



Noah's Ark ... supporting
children and families with God's
love and
practical care

WELCOME TO NOAH'S ARK PRE-SCHOOL

We are a Christian pre-school established in September 1986. Most of our leaders are part of the fellowship at Cairns Road Baptist Church or members of other local churches. We are an integral part of the church's ministry into the community and our aim is to 'support children and families with God's love and practical care'. 'Noah's Ark @CRBC' is the charitable company that oversees the pre-school and the other daytime activities for younger children and their families that happen at Cairns Road.

We value all children as unique people with individual needs and interests. We are experienced in supporting children with specific additional needs and acknowledge that these children help to improve the quality of our setting because they make it necessary for us to continually adapt our practise in ways which are beneficial for all children. The pre-school will fund one to one adult support where necessary to enable children to access the whole curriculum.

As a pre-school team we believe it is in the best interest of small children to attend one setting. We observe that children who solely attend Noah's Ark have a better sense of belonging and gain more from our planned activities.

Staff

Pre-school Manager	Carol de-Beger
Lead Teacher	Jane Smith
Special Needs Co-ordinator	Bridie McKee
Teachers	Angela Nicholls Kate McGrath Janet Gay Kay Faria
Early Years Professional Status	Gill Bryan
Early Years Practitioners	Maxine Fallows Annette Miller Lydia Clark
Pre-school Assistants	Jackie Millward Louise Tivey Sarah Mitchell Lisa Sage Wendy Johnson Perran Mitchell
Administration	Kathy Kilgour
Gap year student	Rebecca Allen

Most of our staff are teachers or have a relevant early years qualification. We all enjoy the company of small children.

Term Dates 2011/12

Term 1: Tuesday 6th September – Friday 21st October 2011

Term 2: Tuesday 1st November – Friday 16th December 2011

Term 3: Wednesday 4th January - Friday 10th February 2012

Term 4: Monday 20th February –Thursday 29th March 2012

Term 5: Tuesday 17th April – Thursday 31st May 2012

Term 6: Wednesday 13th June – Thursday 19th July 2012

These are the dates when we are open to the children. In addition we have 5 staff training days each academic year.

We are open during term time from Monday to Friday.

Morning sessions are 9.00 am – 12.00 pm and are generally for the 'rising 4s' (i.e. those children entering reception the following September).

Afternoon sessions are 12.30 pm – 3.30 pm and are primarily younger children, although some older children do attend all day. We understand that parents may need to collect early in the afternoon, but we request this is not before 3.00pm on a regular basis.

Lunch Club is 12.00 pm – 12.30 pm and bridges the gap between the sessions. Once children are 3 they can come to lunch club.

Fee Payment Policy

Fees are paid for children prior to the (old) term after their third birthday or where they exceed the 15 hour Nursery Education Grant entitlement.

Invoices for fees are sent to parents and carers at the beginning of each term requesting fees. The invoices are calculated on three old terms. Each old term bill is then divided equally in two and issued each new term. The current rate of fees is as follows.

• Morning and afternoon sessions (per hour)	£4.20
• Resources Fee (per hour)	£1.50
• Lunch club (per day)	£2.60
• Registration fee	£30.00
• Deposit	£100.00

Resources Fee – this covers additional provision specific to Noah's Ark over and above legal requirements i.e. additional staff, equipment & materials.

Registration Fee – Covers insurance, Starter's Pack and confirms acceptance of a place.

Deposit – Payable on acceptance of a place provided your child is not in receipt of the Nursery Education Grant. It is deducted from first term's fees, providing your child starts at the pre agreed date.

We accept employer's childcare voucher schemes. Please ask at the office and we will give you the appropriate code for your nominated scheme.

Please Note: If a fee paying child leaves during the school year, a month's notice must be given. For children who receive the Nursery Education Grant a three month term (i.e. old terms – winter, spring and summer) must be given. Grant funded sessions can only be increased in line with these dates.

Fees are reviewed annually in line with Local Educational Grant figures and changes implemented at the beginning of September.

Invoices will be issued at the start of each term and are to be paid within three weeks of the start of term.

Where children are eligible for a nursery grant this is claimed directly by the pre-school from Bristol City Council. Parents are required to sign a form to authorise our collection of the grant on their behalf. Once your child is eligible for the grant you will not be invoiced. The grant covers minimum requirements for preschool education. At Noah's Ark we have a higher staff/child ratio. We invite parents to make a donation (which can be gift aided)

to ensure that we can maintain our high standards. Your starter pack will include a direct debit and gift aid details.

OFSTED and Nursery Grants

Noah's Ark is registered with the Bristol Early Years and Childcare Partnership and is inspected by OFSTED. If you would like to read a copy of the most recent report please contact us or visit www.ofsted.gov.uk. Currently the nursery grant is available to all children from the (old) term after their third birthday. The grant terms are still the old three terms. We claim the grant on your behalf and will ask you to sign the appropriate form. For more information visit the Children and Young people's Service website. www.bristol-cyps.org.uk.

Settling In to Pre-school

A happy introduction to pre-school is very important. It is a good idea to make one or more short visits with your child so that you both get to know the staff and have an idea of the routine. When your child starts you may stay for as long or as short a time as you feel is necessary. Our staff sees many children settle in to pre-school and will be able to give advice, should you require it, but you do know your own child best!

Collection of Children

We would prefer that children are delivered and collected promptly. If your child is to be collected by someone other than the person who normally collects them, please let us know.

Illness

Parents are asked not to bring into the pre-school any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the attack. Please see the more comprehensive list of childhood illnesses and exclusion advice at the end of this booklet.

Safety

No sweets or chewing gum are to be brought into pre-school sessions. Please leave dangly jewellery (e.g. necklaces) at home.

Lunch Club

Lunch Club is for children who are attending Noah's Ark Pre-school and are 3 or 4 years old. Priority will be given to children who are in their pre-school year. There will always be 2 places reserved for 'emergencies' or occasional use. See Fee Policy for cost.

General Guidelines for Lunchbox Club:

Packed lunch to be provided in a clearly named box.

NO NUTS or nut products (e.g. peanut butter, nutella) as some children have severe allergies. Products marked "may contain traces of nuts" are permissible.

We will provide water or milk to drink.

NO glass bottles or containers please.

Toys from home

We try to discourage these, as children are often upset when their toy goes missing or gets broken. However we encourage children to bring 'cuddlies.'

Birthdays

At Noah's Ark we like celebrating birthdays! Your child is welcome to bring in something to share at snack time (e.g. biscuits, cake, chocolate rather than sweets and lollipops).

Complaints Procedure

If parents have concerns about the service this pre-school provides, they are invited to discuss this with Carol de-Beger or another member of the management group. A formal complaint must be made in writing or by email by the parent of the child concerned. A full copy of our complaints policy is available from the office or on our website www.noahsarkps.org.uk. The Ofsted complaints procedure is available on their website www.ofsted.gov.uk.

Waiting List

We will put children on our list during the month of their 2nd birthday.

Key person system

Our key person system gives each member of staff particular responsibility for just a few children. This member of staff will work closely with your child and be readily available to yourself regarding your child's development. The key person is in a position to tailor the group's curriculum to the unique need of each individual child. At Noah's Ark Pre-school many of our staff are part-time therefore we pair Key people to ensure your child has one special person to relate to whenever they are at Noah's Ark. Expect your child's keyperson to contact you to arrange a home visit prior to starting pre-school.

Observations will be carried out informally within the structure of normal pre-school activities. These usually take place approximately once a term. We have a memory book for each child which we are very happy for you to look at, at any time. Please note that these observations are NOT tests and we do not compare one child with another.

Policies

All our policies are in place to help ensure that Noah's Ark is run in an efficient way and are able to offer to offer the best possible experience for the children and families in the group. Our policies are reviewed on a regular basis and comments and suggestions from parents are always welcome. Our policy statements are displayed on the notice board.

The role of parents

The pre-school recognises that parents are the first and most important educators of their children. Our pre-school aims to support parents in their role.

The pre-school rota

Research shows that children learn better when their parents are involved. Our rota system involves all parents in helping in the group on a regular basis. This helps to maintain the high ratio of adults to children in our pre-school, guaranteeing individual care and attention for each child. It also gives the parent the opportunity to take an active part in the group, to see what happens there and to talk about it afterwards with their child. In addition, the rota system provides a valuable opportunity for all children to see their own parents/carers in a new role.

When you help at pre-school you may find that your child wishes to stay beside you for a while, this is quite natural behaviour for a child who finds he has to share his mum, dad or carer with all the other children. Please accept that they may take a little time to get used to this.

All parents will be required to participate in the duty rota. However we don't expect parents of newborn babies to do duties until the baby is 6 months old. The sign-up sheet is on the notice board. For insurance reasons it is not possible for you to bring children under 2½ years when you are on duty. Please arrive by 9.15am when you are on duty, or 1.15 pm for afternoon sessions. If you are unable to carry out your duty please swap with someone else. In an emergency please telephone Carol with as much notice as possible (before 8.20am & leave a message on the pre-school phone).

What is expected of me when it's my duty?

We don't have any set roles for parents/carers on duty. This is because we are aware that, to start with anyway, your child will probably be quite demanding of your attention. Here are a few points that might help!

- There needs to be an adult in each room at all times
- Only pre-school staff are allowed to take the children to the toilet
- You are here to play. Enjoy it!
- It is helpful for you to make drinks and prepare the children's snacks and to wash up
- Reading to the children is always appreciated
- If unsure please ask
- Please tell us if there is a particular skill you could share with the children or an activity you would particularly enjoy being involved with. THANK YOU FOR HELPING!

What will your child do at Pre-school?

They will learn: -

- to share and play with other children
- to trust new adults and accept new situations
- to experiment with all sorts of materials and activities
- to express themselves in many different ways
- to develop their language skills
- to work things out
- to do things for themselves.

Long Term Curriculum

We aim to provide a balanced curriculum based on the principles of the Early Years Foundation Stage (EYFS), which is divided into four parts to meet the needs of the whole child.

- A Unique Child
Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- Positive Relationships
Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
- Enabling Environments
The environment plays a key role in supporting and extending children's development and learning.
- Learning and Development
Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

As a Christian Pre-school there are six aspects of God's character that we want the children to be aware of as a result of their time at Noah's Ark:

God is good

God made me

God is to be worshipped

God is to be thanked

He is a great big God

Jesus wants to be our friend

This will be achieved through songs, stories and will be modelled by pre-school staff.

The Learning Environment

We aim to provide a rich and varied environment which supports children's learning and development both indoors and outdoors. This will include the following:

Painting and Drawing

Children paint freely and choose their colours and are not limited in the number of paintings they do. There are paints, large sheets of paper and an easel. They are not shown how to paint and at first children may simply want to cover the paper with colour. When they have had more experience, they may begin to paint and draw a house, people etc. They should not be urged to reach this stage too quickly.

Water

The children find this fascinating and they need not get soaked in the process. Plastic aprons are provided. Play can be experimental – studying what the water does when it is poured, splashed or dripped. Water is soothing to the excited child and is a safe outlet for aggression. In using sand and water, children gain ideas about weight and volume.

Sand

Dry sand, like water, is soothing. Wet sand can be moulded and controlled. Very wet sand, like mud can be squeezed and squashed – most children welcome the opportunity to be messy in some way.

Books

Books with stories and pictures that they will understand and enjoy are available for them to look at and handle, and for adults to read and talk about. Enjoying books in this way will foster the growth of their imagination and develop in them a love of language that will encourage them to read themselves later.

Outdoors

Being outdoors offers opportunities for doing things in different ways and on different scales. Here children can climb, run, jump and ride and have first hand contact with weather, seasons and the natural world.

Role play area

This is an area set aside in pre-school to give a cosy homely feeling, without being shut off completely from the rest of the activities. It might be a home, a shop, a cafe or whatever the children want it to be. Various props and items of furniture, together with dressing up clothes of the right sizes, are available. By acting out imaginary situations based on real life, the children can explore and begin to understand their own emotions and have some insight into other people's feelings and behaviour.

Music

At Pre-school we offer opportunities to share in the enjoyment of singing, movement, reciting rhymes and finger plays. Every day sounds are a vital part of the young child's world and they are encouraged to explore sounds, to listen and to experiment.

Dough & Clay

Depending on the recipe used, dough can take many forms. It can be stretchy or firm, pliable or crumbly, but the different properties it demonstrates allow the children to experiment and use their sense of touch. Playing with dough or clay can be a group activity or one child can enjoy it. All that is necessary for good dough or clay play is a plentiful supply of dough/clay and the freedom and time to explore its possibilities.

Junk and Collage

These cutting and gluing activities may be messy but they give the children the opportunity to experiment. They help the children to learn about shapes, textures and colours and at the end the result may not look like much to the adult but it is the fun and experience that the child has had in creating this masterpiece that is really important.

Other Activities

Your children will also have the chance to experiment with gloop, ice, slime, construction toys, tabletop toys, woodwork, cookery and lots more. They will see nature and interest tables that will help them form ideas about the world around them.

Children gain skills and understanding through their play sessions especially when they are able to share their enjoyment with adults and to talk about their discoveries. At pre-school children are not taught, but learn in their own time.

Children learn best by playing and exploring, by being given physical and mental challenges and by having adults who can support them and encourage them to think critically and ask questions. There are six areas of learning and development in the Early Years Foundation Stage which together make up the skills, knowledge and experiences appropriate for children as they grow, learn and develop.

Emotional, Personal and Social Development

We aim to encourage self-respect and independence, while promoting group work, to develop effective relationships with children and adults.

We will promote respect for all people and an understanding of what is right and wrong. The children will be encouraged to understand feelings, to take turns and to share toys.

Communication, Language and Literacy

We aim to encourage language and listening skills, the use of a wide vocabulary and understanding of what is said. We will promote the use of books and encourage safe handling and knowledge of how they work.

The children will be encouraged to recognise their own names and begin to distinguish between sounds and become familiar with rhyme, rhythm and alliteration.

Problem Solving, Reasoning and Numeracy

Children will be encouraged to use mathematical language and to recognise and create patterns, to compare, sort, match, sequence and count using numbers up to ten. They will have opportunities to talk about shape and quantities, use their knowledge to develop ideas and begin to solve mathematical problems.

Physical Development

Children will be encouraged to use a range of large and small equipment to encourage confidence, co-ordination, spatial awareness and balance.

We will promote the safe handling of appropriate tools, objects and malleable materials.

Knowledge and Understanding of the World

Children will be encouraged:

- to talk about where they live, their environment, families, past and present events in their lives. We will promote exploration of living things, objects and events, and to look closely at similarities and differences;
- to gain information about how things work and why things happen using equipment to encourage skills of cutting, joining, folding and building.

Creative Development

Children will be encouraged to explore sound, colour, texture, shape, form and space in two and three dimensions.

We will help stimulate the senses through art, music, dances, stories and imaginative play.

Children will be encouraged to use their imagination, to listen, to observe, to use a wide range of materials, tools and instruments, to express ideas and to communicate feelings.

Parenting Courses

Noah's Ark @ CRBC also runs parenting courses for

- parents of pre-school children
- parents of children aged 5-11 years old
- parents of teenagers
- Dads

For details of the next courses please ask at the pre-school office.

When your child is unwell

When young children are 'under the weather' it can often be difficult to know whether they should be at home. Often children are better off at home as they want to be in familiar surroundings with their parent caring for them. Sometimes they appear well but may be putting others at risk of contracting the illness. At Noah's Ark we have decided to use the following exclusion periods for different diseases.

Exclusion periods

The following table gives exclusion periods for different diseases.

Disease	Exclusion period
Chickenpox	For 5 days from onset of rash.
Cold sores	Exclude whilst sore and discharging.
Conjunctivitis	Exclude until better or improving on treatment from GP.
Diarrhoea and Vomiting	Exclude until symptoms have stopped. At least 48 hours.
Eczema	No exclusion necessary unless infected.
Fifth disease	No exclusion necessary if well.
Influenza (flu)	No exclusion necessary if better.
Glandular fever	No exclusion necessary if well.
Hand, foot and Mouth disease	No exclusion necessary if well
Head lice	No exclusion necessary, but refer to pre-school for advice on treatment.
Hepatitis A	Young children and those requiring hand-washing supervision should be excluded for 5 days from the onset of jaundice or pale stools.
Hepatitis B and C	No exclusion necessary but strict hygiene precautions should be adhered to when handling blood or body substances.
HIV/AIDS	As for Hepatitis B and C
Impetigo	Until healed
Measles	For 5 days after onset of rash.
Meningitis	None once better.
Molluscum Contagiosum	No exclusion necessary.
Mumps	For 5 days after onset of swelling
Psoriasis	No exclusion necessary if not infected.
Ringworm (of the feet)	No exclusion necessary
Ringworm (of the scalp)	none once appropriate treatment commenced by GP.
Ringworm (other areas)	none once appropriate treatment commenced by GP.
Roseola	No exclusion necessary
Rubella (german measles)	For 5 days from the onset of rash.
Scabies	Exclude until treated.
Scarlet fever	For 5 days from starting antibiotics.
Sore throat (mild viral)	No exclusion necessary.
Sore throat (bacterial)	For 5 days from start of antibiotics.
Threadworm	No exclusion necessary, but treatment recommended.
Tuberculosis	Until 2 weeks after start of treatment. Seek advice from consultant in Communicable Disease Control.
Verrucae (warts)	No exclusion necessary but keep lesions covered.
Whooping cough	For 5 days from commencing appropriate antibiotics.

The above does not apply to children with long term medical conditions. Please feel free to discuss your child's specific needs with us.

Trustees for Noah's Ark @ CRBC – contact with any trustee can be made via the Noah's Ark or Church offices.

Ailsa Bailey
 Peter Barton
 Carol de-Beger
 Richard Feather
 Helen Wilson

Noah's Ark Pre-School Fair Processing Notice.

Early Years Settings like Noah's Ark and the other organizations listed below, all process information on children in order to help administer education and children's services. In doing so, they have to comply with The Data Protection Act 1988. This means that the data held about children must only be used for specific purposes allowed by law. This notice is to inform you about the organizations involved, the types of data held, why that data is held and to whom it may be passed on.

1. Noah's Ark (and other Early Years Settings)

Noah's Ark holds information on children in order to support their development, to monitor their progress, to provide appropriate pastoral care and to assess how we are progressing as an organization. The information we hold includes:

- Contact details
- Attendance information
- Characteristics such as ethnic group
- Special Educational Needs
- Any relevant medical information.

2. Other Organisations.

From time to time we are required to pass on some of this data to the various organizations listed below. In particular at age five, an assessment is made of all children (the Foundation Stage Profile) and this information is passed on to the Local Authority and receiving maintained school.

The organizations are:

1. The Local Authority. (LA).
2. The Qualifications and curriculum Authority. (QCA).
3. Her Majesty's Chief Inspector of Education, Children's Services and Skills. (Ofsted).
4. The National Assessment Agency. (NAA).
5. The Secretary of State for Children, Schools and Families and Department for Children, Schools and Families. (DCSF)

More information about each of these organizations and the information they hold can be found at paragraph 5.

3. ContactPoint

The Children's Act 2004 permits the disclosure of information from registered childcare providers, including Noah's Ark, for inclusion on ContactPoint, a basic online directory available to authorized individuals who need it to do their jobs. The purposes of ContactPoint are to:

- Help practitioners working with children identify a child with whom they are working quickly.
- Determine whether that child is getting the universal services (education, primary health care) to which they are entitled.
- Enable earlier identification of needs and earlier, more effective action to address those needs by providing a tool to help practitioners identify other practitioners involved with a particular child, and
- Encourage better communication and closer working between practitioners.

ContactPoint will hold the following information for each child or young person in England up to their 18th birthday.

- Basic identifying information; name, address, date of birth and an identifying number.
- Name and contact details for a child's parent or carer.
- Contact details for services involved with a child; as a minimum, educational setting and General Practitioner). Where appropriate they will hold contact details of other services.
- The means to indicate whether a practitioner is a lead professional for a child, and / or if an Assessment under the Common Assessment Framework has been completed.

ContactPoint will NOT contain any case information (such as case notes, assessments, attendance, exam results, medical records or subjective observations.)

Access will be strictly limited to those who need it to do their job. All authorized users must have undergone relevant mandatory training, have security clearance and have a user name, a password, a PIN and a security token to access ContactPoint. To ensure high standards of accuracy, information on ContactPoint will be drawn from a number of existing systems, including the termly School Census from which pupils' home addresses will be collated.

For further information see www.everychildmatters.gov.uk/contactpoint

4. Data Protection Act 1998

Children, as Data subjects, have certain rights under the Data Protection Act 1998, including a general right of access to personal data held on them, with parents exercising this right on their behalf if they are too young to do so themselves. If you wish to access the personal data held about your child, then please contact the relevant organization in writing;

Noah's Ark: Carol de-Beger, Noah's Ark Pre-School, Cairns Road Baptist Church, Cairns Road, Westbury Park, Bristol. BS6 7TH

The Local Authority: Data Protection Officer, Bristol City Council, The Council House, College Green, Bristol. BS99 7PH.

QCA: Data Protection Officer, QCA, 83 Piccadilly, London. W1J 8QA.

Ofsted: Data Protection Officer, Ofsted, Alexandra House, 33 Kingsway, London. WC2B 6SE.

NAA: Data Protection Officer, NAA, 29 Bolton Street, London. W1J 8BT.

DCSF: Data Protection Officer, DCSF, Caxton House, Tothill Street, London. SW1H 9NA.

In order to fulfil their responsibilities under the Act the organization may, before responding to this request, seek proof of the requestor's identity and any further information required to locate the personal data requested.

5. Organisations referred to in paragraph 2.

1. The Local Authority (LA). The LA uses information about children for whom it provides services to carry out specific functions for which it is responsible. For example, the LA will make an assessment of any Special Educational Needs a child may have. It also uses the information to derive statistics to inform various decisions. The statistics are used in such a way that the individual cannot be identified.

2. The Qualifications and Curriculum Authority (QCA). The QCA uses information about children to administer national assessments such as the Foundation Stage Profile. Any results passed on to the DCSF are used to compile statistics on trends and patterns in levels of development. The QCA can use the information to evaluate the effectiveness of the national curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

3. Her Majesty's Chief Inspector of Education, Children's Services and Skills and Ofsted. Ofsted do not routinely process any information about individual children. However, whilst Ofsted holds no records of individual children's progress it does use information about the achievement of groups of children to help inform its judgments about the quality of education in Early Years Settings.

4. The National Assessment Agency. (NAA). The NAA uses information for those, relatively few, settings undertaking the Foundation Stage Profile. The resulting Data is passed on to the NAA which also uses information in working with schools, the QCA and Awarding Bodies, for ensuring an efficient and effective assessment system covering all age ranges is delivered nationally.

5. The Secretary of state for Children, Schools and Families and The Department for Children for Children Schools and Families. (DCSF). The DCSF use information about children for research and statistical purposes, to allocate funds, to inform, influence and improve education policy and to monitor the performance of the education and children's services as a whole. The DCSF will feed back to LAs information about children for a variety of purposes that will include data checking exercises and use in self evaluation analyses.

Information about children may be held to provide comprehensive information back to LAs to support their day to day business. The DCSF may also use contact details from these sources to obtain samples for statistical surveys: these surveys may be carried out by research agencies working under contract to the Department and participation in such surveys is usually voluntary. The department may also match data from these sources to data obtained from statistical surveys.

The DCSF may also disclose individual child and pupil information to independent researchers into the educational achievements of pupils who have a legitimate need for it for their research, but each case will be determined on its merits and subject to the approval of the Department's Chief Statistician.