



Simon De Senlis
Pre-School

'fun and learning
in a friendly
environment'

Prospectus Updated April 2021

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Our Pre-school

Simon De Senlis Pre-school has been looking after the under 5's since 1970. We were originally based at Milton Malsor and have enjoyed a long association with the village and surrounding areas.

In 1997 we moved to the Simon De Senlis Primary School site and in March 2007 moved into our current mobile building. We have an outdoor play area solely for the use of the pre-school.

The children that attend the pre-school range in age from 2yrs to 4yrs 11 months and the pre-school is registered to accept 27 children at any one time. We maintain a link with the local primary schools to ensure smooth transitions for the children.

The pre-school is Ofsted registered and we are open term time Monday to Friday. Our opening times are:-

Morning session	8:45 am - 11:45 am
Lunch session	11:45 am - 12:15 pm
Afternoon session	12:15 pm - 3:15 pm

The government provides funding to the pre-school for all children the term after their 3rd birthday. This funding entitles each child up to 15 or 30 hours per week (depending on your entitlement). We offer this in 3 hourly sessions, which you can mix and match to suit your needs. Anything over the free entitlement will be charged as follows:-

Non funded 3 hour session for 2 year olds	£15.50
Non funded 3 hour sessions for 3 & 4 year olds	£12.50
Lunch Club	£3.00

A charge £10 per month is issued to all parents to cover the costs of the resources used and replaced for the children's activities and consumables

Each term parents of funded children will be required to fill in a parental agreement form stating how many hours funding you are claiming. If applicable you will receive a monthly invoice.

Simon De Senlis Pre-school is open to every family in the community. No child will be excluded because of race, background, religion, special needs or ethnicity.

The staff team plan weekly and attend in-house training sessions. Staff have opportunities to set up specific areas for the children's learning and development and to provide a variety of different resources, displays and experiences.





Our aims

- to provide high quality care and education for children from 2yrs to 4yrs 11 months;
- to work in partnership with families to support children's learning and development;
- to provide a warm, caring and enabling environment in which children can reach their full potential;
- to work with and support the local community;
- to offer families a service that promotes equality and values diversity.

Children

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;
- has the chance to join with other children and adults to live, play, work and learn together;
- learns and develops through support from knowledgeable staff to build on what children already know 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 their child's learning; and
- is in a setting in which parents help to shape the service it offers.



Parents

Are regarded as members of Simon De Senlis Pre-school who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

What we ask from you

- to keep us informed of any changes in circumstance that could have a direct impact on your child.
- Approach us if you have a concern or a question. There is no such thing as a silly question so ask away.
- Talk to us about your child's interests so that we can build on them and scaffold their learning.

As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment to supporting the running of the pre-school and to helping fundraise for the pre-school.





Our learning

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

The four themes of the EYFS underpin all the guidance. This document - Development Matters - shows how these themes, and the principles that inform them, work together for children in the EYFS.

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

Practitioners

- understand and observe each child's development and learning, assess progress, plan for next steps
- support children to develop a positive sense of their own identity and culture
- identify any need for additional support
- keep children safe
- value and respect all children and families equally

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 carers.

Enabling Environments

- value all people
- value learning

They offer

- stimulating resources, relevant to all the children's cultures and communities
- rich learning opportunities through play and playful teaching
- support for children to take risks and explore

Children learn to be strong and independent through positive relationships.

Positive relationships are

- warm and loving, and foster a sense of belonging
- sensitive and responsive to the child's needs, feelings and interests
- supportive of the child's own efforts and independence
- consistent in setting clear boundaries
- stimulating
- built on key person
- relationships in early years settings

Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

They foster the characteristics of effective early learning

- Playing and exploring
- Active learning
- Creating and thinking critically

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. Simon De Senlis Pre-school uses the practice guidance Early Years Foundation Stage (EYFS) 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. In all activities information from the EYFS has been used to decide what equipment to provide and how to provide it.

Children start to learn about the world around them from the moment they are born. The care and education offered by Simon De Senlis Pre-school 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. The EYFS outlines 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Simon De Senlis Pre-school has regard to these matters when we assess children and plan for their learning.

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.





Our Curriculum

Prime Areas

Personal, social and emotional development

Making Relationships

- Children play co-operatively, taking turns with others.
- They take account of one another's ideas about how to organise their activity.
- They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self Confidence and Self Awareness

- Children are confident to try new activities, and say why they like some activities more than others.
- They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- They say when they do or don't need help.

Managing Feelings and Behaviour

- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
- They work as part of a group or class, and understand and follow the rules.
- They adjust their behaviour to different situations, and take changes of routine in their stride.

Communication and Language

Listening and Attention

- Children listen attentively in a range of situations.
- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- They give their attention to what others say and respond appropriately, while engaged in another activity

Understanding

- Children follow instructions involving several ideas or actions.
- They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking

- Children express themselves effectively, showing awareness of listeners' needs.
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- They develop their own narratives and explanations by connecting ideas or events.

Physical development

Moving and Handling

- Children show good control and co-ordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.
- They handle equipment and tools effectively, including pencils for writing.

Health and Self Care

- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Specific Areas

Literacy

Reading

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers

- Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
- They solve problems, including doubling, halving and sharing.

Shape, Space and Measure

- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- They recognise, create and describe patterns.
- They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the World

People and Communities

- Children talk about past and present events in their own lives and in the lives of family members.
- They know that other children don't always enjoy the same things, and are sensitive to this.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.

The World

- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.
- They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology

- Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Art and Design

Media and Materials

- Children sing songs, make music and dance, and experiment with ways of changing them.
- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.





Forest School



The outdoor environment is a rich, dynamic and natural space for learning and development in children of all ages and is an essential learning resource within the Early Years Foundation Stage (EYFS), particularly within the principle of 'Enabling Environments'.

- Being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development.
- Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors.
- It gives children first-hand contact with weather, seasons and the natural world.
- Outdoor environments offer children freedom to explore, use their senses, and be physically active and exuberant.
- Children can learn to make decisions, solve problems and grow in confidence in their own abilities outdoors and they need plenty of time to investigate their outdoor environment purposefully. They will make predictions about what may happen based on their previous play experiences and test out these ideas and theories.'

Forest School is a long-term process of regular sessions, rather than a one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session. The sessions take place in the local woodland or in our own outdoor area in all weathers to support the development of a relationship between the learner and the natural world.

The activities offer children the opportunity to take supported risks appropriate to the environment and to themselves.

Valuing risk in outdoor play

Through our Forest School activities we work particularly hard with the children to teach them about managing risks without it getting in the way of or stopping valuable learning opportunities.

Children both need and want to take risks in order to explore limits, venture into new experiences and develop their capacities. Outdoor play and risk go hand-in-hand and children do not always realise their own limitations or the limitations of the environment that surrounds them. As the children develop we aim to support them to make choices about what is safe to attempt and what is not. Children need and instinctively want to be able to take risks in order that they can test their abilities and strengths. What better environment for them to do so than through Forest School activities.





Our Sessions

Transitions

Before children start at the pre-school, they have opportunities to get used to the setting by attending a stay and play session or by visiting the Pre-school during session. Parents are encouraged to fill out an 'information sheet' with their children so that when they start, staff can find out more about them and be able to plan experiences that will interest the child. We also offer a home visit in September before starting. The pre-school feeds into various local primary schools, children are able to visit the schools in the term before they start school. The reception teachers also visit the children in the pre-school. Staff fill in tracking documents throughout the children's time at pre-school so that when they leave, the tracking documents can go with them and inform the next setting about their progress.

Learning Journeys

The pre-school keeps a record of achievement for each child, this is shared securely online via Tapestry, parents and children work together on the Learning Journey. Your child's Learning Journey 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 the key person 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.

Snacks and Lunch

We plan the snacks so that they provide the children with healthy and nutritious food. We take into account dietary requirements.

Children that stay to lunch are required to bring their own packed lunch with them. We would urge parents to pack a nutritious and healthy lunch, such as: sandwich, tomatoes or similar, 1 piece of fresh fruit or dried or tinned fruit, a small cake or treat or yoghurt, the pre-school will provide a drink of milk, water or juice.

Our routines

Simon De Senlis Pre-school 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; and
- provide children with opportunities to learn and help them to value learning.
- Children are encouraged to take part in adult led and self-initiated activities
- Children are encouraged to go outside each day regardless of the weather
- Children staying a full day are offered quiet time if they want it
-

A typical day would be as follows:

8:45 day begins

Free play, snack, adult led activities, and small group time

11:45 - 12.15 lunchtime followed by free play and adult led activities, small group time

3.15 pre-school ends





At Simon De Senlis Pre-school we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. We also encourage volunteers to help compliment these ratios. 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; and
- allow the children to explore and be adventurous in safety.

Jo - Manager. Safeguarding and child protection lead, SENCo

Jenny - Deputy manager. Safeguarding and child protection lead, SENCo

Hayley - Blue dragonflies key person

Melanie - Yellow bees key person

Donna - Green grasshoppers key person

Shannon - Red butterflies key person

All the staff have a level 3 childcare qualification.

We hope that you and your child enjoy being members of Simon De Senlis Pre-school and that you both 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.

Key Groups

Our key person and Key Group system means that each member of staff has a group of children for whom they are 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, your key person will help them to settle and to benefit from the range of activities available.





Our Partnerships

Parents taking part

Simon De Senlis Pre-school recognises parents as the most important educators of their children. Staff see themselves as partners with parents providing care and education for their child. There are many ways in which parents can take:

- exchanging knowledge about their children's needs, activities and;
- 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; and
- building friendships with other parents.

Management of the Pre-school

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

- managing the setting's finances;
- employing and managing staff;
- making sure that the setting has, and works to, policies that help it to provide a high quality service; and
- making sure that the setting works in partnership with the children's parents.
- fundraising for the pre-school.

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

The setting's 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.

Communication

Staff and Committee recognise the importance of communication between staff, parents and committee and various methods are used including tapestry and e-mails.

The pre-school also has its own website and as much information as possible about the pre-school, staff, committee, planning, policies and events is put on there (whilst continuing to respect confidentiality and privacy).

Stay and Play

The setting has rota for parents to help. Helping enables parents to see the day-to-day life of the setting and to join in helping the children to get the best out of their activities. Parents can offer to take part in a session by sharing their own interests and skills with the children. We welcome parents to drop into the setting to see it at work or to speak with the staff.

Learning opportunities

As well as gaining qualifications in early years care and education, the staff take part in further training to help them to keep up-to-date with thinking about early years care and education.

Regular training provides a great insight as to how we can work together to support your child and also provide great opportunities for the children.





Policies

1. The complete set of the setting's policies and procedures are available to see at the setting or they can be accessed on the website www.simondesenispreschool@yolasite.com

Special needs

2. As part of Simon De Senlis' 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 Pre-school works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001).
3. Parents are required to share details of any identified special needs that their child may have with the SENCO.
4. Our Special Educational Needs Co-ordinator (SENCO) is Jo Boor and Jenny Goss

Behaviour

5. Any issues of hurtful behaviour in the pre-school are managed by staff following our behaviour policy.
6. Staff will work together with parents to resolve any behaviour issues with clear and developmentally appropriate expectations of their child's behaviour.
7. Parents are requested to show patience and understanding where the behaviour of any young child is concerned and to support staff with strategies to reduce any hurtful behaviour within the setting. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.
8. Our Behaviour Management Co-ordinator is Jo Boor

Clothing

9. Whilst we do provide some protective clothing for messy play or outside play, we do expect parents to send children in old clothes with plenty of layers for warmer and colder weather. Warm coats, hats, gloves and a change of footwear are essential in the winter months.
10. We can accept no responsibility for clothes coming home soiled with paint, corn flour or similar, it is all part of the fun! All children enjoy water play at some point and we will change children into dry clothes and send the wet clothes home. Parents are expected to place their child's enjoyment and fun above the inconvenience of washing or drying clothes.
11. 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, especially their own coats and shoes. Clothing that is easy to manage will help them to do this.
12. If children attend pre-school in nappies, parents are required to supply nappies, wipes and nappy sacks in their pre-school bag.
13. Children must be well protected from the sun on hot days with hats, sleeved tops and sun-block. If you wish staff to apply sun-block at pre-school, consent must be given. Backless shoes such as flip flops are considered inappropriate footwear.
14. Parents should clearly label children's belongings; we can accept no responsibility for lost items.

Safeguarding children

15. Simon De Senlis Pre-school has a duty of care under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices protect children against the likelihood of abuse in the pre-school and we have procedures for managing complaints or allegations against a member of staff.
16. Our way of working with children and their parents helps us become aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.
17. All staff and committee members are required to obtain a DBS clearance before they can be left alone with children.
18. All staff receive induction training so that they understand the settings policies and routines and are aware of their duties to help maintain children's safety.
19. Parents are required to declare any recent injuries their child may have before leaving them at pre-school.
20. The use of mobile phones in the pre-school is not encouraged and adults are required to place them in a secure area.
21. Our Designated Child Protection Officer (CPO) is Jo Boor and Jenny Goss

Activities in pre-school

22. Occasionally, staff may take the children for walks in the local area, (and may use the play equipment, swings, slides etc). Your consent is required for your child to participate on such outings.
23. Staff make use of digital cameras, a camcorder and written observations to record your child's progress in pre-school, these are confidential and only yourself and staff will have access to them. Consent is required from you for us to share them with other relevant professionals such as the reception teacher on your child's transition to school. Recordings taken on a camcorder are used for staff to make more detailed written observations from and are deleted immediately once complete unless where appropriate they may be shared with the child's parents.
24. Staff take still photographs of the children at pre-school to provide a visual record. From time to time these photographs may be put on a wall display or shown on a digital photo-frame, your consent is required.

Parental Involvement

25. Parents are encouraged to Stay and Play with their child to settle them into Pre School.
26. We aim to use as little paper as possible by providing electronic communication wherever possible. Please provide an email address. Paper communication will only be available to those parents that do not have access to email.
27. **Parents are expected to read all emails and letters that are sent home from the setting.**
28. The pre-school is a charity and is run by a committee of parents, we encourage all parents to get involved either by serving on the committee, or by helping with fundraising activities to help buy equipment and resources for the pre-school.





Nutrition and Health

29. Nutritious mid-morning and afternoon snacks are provided. Parents must let staff know about any allergies or dietary requirements their child may have.
30. Children staying to lunch must bring their own packed lunch in a **clearly labelled container with an icepack inside.**
31. If medication needs to be administered during session time you must fill in an "administering medication" form. Only prescribed medicine can be administered.
32. **A child with an infectious illness should not attend Pre-school, notification of absence should be given before 9.30am on 01604 661718. 48 hours of absence must be taken following the final bout of sickness or diarrhoea.**
33. First aid - All parents are required to give their consent for their child to receive emergency first aid from staff or health professionals prior to starting at the setting.
34. We recommend that all children are offered breakfast before arriving at the setting to help maintain their energy levels and support their health and wellbeing.
35. Smoking is not permitted in any area of the pre-school building or grounds at any time.

Starting at Simon De Senlis Pre-school

36. A child's registration form **MUST** be returned to the pre-school prior to the child starting, a copy of the child's birth certificate and a copy of a bill or similar to prove the family's home address is required in order to claim you free entitlement of hours.
37. Parents are required to disclose information about adults that have parental responsibility for their child.
38. We recommend that parents and children attend a pre-visit prior to their child starting at pre-school. Parents should also be prepared to stay until their child is settled.
39. We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with parents to decide on how to help a child to settle into the setting.
40. Each child will be assigned a key person once they start at the setting. The key person will be the main point of contact in the setting and will be responsible for the records of their key children.
41. We expect parents to keep us up to date with any changes to their child's circumstances and especially to update us with changes to parents contact numbers or emergency contacts.
42. A Pre-school bag can be purchased or alternatively a drawstring bag can be used. No large bulky bags.

Sessions and Admissions

43. We are open from 8.45am - 3.15pm on Monday to Friday.
44. You may choose between 3 hour sessions each day or 3 hours with lunch (3½hrs) or all day. The manager will advise you as to what is available as sessions become available.
45. All children are required to attend at least 6 hours a week, preferably taken over 2 days.
46. We follow a clear set of guidelines with regard to how we prioritise admissions, these can be found within our policy, these include number of hours spent in setting, age of child and home address.

47. Notification in writing must be given if someone else is collecting your child (or by phone in emergencies).
48. **Prompt collection of your child is requested at the end of each session, a late charge is in force should you be late to collect your child, of £1 for every minute. Further measures will be taken against persistent offenders.**

Fees

49. We are currently registered with the following Childcare Voucher Providers: Computer Share, Edenred, Kiddivouchers. If your company uses another provider or has an in-house scheme please see Jo Boor with the contact details and we will endeavour to register with that provider.
50. For your child to keep her/his place at the setting, you must pay the fees promptly. We are in receipt of the free entitlement funding for three and four year olds; where funding is not received, then fees apply. Failure to do so could result in your child being excluded from any sessions over the free entitlement.
51. Fees are currently **£12.50** per session for 3&4 year old's. **£15.50** per session for 2 year olds and **£3.00** per lunch session payable on receipt of a bill each month. This rate is reviewed annually. **£10 per month for activities & consumables.**
52. The free entitlement provides 15 hours of childcare each week (38 wks per yr) for every child from the Term after a child turns 3 yrs old. Funding can be split if your child attends another setting.
53. **Fees must still be paid even if a child is absent.**
54. **Fair charge policy will be initiated in extreme circumstances such as pandemic restrictions being in place.**
55. **One months' notice in writing must be given when withdrawing a child or decreasing the days of attendance.**

Complaints

56. Our open door policy provides parents with the opportunity to make concerns known to staff at the earliest possibility. Every effort will be given to settle any concerns quickly in an informal way.
57. If a concern cannot be settled in this way, parents should make their complaint in writing to the Chair of the committee and a full investigation will be carried out.
58. In the unlikely event that a complaint cannot be resolved within the setting, it may be appropriate to involve Ofsted. An OFSTED 'complaints helpline' is available for advice on 0300 123 1231

Registration

59. We are registered to take 27 children from two years to four years 11 months
60. We are open for 38 weeks each year and close for school holidays and training days as listed on our website.
61. On registering your child, you are required to sign to show that you have read and except our terms and conditions.
62. Our contract is with you and it is your responsibility to ensure that all carers are aware of and understand and abide by these terms and conditions.
63. We reserve the right to change the terms and conditions and you will be notified of any changes in writing.

****Amounts are reviewed each September - tbc**

Arrival and Collection of Children

Please read and maintain this copy of the terms and conditions for your own records.

