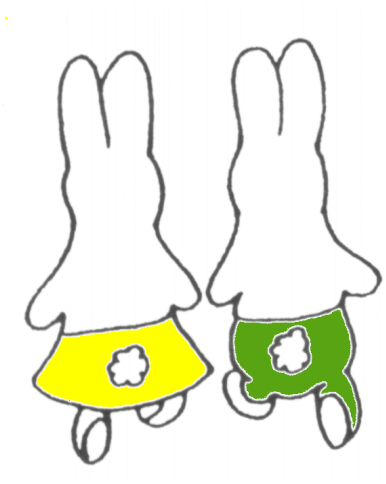
BARNS GREEN



PLAYGROUP

Ofsted Outstanding

Barns Green Village Hall,
Muntham Drive,
Barns Green,
Horsham,
West Sussex,
RH13 0PT
Tel: 07984772849
Email: playgroup@barnsgreen.com

STAFF

Manager: Chloe Downs
Deputy Manager: Nicola Marshall
Assistants: Amanda Page
Liam Clifford
Lynn Whitehouse

BANK STAFF:

Eunice Chan
Gayle Goodall
Penny Courquin

Admin: Brenda Leonard

COMMITTEE

CHAIRPERSON: Daniel Belmore
TREASURER: Alex Mannion
SECRETARY: Frances Ott
Liz King
Amy Merriner

Introduction

Barns Green Playgroup is a registered charity established in 1978 with the purpose of providing a playgroup setting in the village, and welcoming Children from the surrounding areas.
We are members of the Early Years Alliance, a national organisation which provides the playgroup with valuable guidance and support. We also receive support from the Early Childhood Services.
Playgroup is run by a voluntary committee of parents and staffed by a team of qualified and experienced childcare practitioners.
We adhere to the statutory framework for the Early Year's Foundation Sage and are regularly inspected by Ofsted. Our latest inspection report is available on request, or visit www.ofsted.gov.uk/
We operate from Barns Green Village Hall which is a beautiful setting, looking onto the village green with nearby country walks. Playgroup has its own garden which enables children to enjoy indoor and outdoor activities throughout the year.

Playgroup opening hours Term time only 38.3 weeks of the year (We do not close for inset days)
Monday - Friday 9.00am – 3.00pm
Children can begin playgroup at the age of 2.
Sessions can be booked as 9am-12pm, 9am-1pm or 9am-3pm

Our setting aims to:

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

Parents
Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.
- As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement to remain sustainable as a service in the village.

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of staff 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 each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop;
- is in a setting in which parents help to shape the service it offers.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (July 2021). From September 2008 the Early Years Foundation Stage became law.

There are Seven key features of effective practice which we use as guidance to provide the best care for children, and the foundations to their learning

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 months 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 their 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 their 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.

6. Self-regulation and executive function
• Executive function includes the child's ability to:
– hold information in mind
– focus their attention
– think flexibly
– inhibit impulsive behaviour.

• These abilities contribute to the child's growing ability to self-regulate:
– concentrate their thinking
– plan what to do next
– 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.

7. Partnership with parents
• It is important for parents and early years 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 characteristics of effective teaching and 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 (Statutory framework for the EYFS)

The curriculum is divided into three prime areas and four specific areas. These are:

Prime Areas

Personal, Social & Emotional Development
Making relationships
Sense of self
Understanding feelings

Physical Development
Moving & handling
Health & Self-care

Communication & Language
Listening & attention
Understanding
Speaking

Specific Areas

Literacy: Reading, Writing

Mathematics: Mathematics

Understanding the World: People & Communities, The world, Technology

Expressive Arts & Design: Creating with materials, Being Imaginative & Expressive

Children start to learn about the world around them from the moment they are born. The care and education offered by Barns Green Playgroup helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

For each area, the practice guidance gives advice of what children may be achieving around certain ages and suggests observation points. Barns Green Playgroup has regard to this guidance when we assess children and plan for their learning.

Our approach to learning and development and assessment

Learning through play
Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities' children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity.

Pedagogy
Helping children to learn through different approaches and styles of learning that suit them.
Children are powerful learners. Every child can make progress in their learning, with the right help.

Assessment
Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. Effective assessment requires us 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, we think about whether the assessments will be useful. Our assessments do not take practitioners away from the children for long periods of time.
We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child goes on to school.

Records of achievement
The setting keeps an 'about me' development record for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's record helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.
At 2 years old we will carry out an assessment in which parents' carers will be consulted.
We regularly consult parents throughout your child's time at playgroup.

Working together for your children
At Barns Green Playgroup we maintain and exceed the ratio of adults to children in the setting that is set through the Welfare Requirements.

This enables us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide;
- allow the children to explore and be adventurous in safety.

All members of staff have been employed in line with Ofsted requirements. We guarantee to have at least one qualified supervisor present at each session and that other members of staff work on various days as required.

Our staff/child ratio is at least 1: 8 for 3 – 5 year olds

1: 5 for 2 - 3 year olds.

Staff are encouraged to take any relevant training available and ensure necessary training is kept up to date.

Staff Profiles

Chloe Downs (Manager) has a Level 3 NVQ in Children's Care, Learning & Development, training in Child Protection, Paediatric First Aid, Food Hygiene and Health and Safety. Chloe has been working in childcare for the past 17 years, starting off in a day nursery as baby room leader for 4 years then moving to a pre-school nursery for children aged 2-5. She has been there for the past 14 years where she worked her way up to be the manager for the past 4 years. Chloe joined Playgroup in January 2026, she is the Designated Safeguarding Lead, SENCO/INCO and Behaviour Management Co-ordinator.

Nicola Marshall (Deputy Manager) joined the team in October 2022. Nicola has a level 3 in Nursery Nursing which she completed in 2001. Since then, Nicola has worked with babies to early teens. In 2011 Nicola took a break from work to start a family and now has 4 children of her own. Nicola has completed her safeguarding and First Aid Training, food hygiene and is the Designated Safeguarding Lead in the managers absence. Nicola is also the Health and safety Officer.

Amanda Page (Assistant) was employed as bank staff in January 2007. She became a permanent member of the staffing team in January 2008. Amanda has had previous experience working with pre-school children doing voluntary work at a crèche. She has 3 children of her own one of which attended playgroup when they moved to the area in 2006. During this time Amanda helped out at fundraising events for playgroup. She has a Diploma in Pre-school Practice Level 3, training in first aid and Child Protection. Amanda had a break from Playgroup for five years as she moved out of the area. She returned in 2017. During this 5 years Amanda worked with special educational needs children as a volunteer with Riding for the Disabled.

Lynn Whitehouse (Assistant) joined the team in July 2024. She has a Level 2 Certificate for the children & Young People's Workforce. Lynn has over 30 years' experience working as a nanny and in childcare settings. She has training in First Aid and Safeguarding.

Liam Clifford (Assistant) joined the team in October 2023 as a Key worker. During studying for his Cache level 3 certificate/diploma in childcare and education, Liam was on placement with us at playgroup. Since gaining his qualification, he has worked at Kingslea Primary School and a children's holiday club in Broadbridge Heath. Liam has training in First Aid and Safeguarding.

We have supplementary members of staff who can be called upon in the event of illness or emergency.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting 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;
- helping at sessions of the setting;
- 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 setting;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities in which the setting takes part;
- building friendships with other parents in the setting.

Joining in

Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to play instruments for the children, show pictures and items from their travels, and to share different languages and cultures with the children.

We welcome parents to drop into playgroup to see it at work or to speak with the staff.

Key persons and your child

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that what we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from the setting's activities.

Learning opportunities for adults
As well as gaining qualifications in early years care and education, the setting staff take part in further training to help them to keep up-to-date with thinking about early years care and education.
The setting also keeps itself up-to-date with best practice in early years care and education, as a member of the Early Years Alliance, through the Under 5 magazine and publications produced by the Alliance.
Barns Green Playgroup has links with the Local Children and Family Centre. It is a service for families with children from 0-18years, providing support and information about courses such as first aid.

The setting's timetable and routines

Barns Green Playgroup believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

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

The session
We organise our 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 which 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.

Snacks
The setting makes snack and lunch club a social time at which children eat together. Parents are asked to provide a pack lunch, morning, and afternoon snack for their children daily along with a water bottle. We encourage healthy eating and good oral hygiene.

Policies
Barns Green Playgroup's Policies and Procedures are available for you to see at the setting on the Parent Information table. Our policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents. The staff and parents of the setting work together to adopt the policies and they all have the opportunity to take part in the review of the policies. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

Safeguarding children
Designated Person for Child Protection: Chloe Downs
Barns Green Playgroup has a duty under the law to help safeguard children against suspected or actual 'significant harm'.
Our employment practices ensure children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.
Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.
Nicola Marshall also has training and is the Designated Person for Child Protection in Chloe's absence.

Special Educational needs
Special Educational Needs Co-ordinator: Chloe Downs
As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2015). Our SEND REPORT is available to read on our webpage at barnsgreen.com.

The management of our setting
A parent management committee - whose members are elected by the parents of the children who attend the setting – are responsible for the setting, working closely with our Manager. The elections take place at our Annual General Meeting. The committee is responsible for:

- Managing the setting's finances;

- Employing the staff;
- Making sure that the setting has, and works to, policies that help it to provide a high quality service;
- Making sure that the setting works in partnership with the children's parents.

The Manager

- Manages the staff;
- Is responsible for the day to day running of playgroup;
- Reports to the committee.

The Session Supervisor

- Is responsible for the safety of the children during the session;
- Is responsible for the staff during the session;
- Is responsible for daily duties being carried out;
- Reports to the manager.

AGM

The Annual General Meeting is open to the parents of all of the children who attend the setting and is usually held at the end of June. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

Admissions Policy
Policy statement

It is Barns Green Playgroup's intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

Barns Green Playgroup adopts a policy of non-discrimination on the grounds of sex, race and disability. It seeks to help each child develop socially and physically, maintaining a positive attitude towards him/herself, others, the staff and committee.

Procedures

- We ensure that the existence of Barns Green Playgroup is widely advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible, using simple plain English, and provided in different community languages and in other formats on request.
- Playgroup will do its best to provide a place for your child on your requested days. (Children can begin Playgroup from the age of 2)
- We arrange our waiting list in birth order. In addition, our policy may take into account:
    a) the age of the child, with priority given to children who are eligible for the free entitlement – including eligible two year old children;
    b) the length of time on the waiting list;
    c) the vicinity of the home to the setting;
    d) whether any siblings already attend the setting;
    e) The capacity of the setting to meet the individual needs of the child.
- We encourage parents/carers to attend Playgroup with their child prior to their start date. This enables new children and parents to become familiar with the staff, other children and routines before the big day arrives. The length of time and number of sessions can vary according to the child's needs and how the parent/carer feels. There will be no charge for these sessions.

- We consult with families about the opening times of Playgroup to ensure that we accommodate a broad range of families' needs.
- The number of sessions per week can be increased according to your requirements and subject to availability. Children can remain at playgroup until they attend reception class at school.
- We offer funded places in accordance with the Code of Practice for West Sussex County Council.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- Parents/carers must provide children in nappies with a named bag containing nappies, wipes and nappy sacks. Please provide spare clothing in case your child is in need of a change. Playgroup do have a limited amount of spare clothing for emergencies, but request that parents return the washed clothes as soon as possible. Staff are here to support your child through potty training, always feel free to discuss this with the Manager or Key person.
- Please provide your child with a change of clothes and in colder weather ensure that they bring a coat and Wellingtons. In hot weather please provide them with a sun hat and apply sun cream. If you would like staff to reapply sun cream during the session please label clearly with your child's name and hand to a member of staff for safe storage. All articles should be named.
- In accordance with our policy and to establish routines and continuity, we recommend that you inform us of any other playgroup/nursery setting that your child is attending. This is to enable us to liaise with the other group in order to provide the best care for each child and cater for their individual developmental needs.
- Barns Green Playgroup and its practices are welcoming and make it clear that fathers, mothers, other relations and carers are all welcome.
- Our setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- We support children and/or parents with disabilities to take full part in all activities within our setting.

Barns Green Playgroup
Fee Paying and Free Entitlement Policy

When registering your child/ren at Barns Green Playgroup you are agreeing to adhere to our policies, terms and conditions.

Fees
Our current charge is £8.00 per hour.
Payments will be invoiced during the second week of each half term and are due for payment within 14 days of the date of the invoice. For children with a commencement date mid-term, an invoice will be produced shortly after the start date to cover the remainder of the half term, The 14-day payment terms will still apply.
If you prefer you can pay at the beginning of each session however, in order to keep places open and to meet our costs, days missed (due to illness or holidays during term time etc) must still be paid for irrespective of payment arrangements. We have a no swap day policy.

Barns Green Playgroup reviews the hourly rate at the AGM in June/July, any increase comes into effect from the following September.

Notice Period
A period of 4 weeks' notice is required if your child is going to leave Barns Green Playgroup before they are due to attend school. Fees will still be charged throughout their notice period. (In special circumstances this may be negotiable, please speak to the Manager in confidence)

Collection of Fees
Fees can be paid by cash or directly to Barns Green Playgroups bank account via BACS. The payment method is

clearly stated on all invoices.

If the payment of fees has not been received within the agreed 14-day period, the administrator will send a reminder letter to the parent/carer of the child. (Appendix 1) The letter clearly states that the parent/carer can discuss the matter with the administrator or manager regarding the outstanding invoice/s. Every effort should be made to ensure that the payment is made promptly.

If the payment is still outstanding after a further 14 days, the administrator will contact the parent/carer by phone to discuss reasons for non-payment. If possible, a reasonable short term payment plan can be agreed to catch up the arrears.

If despite the reminders, the account remains in arrears Barns Green Playgroup has the right to refuse attendance for the following term and ultimately the parent/carer will be given notice of terminating their sessions. Parent/carers will not be able to increase sessions if the account is in arrears. If the parent/carers repeatedly fall into arrears, Barns Green Playgroup has the right to cancel the child's attendance.

If fees still remain outstanding, action will be taken to claim the arrears in accordance with the Small Claims Court Proceedings.

If the child leaves Barns Green Playgroup owing fees, the committee authorises the administrator to take proceeds to the Small Claims Court to recover the outstanding fees.

Sibling Discount

Fee paying siblings

Should a family have two fee paying siblings or children at playgroup we will offer a one full price and one half price option. When one of the siblings becomes funded the fee paying sibling will need to pay full fee. This will be in the case of twins or siblings close enough in age.

Early Years Funded Entitlement

3 & 4 year old Universal Funded Entitlement

The government pays the Early Years Funded Entitlement from the term following a child's 3rd birthday. Each child is entitled to 15 hours per week. You will be required to state how you will be claiming the hours at the beginning of each term. (E.g. If your child attends 4 three hourly sessions you can also claim for 3 lunch clubs) This is claimed directly by playgroup. Any hours over the 15 are charged at the rate of £8.00 per hour.

Tax Free Childcare/Extended Funded Entitlement

You can now apply for Tax-Free Childcare and 30 hours funded childcare (An extended 15 hours for working parents). They are two separate government schemes which can be applied for to help parents with the cost of childcare. You can apply for both through one online application.

To qualify for either scheme, both parents must be working, and over a 3 month period each be earning at least the National Minimum Wage or Living Wage for 16 hours a week on average, and not more than £100,000 each a year.

The link to apply is: https://childcare-support.tax.service.gov.uk

https://www.westsussex.gov.uk/education-children-and-families/childcare-and-early-education/childcare-options-and-funding/early-years-funded-entitlement-for-working-families/

2 year old Local Authority Funding

In some circumstances you may be able to access 15 hours of funding for 2 year olds. This is determined under the same criteria for free school meals. 2 year old funding is applied for by the parent/carer and is normally an online application. Once funding has been agreed for your child you will be given a code to give to the Manager who can then access the funding. Children are unable to begin playgroup as funded without the code as no payments will be back dated. The link for 2 Year old funded entitlement is https://www.westsussex.gov.uk/education-children-and-families/childcare-and-early-education/childcare-options-and-funding/2-year-old-local-authority-issued-early-years-funded-entitlement/ If you do not have access to the internet you can gain access at your local Children and Family Centre or library, where there will be people to help you with the application if you require it. Alternatively, the Manager can help you at Playgroup.

2 Year Funded Entitlement for working families

You can now apply for 2 year old free childcare for working families. This offer is available for those who work the equivalent of 16 hours at the national minimum wage, or more per week, and earn less than £100,000 per year each. There are other criteria that may enable you to qualify. Here is the link to check your eligibility and how to apply. https://www.westsussex.gov.uk/education-children-and-families/childcare-and-early-education/childcare-options-and-funding/early-years-funded-entitlement-for-working-families/

Headcount Day

Is at the beginning of each term, normally on the second Thursday of the term. This date is displayed in the outdoor notice board. Hours claimed cannot be changed after this date and a late payment claim will have to be submitted for children arriving after headcount day. If a late claim is unsuccessful then the parent/guardian will have to pay the normal session fee until the following term.

Early Years Pupil Premium (The Early Years Pupil Premium (EYPP) is additional funding for early years settings to improve the education they provide for eligible children receiving funded entitlement of all ages) Eligibility is identified by the parent/carers' National insurance number when entered on the secure online portal. Permission has to be given by parents on their funding entitlement declaration form.
The funds are used to enhance learning opportunities and provide resources to enrich learning.

DAF (Disability Access Fund) Is a one-off payment per year to support a child with SEND if the family is in receipt of DLA (Disability Living Allowance). Parents indicate on the Funding entitlement parent declaration form, if a setting is nominated to receive the payment. The funds are used to support the child, enhance learning opportunities and provide resources to enrich learning. It may also be used for staff training to support a child's needs.

Refund of fees
No refund of fees will be given if we close due to circumstances beyond our control, as set out in the emergency closure policy.

We need to remind all parent/carers that we are a small charity and without the payment of fees we will not remain open, therefore we will treat all our parent/carers with a standard and fair procedure.

If you have any questions or concerns regarding the payment or funding, please feel free to speak to the Manager in confidence.

Lunch
Lunch is at 12 o'clock each day at least one member of staff sits with the children to encourage them to eat their lunch. You will be required to provide your child's lunch in a clearly labelled box or bag. Please also provide your child with a water bottle (No glass bottles, fizzy drinks or sweets please.)

Please use cold packs where necessary as there is no cold storage available for lunch boxes.

This is a good preparation for the children before they start school. Lunches are included in your half termly bill and as with all playgroup hours you will be required to pay for holidays and absences.

Snacks
Parents/carers provide children with a morning and afternoon snack and a bottle for water.

Complaints
We aim to run a playgroup that has happy children and happy carers. We are however human and problems may sometimes arise. In this case we want to be the first to know.

Any minor concerns should be discussed first with the Manager/Deputy manager. She is present at all sessions and will be able to quickly deal with the matter or pass it on to the chairperson of the committee.

For all more major concerns, please contact the chairperson. She/he will discuss it with the secretary and/or treasurer, the staff and the rest of the committee, as appropriate. Confidentiality will be maintained within this arrangement.

The most important consideration is the safety and welfare of the children.

On the parent's information table there is a file containing all of playgroup's policies and procedures. This includes our

complaints policy and procedures and contacts for officials e.g., Ofsted, Social Services etc. On this table there is also a compliments and complaints book and a suggestion box. We welcome your suggestions and are always ready to listen to any concerns that you may have.

Fundraising Policy

Playgroup committee is made up of a chairperson, treasurer, secretary and two other core committee members. There is also a team of fund-raisers who work together to raise money for playgroup to purchase new equipment and to fund outings and our Christmas Party or at such times that our number of children attending are low help with the running costs to keep the group open.

The annual target is at least £5,000, but the more money raised the better.

To achieve this target, various events are held throughout the year and parents are urged to support these events enthusiastically. After all, your children will benefit from the proceeds.

At the Annual General Meeting a statement is presented to this meeting by the fund-raisers and details are given of the funds raised at each event.

Anyone wishing to become involved in the committee is encouraged to approach a committee or staff member before this meeting to find out which positions will be available.

Sweatshirts & T-shirts

T-shirts and sweatshirts are ideal for playgroup as they are machine washable and practical; they also solve the problem of what to wear. Buying one is an easy way of helping with fund-raising.

The sweatshirts come in green with a white playgroup logo on them.
T-shirts are yellow with a green and white logo.

If you would like to buy one, please speak to any member of staff.

Sweatshirts £12

T-shirts £10

Hats £5.00

We hope that you and your child enjoy being members of Barns Green Playgroup, and that your families 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.

Barns Green Playgroup complies with The Statutory Framework for the Early Years Foundation Stage.
(DFES 2021)