home etc.

12 noon – 12.30 Lunch:

Children wash their hands, find their own lunch bags and water bottles from the trolley, and choose where to sit at a table with a member of staff, This again is a sociable learning opportunity to chat with friends and adults, it is a great skill for the children to learn to sit and eat lunch at the table[in preparation for school] - Water is always available should you forget their drink and We encourage our parents to provide healthy lunches for their children. Please see separate lunch sheet for lunch box ideas or links [Lunchbox ideas and recipes – Healthier Families - NHS \(www.nhs.uk\)](http://www.nhs.uk)

12.30 Afternoon:

The afternoon session again starts with free play inside, then moving onto Freeplay in and out where the children can access the outdoors if they wish. All children are encouraged to play outside – even if only for a short time, some children move between in and out, others will spend most of their time enjoying the outdoor play.

Prior to going home children are encouraged to help tidy up they toys they have been playing with - 'put things back where they belong' [this is also encouraged throughout the day of they have finished with something]

3pm: Home time for all.

*Please note all times are approximate and can vary due to weather/children's interests, etc.

Throughout the day the children will engage in a mixture of child initiated/led play [where the child chooses and directs their own play], adult initiated [the adult will plan an activity idea, provide resources and material and the child will interpret and take the activity how they choose] or adult led activities [this is where the adult will decide/plan an activity and guide the child through to the end – usually learning a new skill/teaching/teaching].

We aim to allow the children to immerse themselves in their play with minimal interruptions.

Your child's key person will work with the children to build on their existing skills, identifying next steps in the moment and extend their play and learning. Encouraging them to problem solve, use their imagination, be inventive and play collaboratively whilst ensuring they have developed a bond of trust with them allowing them to feel safe and secure here.

Education and Curriculum:

The Early Years Foundation Stage*

The Early Years Foundation Stage (EYFS) is a statutory framework which provides a set of requirements that we adhere to, to ensure that all children from birth to five years old who attend our provision are safe and healthy, and that they are supported to learn and develop to their full potential. To ensure 'school readiness' and give them the skill to build the foundations for future learning and progress through school and life.

The EYFS requirements cover the following.

- The **areas of learning and development** which must shape the activities and experiences (**educational programmes**) for children in all early years settings
- The **early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- The **assessment requirements** for measuring progress (and requirements for reporting to parents and/or carers)
- The **safeguarding and welfare requirements** cover the steps that we must take to keep children safe and promote their welfare.

There are four overarching principles –

Every child is **a unique child**, children become strong and independent through **positive relationships**, the learn and develop in **enabling environments with teaching and support from adults** and the importance of **learning and development**.
[Characteristics of Effective Teaching and Learning]

We believe that using a blend of Pedagogies alongside the Early Years Foundation Stage Statutory Guidance and principles from Development matters – we can have a holistic approach to our curriculum.

How we support your child's learning and development - the seven Areas of Learning and development are:

Prime areas of learning and development

- Personal, social and emotional development.
- Communication and language.
- Physical development.

Specific areas of learning and development

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

These areas form the basis of activities we provide for your child, alongside their unique interests and needs enabling us to plan for their progress.

We know that children learn best through play, within our enabling environment with hands on experiences, resources and with our other most valued resource our staff-who nurture, model, extend, challenge, Scaffold, support, question, repeat, listen give them time and much more.

We look at subjects' children can relate to – such as 'seasons'/ 'where we live', people who help us, animals, festivals, and celebrations, minibeasts and much more dependent on the interests of the children.

We are very fortunate to have a large well-equipped building with a great outside area to promote an encourage physical activity allowing lots of space to move around freely.

With the children in their Preschool year we work together to build on friendships in peer groups and further extend and develop key skills that will help them with 'school readiness', to ease a child's transition into school.

We also participate in additional adult led activities in the afternoons these can vary from a music session, yoga, large group stories [where we support the children to build up attention and sitting for longer periods] counting activities, phonics, listening games and much more. For those children who are still building up these skills we adapt and adjust activities accordingly.

Throughout the day the children are encouraged to follow their interests and given time to become fully immersed in their play whilst being supported by our knowledgeable staff to become independent learners, to build confidence, to help extend their ideas, to engage in sustained shared thinking, and much more whilst learning through play. Within our enabling environment the children have access to a large range of resources and activities of their choosing along with a balance of child led, adult initiated and adult led activities to ensure they experience all we have to offer and more.

Building confidence in the prime areas of learning and development is particularly important to give good foundations to the specific areas of learning and development. A child who is not emotionally ready will not have the skills or confidence to learn. Without the physical skills to hold mark making implements they cannot write, if they cannot communicate they cannot express themselves.

Several members of our staff team have recently attended and passed level 1 Makaton training – [and hope to continue this further] This is a great addition to their skills allowing us to share it with all the children and to assist those who needs support with communication – it is also a great way to communicate with pre-verbal children as it is easily picked up as works alongside speech.

How we assess your child's progress

We observe your child throughout the day to identify their interests, how they learn [Characteristics of Effective Teaching and Learning] and their progress in each area of learning and development. As you know your child best, we also want to hear your observations of your child; what they like to do at home, as well as any significant events, achievements, or concerns. Photos, notes and observations can be added to Tapestry for us to look at here with your child.

These assessments of your child help us to identify and plan their next steps. We also identify next steps in the moment and build on these as they happen. In addition to our ongoing observations, a review/ report of your child's progress will be shared with you at the end of each term.

■ Progress check at age two

When your child is aged between two and three years, your key person will prepare a summary of their development in the prime areas of learning. This will then be shared with you on Tapestry, and you will be asked to come in to discuss together adding your views and any next steps to aim for. The review may show that your child is progressing at a faster or slower rate in a particular area; this will generally be a normal part of your child's unique developmental journey. Children's learning and development is not linear but more of a web. Should we have concerns these would be raised as soon as possible with you and we will carry out further

observations and may seek your consent to share the review with other professionals where we feel their support would benefit your child.

■ Early Years Foundation Stage Profile

As your child reaches age five, an Early Years Foundation Stage Profile (EYFSP) is completed. The EYFSP aims to present a well-rounded picture of your child's knowledge, understanding and abilities; providing a review of your child's progress as they come to the end of the EYFS, against the expected levels of development in the early learning goals. It is expected that your child's reception class teacher will carry this out; however, the records and knowledge we have of your child will help to inform this process. On completion of your child's EYFSP, the results will be shared with you, giving you the opportunity to ask questions.

Our policies and procedures explain in detail the steps we take to satisfy the requirements of the EYFS in our everyday practice. Please ask any member of our team to view our policies and procedures. We are inspected and regulated by Ofsted on the quality of our childcare provision against the requirements of the EYFS. Please ask your keyworker or any member of our team to view a copy of the EYFS or our most recent Ofsted report. Alternatively, you can download the EYFS at www.eyalliance.org.uk/early-years-foundation-stage and our Ofsted report at [Great Gransden Pre-School Playgroup - Open - Find an Inspection Report - Ofsted](#).

Adult:child Ratios

The statutory requirements for ratios of staff to children are:

2 – 3 years of age – 1:5 [although use 1:4 children],

3 – 4 years of age – 1:8

Our policy folder is also available upon request – with key policies on our website.

Child Collection/Pick up:

On the registration form you are asked to name anyone who would be collecting your child at the end of their session, and to provide us with a photo of them too. This is in addition to parents/guardians who are listed on the registration form. The photo really helps whilst we are getting to know you and your family.

We know that situations arise meaning you may have to make get someone else to collect your child – if this happens, we will require a name and description along with your collection password. [a photo makes it even easier] So the staff know that they are authorised by you to collect your child.

Please ensure anyone collecting your child is authorised to do so and over 18 years of age.

If no password is given, then we will always ring parents for confirmation.

If you arrange for another parent to collect your child, we still need confirmation from you first before we can let your child leave the building. Again, this can be made a regular arrangement by adding them to your authorised people on the registration form or dropping us an email.

Please telephone the playgroup if you think you may be late collecting your child as soon as you know.

Late collections can be distressing for your child when all others have been collected and we cannot offer an explanation.

Please be punctual collecting your child at the end of their session as late collections can impact on staffing and activities.

If you are later than five minutes collecting your child without notifying us you will be asked to fill in a late collection form [under safeguarding] and may be charged a late collection fee as per our late collection policy.

Dress/uniform:

Please ensure your child is dressed appropriately for the weather and for a play environment. We ask you to avoid dressing them in tights, skinny jeans or clothing with belts that your child cannot manage independently, also dungarees these are all very tricky to take off when your child is in a hurry to use the toilet. We help all children, as needed, to use the toilet but we do try to encourage independence at all times.

Leggings and joggers are much easier to pull up/down especially when toilet training. Velcro fastening shoes/boots are preferred rather than shoelaces – again to help promote independence.

We use aprons for painting and gluing but occasionally clothes do get marks on them, so please do not put children in their best clothes. [We always try to use washable paints and glue].

We will go outside whatever the weather so dress appropriately – we play with mud, sand, water, gloop, shaving foam and many more fun, exiting materials!

You may like to order a playgroup t-shirt or sweatshirt for your child – order forms available on request. We go outside every day so please bring a warm coat, hat and mittens for your child or a sun hat in hot weather. Please ensure all sweatshirts, hats, mittens, wellies etc. are **NAMED** clearly – there are often identical clothes and shoes in the lobby.

In the summer it is better to have light loose clothing that covers arms and legs this then means sun cream is not required.

When the weather is hot we ask parents to apply sun cream BEFORE the children come into playgroup [to notify us if you haven't when you drop off], we will then re-apply [after lunch] to children staying all day. We have sun cream at playgroup but should your child be sensitive to this or require their own please notify your child's key person and send in a named bottle to be kept at playgroup.

As we aim to promote independence in our children, please try to ensure the clothes, footwear and coats they wear are suitable for them to put on take-off themselves.

We are here to help them but with several children needing assistance it takes time, and the children have a great sense of pride in their own achievements if they can do things for themselves.

Waterproof trousers and coats are great for the wet weather – preferably separate rather than all in ones. Wellies and waterproofs can be left at playgroup on the children's pegs.

Our Information/sticker system:

When children have done something of a positive nature such as being kind, helpful, persevering at an activity, helping their friends, children are given a sticker such as 'I've been kind and helpful'.

We also give out stickers that inform Parents - such as 'I've done a craft activity/Number, cooking activity today, I helped look after the guinea pigs' Our aim is to promote positive behaviour, social skills, boost self-confidence as well as help to inform parents of their child's day.

We find the children enjoy taking their stickers home to show their family. Staff will also add notes on Tapestry for example about who your child has been playing with, what they have enjoyed doing that day etc. again to help keep parents informed. We also use our closed Facebook group to share information/pictures of activities.

Cooking:

We also have regular 'Cooking Weeks' – when all children have a turn to join in a baking session then take their cooking home with them. This is a very popular activity with the children; we cook at least once each half term, some popular recipes are on our website.

The natural world around us:

We love exploring our natural environment so positively encourage the children to bring in things for us to share with each other for e.g. leaves/conkers in autumn, blossom in spring, we've had spider and snails collected on the way into setting, discarded birds nests and egg shells to name a few.

Our relationship with Parents and Carers:

Building relationships with our Parents and carers is also very important to us and your child, this starts from when you enquire about places and grows during home visits with your child's key person and settling in visits as they join us. Continuing on throughout their time with us. Working together will make their time with us much more enjoyable and support them to thrive and grow.

We also try to keep you update with all that we are doing through a variety of medium; e-mails, WhatsApp, Our Website and closed Facebook group – you will receive the latest newsletter, details of regular events, news, fundraising and much more.

We produce an 'Activities at Home' sheet before the beginning of each half term – giving information on what we will be doing in preschool and ideas of what you can do to support this at home. This is emailed to parents and posted on Tapestry [paper copies can be given – please ask]

We also ask parents to share if there are any events [such as family visitors or days out] or news your child would like us to know so we can discuss with them together here, maybe even celebrating an achievement – they really do love sharing news with us. This can be done by adding an observation on their Tapestry online journal.

We have a notice board in the lobby with items of interest for parents & carers. From info on safeguarding, childhood illnesses, potty training to what's on in the local child and family hubs.

Every year we ask Parents to complete an online questionnaire so we can evaluate the service we offer.

We welcome and value feedback from parents anytime.

Please feel free to talk to Cindy or any other member of staff if you need information or help or advice regarding your child. All matters are dealt with in the strictest of confidence.

We also enjoy informal chats with parents when they visit playgroup – please feel free to ring for a chat if you are unable to come in due to work or other commitments.

We also offer parent-keyperson chats/updates every term to discuss how they are doing – your child’s key person will remind you if you haven’t spoken recently but also feel free to contact them if you need to speak to them at other times.

We aim to have a friendly, professional relationship with the parents and carers of the children in our care.

Parent Visitors/Helpers:

As a Playgroup we aim to include the wider families as much as possible. We have an open-door policy – asking Parents to come in for a visit at least once a term - this is the ideal way to see your child with their peers, observe their developing friendships, chat to the staff, and also speak to your child’s key person etc.

While your child is new to playgroup, we ask for you to wait until they have settled in before you come [usually the first ½ term] If you have any questions please do not hesitate to ask.

Parent Helpers are welcome-whether you can commit to a regular once a week slot or ad-hoc we always need help with preparing craft activities, filing artwork, photocopying etc – please let us know in advance so we ensure we do not have too many visitors at once. Regular helpers may be asked to complete a DBS.

We also ask for volunteers to wash our tea towels on a rota system so if you can do this let us know.

Please note younger siblings are welcome to come along with you but they are the parent’s responsibility at all times.

We are also really interested in involving our parents – perhaps you play an instrument, have a hobby or profession you would like to share with the children please do speak to us we would love to have you come in. Historically we have had parents who are vets, dentists, police officers, bakers, yoga teachers, scientist, football coaches to name a few all come in and do activities with our children and they love it.

Tapestry online journals

We use this to share with you, your child’s journey through playgroup. When your child has a start date, we set up their account and give you access to Tapestry. This is a two-way journal – staff upload photos and observations of what your child does in preschool, activities and more – but as mentioned before you too can add observations to share with us. Tapestry allows not only observations, but we can track progress, write reports, share documents, memos and group activities with you. Then when they leave us we can either transfer to their new setting or you can download or print their Journal as a keepsake.

Fundraising:

This is extremely important for Playgroup. As a Registered charity the fees pay for the ever-increasing running costs of the building and staff wages. We rely on regular fundraising to help pay for children’s toys and equipment that needs renewing. We also need to add and expand the equipment too whenever possible. Over time fundraising has purchased a scramble net climbing frame, new ride on equipment, a new kitchen in the home corner and smaller resources.

Any ideas or suggestions you may have regarding fundraising will be very welcome, please speak to either a member of staff or a committee member – see the notice board

in the lobby. The staff and children very much appreciate the support given from parents/carers and the wider community.

We hold two main fundraising events each year one is our Family Easter Eggstravaganza a great social event for our families usually the first Sunday after the Easter holidays, the second is our sponsored Trike Ride[May] – where the children are sponsored to ride laps of our track on bikes, trikes, scooters. We have recently started our Christmas Hamper fundraiser which is proving very popular and several smaller things throughout the year.

Registering your child:

A completed registration form is needed when you wish to register your child at playgroup. Sessions can be booked in the term before you wish your child to start so please discuss this with us as soon as possible to check availability. We will happily hold your details on file until nearer the time if you wish – so we can keep you updated on space availability.

We will need to see the original form of identification before taking a photocopy [child's birth certificate or passport] ready for future grant application. We also ask for a contribution [voluntary for funded children] of £15 [or £20.00 for twins] towards administration costs payable before your child starts with us.

About twice a year we will ask for the registration form to be checked so all details are up to date [If your contact details etc. have **not** changed just let us know] Do please keep us informed of any change to your e-mail address and mobile phone.

Please note if a mobile phone number is given as an emergency contact number, please ensure it is not switched off while your child is at Playgroup unless you are at home and we can contact you there.

Starting Playgroup

When you have decided that your child is going to join us at playgroup and have discussed what session you would like with the Manager, we will allocate you a Key person. They will work closely with you and your child, to build a positive relationship that makes them feel safe and secure as they settle in; giving them the confidence to participate and enjoy their time with us.

We offer a home visit to meet both parent and child, this really help build the bond between child and keyperson. This is your opportunity to chat about your child's stage of development, any relevant information about your child and registration details and to ask any questions you may still have.

We aim to work closely with Parents/carers to ensure their settling in process goes as smoothly as possible. Some children are happy to be left quite quickly; others may need longer before their parent/carer can leave them for a whole session. We treat each child individually and work with you to make your child's transition into playgroup as easy as we can.

We also ask parents to make one or two settling in visits before they start – where they stay with their child at Playgroup for part or all of a session. [This can be more if needed].

We also have an 'All about me!' booklet that we ask you to complete with your child prior to starting with us so we know their likes and dislikes, if they need support with toileting, favourite songs, what comforts them etc.

Please note your child does **not** need to be toilet trained to attend Playgroup.

Through discussion with you and observations your child's key person can ensure that the care we provide meets their individual needs. Your involvement is essential in this

therefore, we will keep you regularly informed of your child's progress and, in turn, the information you provide to your key person about your child's interests, development and experiences at home will help us to build on your child's development. They are here to listen and help, so please feel free to share any comments or concerns you may have.

Fees and Grant Funding:

Sharon Peer, our Playgroup Administrator, deals with all the administration duties including collecting fees and the grant funding, session requests, budgeting etc. Sharon is in the office every Tuesday but can be emailed at any time on sharon.pgoffice@btinternet.com

Payment of fees:

Playgroup fees are payable each half term. An invoice will be emailed to you within the first week of the half term. Please ensure your fees are paid by the date shown on the invoice. If you would prefer to pay weekly, please contact Sharon or Cindy to arrange this.

Fee payments are accepted by BACS, Childcare Vouchers, cheque or cash.

The costs are as follows: £9.00 per hour – due to be reviewed in Annually.

For 2–3-year-olds: £22.50 for a morning session of two and a half hours 9-11.30am or £22.50 for 3 hours 9-12

For 3–4-year-olds: the government grant currently provides 15 free hours of childcare. **THE TERM AFTER** your child's 3rd Birthday If you wish to have more than 15 hours the cost is £9.00 per hour.

See note below for when grant will start this depends on when your child's birthday falls*

Please note we require 4 weeks term time notice or payment in lieu if you wish to reduce existing sessions or withdraw your child permanently from playgroup. It is also playgroup policy not to refund any fees when a child is off sick or on holiday. However, special circumstances such as a hospital stay, will be considered on an individual basis.

Consumables charge

Pre-School is a not-for-profit registered charity and with the ever-increasing rise in the costs of all resources we are having to introduce a consumable charge of 50 pence per session [£1 for 5 hours or over, having carried out extensive research this is still very low compared to other settings] This helps to cover the costs of additional enhancement and for extra items needed. For example, cooking ingredients, vegetable seeds and visiting dance session which aren't covered by the hourly fee charged by Playgroup, or the funding received from the Government. The funding received for 4-5 years is much less than our hourly rate.

If you find that you are struggling to pay the additional costs please speak to either Cindy or Sharon and we will discuss alternative options, and kept strictly confidential.

Early Years Grant Funding:

Great Gransden Playgroup is registered with Ofsted and parents will be eligible to access the government grant for up to 15 hours per week for 38 weeks per year (term-time only) for eligible 3 and 4-year-old children. The grant funding begins from the term ***AFTER the child's 3rd birthday**. [cut off days are 31st March, 31st August & 31st December]

We are also registered to accept children in receipt of the Funded for 2's scheme and 30hours extended funding if eligible – see website address below. Including the new funding for working families of 2 year olds who meet the criteria.

The grant claim form will be issued to you for completion in July for funding from the following September. Or if you are a new child starting with us you will be provided with the relevant grant form. You only need to complete the form once an academic year unless any changes to sessions are made. Sharon will then contact you to arrange for you to sign the form to confirm amendments. Once the grant claim has been submitted to the Early Years Funding Team, no changes to the hours claimed will be permitted. If extra hours are required after this time, then they will need to be paid for. New grant eligible children who start at other times during the year will receive the form to be completed when appropriate.

For more information on help with paying for childcare including obtaining your code for funded 2, 3 & 4 year olds please visit www.childcarechoices.gov.uk

There is also help with childcare for families in receipt of certain benefits see here - [Help paying for childcare: Free education and childcare for 2-year-olds if you claim certain benefits - GOV.UK \(www.gov.uk\)](#)

We hope you have found this information brochure useful, please do not hesitate to contact us with any further questions or queries. We look forward to welcoming you to our setting.