

09.1a About our childcare

Welcome to Wraparound Care provided by Wollah Wollah Ltd (Trading as The Hen House) and thank you for registering your child with us.

We know how important your child is and aim to deliver the highest quality of care to help them to achieve their best.

This document aims to provide you with an introduction to Wollah Wollah Ltd, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. This should be read alongside our Childcare Terms and Conditions for a full description of our services.

Our setting aims to:

- provide high quality care and education for children
- work in partnership with parents and the school 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

You 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
- included at all levels

Children's development and learning

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 qualified staff to children, as well as volunteer helpers
- has the chance to join in 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 (Year R only) who makes sure each child settles in well
- 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

The Early Years Foundation Stage

Provision for the development and learning of children from birth to five years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2021):

- *A Unique Child*

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

- *Positive Relationships*

Children learn to be strong and independent through positive relationships.

- *Enabling Environments*

Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners, parents and/or carers.

- *Learning and Development*

- Children develop and learn at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities (SEND).

How we provide for learning and development

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

The Areas of Learning and Development comprise:

- *Prime Areas*

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

- *Specific Areas*

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

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

Our activity programmes support children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

- self-regulation
- managing self
- building relationships

Physical development

- gross motor skills
- fine motor skills

Communication and language

- listening, attention and understanding
- speaking

Literacy

- comprehension
- word reading
- writing

Mathematics

- number
- numerical patterns

Understanding the world

- past and present
- people, culture and communities
- the natural world

Expressive arts and design

- creating with materials
- being imaginative and expressive

Our approach to learning and development and assessment

Learning through play

Being active and playing supports young children’s learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- playing and exploring - engagement
- active learning - motivation
- creating and thinking critically - thinking

We aim to provide for the characteristics of effective learning by observing how a child engages with learning and being clear about what we can do and provide to support each child to remain an effective and motivated learner.

Working together for your children

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. This helps 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

The staff who work at our setting are:

Name	Job Title	Qualifications and Experience
Anna Barfoot	Owner/Director	Owned and managed company since 2018. BSc Applied Psychology, Paediatric First Aid, DSL, Fire Marshall, Level 2 Food Hygiene and Safety for Catering, Prevent Awareness, Safer Recruitment
Catherine Dredge	Childcare Manager	Level 3 Early Years Educator, Paediatric First Aid, DSL, Fire Marshall, Level 2 Food Hygiene and

		Safety for Catering, Prevent Awareness, Safer Recruitment, Ofsted Awareness
Lynne Rose	St Mary's Team Leader	Early Years Educator, Paediatric First Aid, DSL, Level 2 Food Hygiene and Safety for Catering
Karen King	Witley Infants Team Leader	Level 3 Childcare, Paediatric First Aid, DSL, Level 2 Food Hygiene and Safety for Catering, Fire Marshall, Prevent Awareness
Jo Tipton	Grayswood Team Leader	Paediatric First Aid, DSL, Level 2 Food Hygiene and Safety for Catering, Challenging Behaviour, Anaphylaxis Awareness
Megan Hubbard	Wraparound Care Assistant	Level 5 Childcare (Foundation Degree) Paediatric First Aid, DSL, Level 2 Food Hygiene and Safety for Catering
Emine Akkurt	Wraparound Care Assistant	Paediatric First Aid, DSL, Level 2 Food Hygiene and Safety for Catering
Maddy Saupe	Wraparound Care Assistant	Paediatric First Aid, DSL, Level 2 Food Hygiene and Safety for Catering, Challenging Behaviour, Anaphylaxis Awareness, Fire Warden
Charlie Beswick	Wraparound Care Assistant	Introduction to Child Safeguarding (Level 1), Level 2 Food Hygiene and Safety for Catering
Francesca Simpson	Wraparound Care Assistant	Introduction to Child Safeguarding (Level 1), Level 2 Food Hygiene and Safety for Catering
Amber Akkurt	Wraparound Care Assistant	Paediatric First Aid, Introduction to Child Safeguarding (Level 1), Level

		2 Food Hygiene and Safety for Catering
Amy Dolata	Wraparound Care Assistant	Introduction to Child Safeguarding (Level 1)

We are open for 39 weeks each year.

We are closed During school holidays, public and bank holidays and weekends

We are open for 4/5 (depending on club) days each week

The times we are open are 7:20-9am and 2:45-6pm (slight variations between clubs)

We provide care and education for young children between the ages of:

4 and 11 years.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All our staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff
- helping at sessions of the setting
- sharing their own special interests with the children
- helping to provide and look after the equipment and materials used in the children's play activities
- taking part in events and informal discussions about the activities provided by the setting
- 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. We welcome parents to contact us to arrange this.

Key person and your child

For our reception year students, 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 the childcare that 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 our activities.

Learning opportunities for adults

Our staff take part in training to help them to keep up-to date with thinking about early years and beyond care and education. We also keep up-to-date with best practice, as a member of the Early Years Alliance, through *Under 5* magazine and other publications produced by the Alliance.

The setting's timetable and routines

Our setting 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 our 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 all areas of learning and development, including their health 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 room.

Snacks and meals

We make snacks and meals a social time at which children eat together. We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs, particularly any known allergies or food intolerance and we will plan accordingly.

Clothing

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

Policies

Our staff can explain our policies and procedures to you. Copies of which are available in our folder kept at the setting.

Our policies help us to make sure that the service we provide is of high quality and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

Our staff and parents work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling our setting to provide a quality service for its members.

Information we hold about you and your child

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data is we collect is:

1. processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
2. collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes
3. adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed
4. accurate and, where necessary, kept up-to-date
5. kept in a form that permits identification of data subjects [you and your family] for no longer than is necessary for the purposes for which the personal data is processed
6. processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures

When you register your child with us, we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure that people looking after children are suitable to fulfil the requirements of their role and help to protect 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 that 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.

Special educational needs

To make sure that our provision meets the needs of each individual child, we take account of any special educational needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

Our Special Educational Needs Co-ordinator is Under review

The management of our setting

The setting is owned and governed by Anna Barfoot and Jennifer Reglar

Fees

The fees are £18.20 (including dinner), or £15.45 (excluding dinner) per after school session and £5.95 per before school session payable monthly in advance. Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time, talk to your setting manager or Anna Barfoot.

For your child to keep her/his place at our setting, you must pay the fees. You may make full or part payment via a childcare voucher scheme. Please discuss this with your setting manager.

Starting at our setting

The first days

We want your child to feel happy and safe with us. To make sure that this is the case, our staff will work with you to decide on how to help your child to settle into the setting. Our policy on the role of the key person and Settling-in is enclosed with this document or is available from your setting manager.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you about your ideas, views or to respond to any questions.