

GIRTON COTTONTAILS PRESCHOOL



Welcome
September 2023

Girton Cottontails Preschool CIC • Giron Glebe School • Cambridge Road • Girton •
Cambridge • CB3 0PN
Telephone: 07368180771 • Email: info@girtoncottontailspreschool.com
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Welcome to Girton Cottontails Preschool

We are delighted that your child will be coming to Girton Cottontails Preschool and look forward to getting to know your child and you. This document is designed to provide all the information that you will need to know about how Girton Cottontails works and that you may need during your child's time with us. We hope that you and your child enjoy being members of Girton Cottontails Preschool.

Contact information

Girton Cottontails Managing Directors: Emma Pell & Laura Norman

Telephone number: 07368180771

Email address: info@girtoncottontailspreschool.com

Website: www.girtoncottontailspreschool.co.uk

Ofsted registration: EY2659139

Opening times

Girton Cottontails Preschool is open term-time only. We are open Monday to Friday session times below

- Early start 8.30am to 9am
- Morning session 9am to 12pm
- Afternoon session 12.00pm to 3.00pm (includes lunch club packed lunch to be provided)

Thursday afternoon is our 'Rising 5's' session and is open to those children in their preschool year only.

Wednesday is Forest school all day no early start will be run on this day

Early Years Funding and fees

Girton Cottontails is registered with the Cambridgeshire County Council Early Years Funding Scheme. Under this scheme, qualifying two-year olds and all children aged three and four are eligible for 15 hours of free care and education per week for 38 weeks of the year. We also offer 30 hours funding to those families which are eligible. Three and four-year-old funding (both 15 and 30 hours) begins from the term **after**

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the child's third birthday. Details of how places are allocated are given in our Admissions policy.

We accept children at Girton Cottontails from the age of 2. For all children not yet eligible for Early Years Funding and for any hours attended at Girton Cottontails Preschool above their funded hours (no matter where the funding is used), the hourly rate is £6.10 per hour for 3 and 4 year olds and £7.00 for two-year olds. The age of the child will be taken as their age on the first day of term or on the day they start at Girton Cottontails, whichever is later. We can accept payment for fees by Childcare Vouchers or Tax-Free Childcare accounts.

Early start is charged at £4.00 per session and cannot be taken as part of your early years funding.

As we are a community interest company, we do not aim to make profit so we also encourage parents and carers to make a voluntary contribution towards consumables, including hygiene items, craft resources and supplies for additional activities such as cookery and gardening. This charge will be added onto your termly invoice. The charge is entirely voluntary and not paying the charge will not affect how your child is treated at preschool.

Please note that repeated regular non-attendance of sessions funded by Early Years Funding without written reason may mean that the council asks you to repay the funding received on your child's behalf. We therefore ask that you please let your child's key person know if your child is going to be absent or write a note or email to say why they missed a session.

We can accept payment for fees by Childcare Vouchers or Tax-Free Childcare accounts. Please note that we have a policy for late payment of fees.



Term dates 2023 – 2024

Autumn Term 2023

- **First Day of Term** Wednesday 6th September
- **Half Term** 23rd October to 27th October
- **Last Day of Term** Friday 15th December

Spring Term 2024

- **First Day of Term** Monday 8th January
- **Half Term** 19th February to 23rd February
- **Last Day of Term** Thursday 28th March

Summer Term 2024

- **First Day of Term** Monday 15th April
- **Closed - May Day Holiday** Monday 6th May
- **Half Term** 27th May to 31st May
- **Last Day of Term** Thursday 18th July
- **End of Year Celebration Picnic** Friday 19th July

Notice period

Should you wish to withdraw your child from Girton Cottontails, our notice period is six weeks. If you claim funding for your child's place at Girton Cottontails please note that you will be unable to claim funding elsewhere for these six weeks and

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possibly for the remainder of the term. If your child's place is not covered by the Early Years Funding, you will be liable for your child's session fees for the notice period. We also ask for 6 weeks' notice should you wish to change your child's pattern of attendance.

Management of Girton Cottontails

Girton Cottontails Preschool is run as a community interest company. All profits are put back into Girton Cottontails Preschool. It is managed by Emma and Laura who make sure that Girton Cottontails has, and works to, policies that help it to provide a high-quality service, and ensuring that we work in partnership with the children's parents.

Fundraising

While the Early Years Funding and session fees cover our basic running costs, fundraising is an important source of income for Girton Cottontails Preschool and allows us to provide extra resources for the children, put on parties, contribute to a trip for the Rising 5s and more. We organize a variety of fund-raising events through the year which would not be successful without organisational help and participation from the parents. Please do support our events and let us know if there are any fundraising events that you would like to see. Forthcoming events are advertised on our notice board and website.

Our aims and principles at Girton Cottontails Preschool

1. The best for every child

- We aim to narrow the gap between the development of children from different backgrounds through high quality education and care that meets the individual needs of the children.
- We are inclusive to all children.
- We gain an understanding of the lived experiences of every child.
- We identify a starting point for every child through discussion with parents and observation. This establishes what a child can already achieve and progress to make.
- Any SEND needs are identified as early as possible through observation and any extra help required is received to ensure development progresses.

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2. High quality care

- Every child has a key person.
- All early years teachers are involved in the care of all children.
- All early years teachers enjoy spending time with all children and are responsive to them.
- The children's wellbeing is embedded into all practice.
- Children learn through both child-led and adult-initiated play.
- Children are prepared for and supported through all transitions.
- Activities are adapted where necessary in line with children's individual abilities.

3. Our aims for the children

- For the children to learn to be independent.
- For the children to gain self-confidence and self-esteem.
- For the children to be ready for their next and future transitions.
- For the children to make progress at their own rate.
- For children to have a curiosity about the world and a desire to learn.
- For the children to be able to communicate with others.
- For the children to have real-life experiences.

4. Pedagogy (how we will help the children towards our aims)

- Our teaching will follow the zone of proximal development by scaffolding children's learning:
 - > first children can't do it;
 - > then children do it with help;
 - > then children can do it by themselves.
- We organise an enabling environment in all areas; inside, outside and Forest School, that is regularly evaluated and adapted to meet the children's needs.
- Play is child-led, freely engaged in and enjoyed by all children.
- Adult-initiated activities are provided as starting points for children to take an interest in, engage in, explore and develop how they wish.
- Play is sensitively supported and extended by early years teachers.
- Play is guided by specific educational outcomes.
- We ensure every child has a voice.
- Children are encouraged and supported to gain independence in managing their own needs and making their own choices.
- We make close links with local and transitioning settings and primary schools.
- We provide a variety of real-life experiences for the children including real objects to explore in play, visitors to the setting and child visit places of interest.
- Support is given to all children to develop their means of communication.



5. Assessment

- We notice what children do and what they know through observation.
- All early years teachers have good knowledge of the development matters curriculum guidance. They use this to provide teachable moments to extend children's learning, so they make progress at their own rate.
- Photo examples of children's learning are taken.
- From the children's starting points, assessment on their progress in all areas of learning and our curriculum aims is ongoing and recorded termly.
- For children who are not making progress, more detailed assessment will be carried out using the Birth to 5 matters curriculum guidance alongside the development matters. These children will be individually planned for including seeking outside support as required. Ongoing progress will continue to be reviewed.
- The 2-year progress check will be carried out for all children aged 2 years who attend our setting, unless this has been carried out at a former or additional setting.

6. Self-regulation and executive function

- We have behaviour expectations and have setting rules.
- Early years teachers model appropriate behaviour and follow our behaviour strategy when dealing with inappropriate behaviour.
- Early years teachers will talk children through plans of what they are doing so they can think ahead about how they want to continue, what they want to do next, if they need anything to carry out their plans, etc.
- Later, early years teachers check back with children how their plans went in an informal way to encourage self-review.
- Early years teachers tune in to children's emotions to help them manage their feelings.
- Setting rules and routines are in place which help develop all children's self-regulation and ability to know right from wrong.
- The importance of pretend play is recognised for children's development and is available at all times. For children who may struggle to be involved in pretend play, support is given.
- Children are encouraged to use language in play by early years teachers modelling talking through their play and ideas and through stepping back to allow children time to talk themselves. Language is supported whatever the means e.g. gestures, signs, verbal in all languages.

7. Our partnerships with parents

- The importance of building good relationships with parents and working closely with them is recognised.
- We ensure regular communication with parents takes place in a variety of ways including regular parent consultations, emails, noticeboards and ad-hoc face to face.
- Further specific discussions with parents take place when children start at the setting, when early years teachers have concerns about children's progress at any point and when the 2-year progress check is being carried out.
- Home learning is supported through offering activity ideas and suggestions. The importance of talking, playing and reading at home is always promoted to parents.



- Information about children is gained from parents at the starting point and regularly through their attendance at the setting. This is through information gathering sheets.
- Early years teachers get to know parents to gain an understanding of family life and offer help for home learning as required.

Our curriculum goals at Girton Cottontails Preschool

Our setting provides a tailor-made curriculum packed full of exciting learning experiences for every child. Our learning experiences are always child-led and based around the needs and interests of the children in the preschool. Practitioners enhance those interests by gently developing and supporting your child further enhancing their learning and experiences.

Our curriculum goals are:

- To be a confident learner
- To follow an instruction to make a healthy meal for lunch
- To design and create your own model
- To write their first name
- To understand patterns and quantity
- To be independent in putting on or changing clothes, shoes, coat hat and gloves
- To throw and catch a ball
- To make up your own story
- To plan and go on a community outing

To be a confident learner

Component 1 Children to spend time with their key person, building a bond and a caring relationship, modelling independence skills

Component 2 Children to develop play and learning preferences, supported by their key person and other practitioners

Component 3 Children begin to communicate with peers and practitioners to develop their own play and independence.

Component 4 To extend children's learning by giving them new experiences to complete with some support

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Component 5 Children extend their peer relationships and limited support needed for independence skills

Goal Children are confident with their key person and peers alike they will be happy to show you the new independence skills they have gained recognising their achievements in an age-appropriate way.

To follow an instruction to make a healthy meal for lunch

Component 1 Children to experiment with different tools and materials in all areas of the room, construction, sensory, mud kitchen, sand water, digging, building, filling, emptying, tipping etc.

Component 2 Children experiment with pretend cooking in the mud kitchen, role play area, sand tray, in the outside play house.

Component 3 Children to take part in food preparation activities for example snack, healthy eating activities circle time activities and stories learning the need for hygiene and safety and a healthy lifestyle

Component 4 supported by practitioners children use role play to follow the steps in making a meal what do you need first drawing the children's attention to the activity card

Component 5 in small groups children begin to explore weight and measures through both role play and snack preparation

Goal Children independently safely and hygienically follow the steps of a recipe. They measure, mix and create their own meal.



To Design and create their own model

Component 1 Children to build using any of the resources available to them.

Component 2 children to use tools to explore the effect on the resources/ materials, for example shaving foam acting as cement to stick the bricks together, cutting paper , sawing at forest school.

Component 3 Children to have repeated experiences with tools until they become safe and confident in their use

Component 4 Children to build and construct with a purpose choosing their resources for their activities with some support from practitioners. For example making props for their imaginative games.

Component 5 Children to play imaginative games negotiating with peers and listening and using others ideas as they play and construct.

Goal in a small group Children will decide on something they would like to construct; choose the materials they would like to build it out of listening to others ideas and opinions. While building they will reflect on their progress and make adjustments to their work using minimal adult support.

To write their first name

Component 1 children will experiment with marks they make with their fingers, or tools in the mud, sand, paint, gloop, foam, chalk, playdough etc

With adult support children find their name card and place where they want their coat to go

Component 2 Children engage in large mark making using brushes rollers, chalks.

Children continue to be supported to find their name card



Component 3 Children begin to put meaning to their marks using marks for a purpose

Children find their own name card and place with coat.

Component 4 Children begin to use smaller more controlled movements.

Component 5 Children find their own name card, bring it to mark making table and able to look at it while attempting their name using a tripod grip

Goal to independently write letters of their name so they are recognisable and some beginning to be formed properly, giving consideration to the length of names and the difficulty of the letters.

To understand patterns and quantity

Component 1 To play with resources emptying and filling putting items together sorting

Component 2 Show and interest in puzzles and other mathematical resources

Component 3 To identify numerals and be able to recite to 5

Component 4 To use mathematical language like big, little, large, small, long, short with support and language modelled from practitioners

Component 5 to explore patterns in the preschool talk through with a practitioner

Component 6 use patterns and numerals grouping together and making sequences

Goal To understand the quantity of 5 in depth and be able to make a repeating pattern of items of choosing.



To be independent in putting on or changing clothes, shoes, coat hat and gloves

Component 1 Children to begin pulling off shoes/coat on arrival at preschool

Component 2 Children to role play with the dressing up, practitioners to support getting the dressing up on and off

Component 3 Children to stand at the head of their coat, put their arms in and throw it over their backs. Children to hold the back of their shoe to push their foot in. practitioners to give support.

Component 4 Children to begin to independently put on their coat and shoes with limited adult support

Component 5 Children to start to change their own clothes when wet with limited adult support.

Goal Children to be able to get changed, put on their own shoes and coat.

To throw and catch a ball

Component 1 Engage children in gross motor skills, running, climbing and balancing.

Component 2 Engage in activities like throwing leaves, throwing a ball into the air, pushing a ball/car through the tubes

Component 3 Engage in activities to support hand eye coordination and ball rolling to support 2 way play.

Component 4 Practitioner to throw a ball to the child to catch beginning to understand that they need to put their hands out to catch it.



Component 5 Children throw a ball with increasing accuracy estimating where it might land or how far it might travel.

Goal Children throw a ball to each other. Standing with a short distance between them. Practitioner to make suggestions to increase the times the children are able to catch and throw the ball accurately.

To make up your own story

Component 1 Children pretend play on their own. Making up games as they go along. Children like to look at a book

Component 2 Children pretend play with their peers making up games. Children listen to a short story

Component 3 Children begin to link stories to their play. Playing “Gruffalo”

Component 4 Children can retell stories from home, stories that have been previously read and retell parents what they have done at preschool.

Component 5 Children begin to make up their own stories

Goal Children develop a character, a setting and story line while telling it to practitioner or peers.

To plan and go on a community outing

Component 1 to play and explore with small world resources that reflect real life experiences. For example farm, shops, trains

Component 2 talk about experiences they have had, going to the shops holiday trip to the zoo, park.

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Component 3 Go for a walk around Girton, looking at the things that happen in the community. Café, shop, care home, bus stop etc

Component 4 to role play going to the café, getting on a bus and reading the number bus, paying at the shops.

Goal Plan a trip out in the community, exploring how to get there, if it costs money, how long will it take.

Our staff

We are proud of our staff at Girton Cottontails Preschool. All of our members of staff are appropriately qualified or training towards a qualification and we carry out checks for criminal and other records through the Disclosure and Barring Service in accordance with statutory requirements. We provide a staffing ratio in line with government requirements to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. At least one member of staff on duty in each session is first aid trained. A who's who of our staff can be found on our website and a list of each member of staff's qualifications and specific duties is held at preschool.

How our sessions work

At Girton Cottontails we believe that care and education are equally important in the experience which we offer children. The routines and activities that make up our sessions are provided in ways that:

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

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

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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 indoors, at each session. Every Wednesday, is a dedicated Forest School Day, held in nearby woodland. Further information on our Forest School sessions is provided later in this document.

Our four basic rules at Girton Cottontails

We encourage children in our sessions to follow four basic rules to ensure a happy, caring environment:

- We will use our listening ears.
- We will use our friendly hands.
- We will use our walking feet inside.
- We will use our quiet voices inside.

Key person role at Girton Cottontails Preschool

On starting at Girton Cottontails Preschool each child is assigned a member of staff who will act as their key person. The key person's role, as defined in the Early Years Foundation Stage, is to help ensure that every child's care is tailored to meet their individual needs. The Key person is also responsible for helping your child become familiar with the setting. Your child's key person aims to develop their relationship with you, the parents and carers, to facilitate communication about your child.

Although each key person is responsible for a small group of children attending each session, all session staff will still work with all children attending sessions, whether or not the child is allocated to them. The key person will not 'shadow' their

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child during a session but give them the freedom they need to develop their own potential.

Please see our policy on the key person role and settling in for more detailed information

A typical session at Girton Cottontails

Early start – provides a safe, secure environment before preschool, where children will be able to have fun with their friend enjoying selection of activities.

Preschool session

Girton Cottontails operates a free-play policy and the children are encouraged to choose the activities they wish to take part in. Some activities will already be set up but the children are also encouraged to choose activities they would like to get out. Children are able to choose throughout the session if they wish to play inside or outside. Sometimes a member of staff will encourage a child to take part in an activity if it is felt this will help their development. Children may also ask for additional resources to develop their ideas as they play. Parent helpers are very welcome in each session and we would be very happy if you were willing to come along for a session each half term. The children love having parents join in with their play and it gives you a chance to see our session in full swing.

Children are provided a snack in the morning session, we often finish lunch quite late and the children are not hungry in the afternoon session, but snack is offered if the children are hungry.

At 11.30am/2.30pm, there is a short tidy up time inside and outside after which the children go back into the main room for some songs, number rhymes, stories, or circle games.

The session finishes at 12pm/3pm. At the end of the morning session, some children will go home, some will stay for lunch and other children may arrive. The afternoon session is run similarly.

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Lunch

Children bring a healthy packed lunch which they eat at the lunch table with their friends.

Forest School sessions

We are very excited about our regular Forest School sessions, held in local woodland close to our setting. Forest School is a unique educational experience and process that offers children the opportunity to succeed and develop confidence and self-esteem through hands-on learning experiences in a woodland environment. Emma and Laura, have accredited Forest School Learning Initiative training and a passion for outdoor education. Children engage in motivating and achievable tasks and activities throughout the year and in almost all weathers. Children work with tools, play, learn boundaries of behaviour, both physical and social, and grow in confidence, self-esteem and motivation whilst developing an understanding of the natural world. We have a Forest School handbook that is available to view at preschool that covers our Forest School-specific policies and procedures.

Starting at Girton Cottontails

Settling in

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. Girton Cottontails has a policy about helping children to settle into the setting.

What to bring

- Spare set of clothes in a named bag
- Outdoor clothes – wellies, cold weather clothing/sun hat, sun cream depending on the season
- Indoor shoes (see Clothing section below)
- Nappies if applicable.

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Clothing

We provide protective clothing for the children during messy activities; however, we recommend that you send your child in 'old' clothes as they may well get dirty during other activities. We encourage children to learn how to be independent and how to look after themselves during sessions. This includes taking themselves to the toilet and managing putting on and removing outdoor clothes.

At Girton Cottontails we teach the children to change their shoes from indoor to outdoor and the other way round. Parents and carers are asked to provide a pair of named plimsolls or hard soled slippers. This provides the children with appropriate footwear for indoor activities and ensures children's feet remain dry when exiting the building for fire drills. As such, soft-soled slippers are not suitable as indoor shoes.

Nappies

Please provide enough nappies or pull-ups (if used) for each session plus accessories including wipes and disposal bags. We hold an emergency nappy supply and if required, these will be charged at £2 per nappy.

Sun cream

During the warmer weather from April to October, children are expected to arrive at Girton Cottontails with sun cream already applied. For children staying all day, Girton Cottontails staff will re-apply sun cream after lunch (using Girton Cottontails sun cream, permission will be sought for this). If our sun cream is not suitable for your child e.g. due to allergies etc., then you must provide your own sun cream. This must be named and given to a member of the Girton Cottontails staff and not left in the child's bag.

Snacks and meals

At Girton Cottontails, snacks are social times at which children and adults eat together. We encourage snacks to be nutritious and healthy. All snacks are supplied by Girton Cottontails Preschool.

If your child is booked into a lunch session, you must provide a healthy packed lunch. We encourage balanced, healthy eating. At Girton Cottontails we do not accept sweets, chocolate, crisps or fizzy drinks in lunches and ask that children only bring water in their water bottles.

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If your child has grapes or baby tomatoes in their lunch please can you make sure they are cut length ways in half as they are a choking hazard if eaten whole.

Please note that Girton Cottontails is a nut-free setting. We do not permit nuts or food that contains or may contain any type of nut in packed lunches or snack donations. This includes all types of chocolate spread.

First Aid

We require all our staff to keep up-to-date with first aid training and we always have at least one trained first aider in each Girton Cottontails session. Accidents are recorded in the accident book and parents are informed either at the time or on collection of the child, depending on the accident. If your child has an injury on arrival at Girton Cottontails (eg. a grazed knee), please let us know at which point you will be asked to complete an existing injury form.

Illness

If your child is unwell, it is helpful if you advise us as soon as possible, giving details of your child's illness. If your child has an infectious disease, such as chicken pox, slapped cheek virus etc., we need to be advised immediately as we sometimes have children and adults within the group who are more vulnerable to these infections. The setting has a list of excludable diseases and current exclusion times which are issued by the Health Protection Agency; staff will consult this to advise you if your child needs to be excluded from Girton Cottontails Preschool.

As per Health Protection Agency guidelines, if your child vomits and/or has diarrhoea they must remain at home for **48 hours** after the last time they were ill. If your child has had a high temperature, they should only return after their temperature has been normal for a at least **24 hours**.



Parent/carer helpers

At Girton Cottontails we value having additional adults in the group and parent or carer helpers are very welcome. The children love having adults join in with their play and it gives you a chance to see our session in full swing. It is our policy that all volunteers at Girton Cottontails, including parent and carer helpers, have an enhanced Disclosure and Barring Service (DBS) check. Please let us know if you would like to help while your child is at Girton Cottontails so that we can begin the DBS check process.

We ask you to consider the following points if you stay with your child for a session or are a volunteer helper:

- As part of our child protection policy, we would ask that you do not assist any children in the toilet area.
- You should never be left alone with a group of children so please let a member of staff know if you are left without staff supervision.
- The use of mobile phones is not permitted during the session. In an emergency, personal mobile phones may be used in an area where there are no children present, with permission from the Preschool managers.
- Anything you observe or hear whilst at Girton Cottontails is confidential. Comments should not be passed on to other parents or carers. If you witness an incident or achievement you should talk to the Pre- School Manager, or her deputy, or the child's key person who will then inform their parents or carers as appropriate. Please remember that we can only talk to you about your child.
- Please note that our insurance policy does not cover children who are not enrolled at Girton Cottontails and we therefore must ask that you do not bring any additional children (e.g. younger siblings) with you while you are helping.
- If you have a hot drink during the session, these are only to be drunk in the kitchen area.

We also welcome parents and carers to come in and share a skill, or to do an activity with the children, perhaps related to your job, a hobby or cultural/family

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traditions. For these short visits we would not require a DBS check as you would be a visitor and would always be fully supervised by staff. For these visits, younger siblings would be welcome; however, due to our insurance, as noted above, you would be responsible for any child not enrolled at Girton Cottontails.

Your contact details

It's vital that we have up-to-date contact details for you, particularly for emergencies. Please tell us of any changes to your address, telephone number, email address, place of work and people authorised to collect your child. We will ask you to confirm your contact details at the beginning of each term and to provide at least one landline telephone number.

Communication

There are a number of ways that we will communicate with you while your child is at Girton Cottontails. The majority of information will come via email which is our most efficient and cost-effective method of communication so please do read the messages that we send! There is also a notice board at preschool where we post relevant information, adverts for upcoming events, etc. Each child has a development folder in which your child's key person will write observations about your child in the sessions; please do tell us about your child's progress at home, any special events or anything else that you feel you would like to share with us. Your child's key person will explain the ways that you can do this.

Authorised collection

Before your child starts at Girton Cottontails, we ask you to complete our authorised adult collection form. This provides us with a list of people who are authorised by you, to collect your child on your behalf. We will ask you to provide a password for use by these authorised adults. Should you wish to send someone aged under 18 to collect your child, please speak to a member of staff and complete our Under 18s collection form. We ask that any person under 18 authorised to collect your child is also introduced to the staff in advance. If staff have any concerns about someone collecting a child (whatever their age) we have the right to refuse collection and call a parent (or other parent or carer).

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Children's development and learning

The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) framework sets the standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Four guiding principles are used in the EYFS to shape practise in early years settings:

1. every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
2. children learn to be strong and independent through **positive relationships**;
3. children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
4. **children develop and learn in different ways and 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.

The EYFS identifies seven areas of learning and development that must shape educational programmes in early years settings, all of which are important and interconnected. Three areas (termed 'prime areas') are particularly important for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Our sessions at Girton Cottontails are structured to meet the EYFS goals whilst considering the individual needs, interests, and development of each child.

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Records of achievement

Girton Cottontails Preschool keeps a record of achievement 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 of achievement 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.

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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. Your child's key person will be happy to show you your child's record of achievement at any time.

Information we hold about you and your child

Girton Cottontails has 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 that Girton Cottontails Preschool collect are:

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 Girton Cottontails we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data

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Policies

Girton Cottontails has a set of policies in place. Our policies ensure that we provide a high-quality service and that being a member of Girton Cottontails is an enjoyable and beneficial experience for each child and her/his parents. Staff and parents have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies remain relevant and enable the setting to provide a high-quality service for its members and the local community. New policies or procedures are added as required and parents are informed of significant changes.

Copies of all Girton Cottontails policies and procedures are emailed to parent/carers on application and a paper copy is available on request.