



CHILD'S PLAY PRE-SCHOOL PROSPECTUS 2026/27

Guildford United Reformed Church, 83 Portsmouth Road, Guildford, GU2 4BS

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Welcome to Child's Play Pre-School. The intention of this rather large document is to give you as much information as possible about us. It sets out how we approach the children's learning and development, as well as information on the nitty gritty detail which will help you and your child settle in at Child's Play when you start. If you have any other questions please don't hesitate to ask one of us.

OVERVIEW

We aim to:

- provide high quality care and education
- work in partnership with parents and carers to help children to learn and develop
- add to the life and well-being of the local community
- offer children and their parents/carers a service that promotes equality and values diversity

Parents/carers

Parents/carers are regarded as valued members of our setting. They have a right to be:

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

We aim to ensure that each child:

- is in a safe and stimulating environment
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer parent helpers
- has the chance to join with other children and adults to play, work and learn together
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do
- has a personal key person who makes sure each child makes satisfying progress
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

CHILDREN'S DEVELOPMENT AND LEARNING

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

A "Parents guide to the revised EYFS" can be downloaded from our website. Click on "Sessions" then look at the bottom of the page on the Early Years Foundation Stage.

The four guiding themes and principles of the Early Years Foundation Stage:

Unique Child

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

Positive Relationships

Children learn to be strong and independent through positive relationships.

Enabling Environments

Children learn and develop well in enabling environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

Learning and Development

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.

How we provide for development and learning

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

The Areas of Development and Learning comprise:

Prime Areas

- personal, social and emotional development;
- physical development;
- communication and language;

Specific Areas

- literacy
- mathematics
- understanding the world
- expressive arts and design

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

The 'Development Matters' guidance sets out the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

Personal, social and emotional development

Our programme supports children to develop:

- making relationships
- self-confidence and self-awareness
- managing feelings and behaviour

Physical development

Our programme supports children to develop:

- moving and handling
- health and self-care

Communication and language

Our programme supports children to develop:

- listening and attention
- understanding
- speaking

Literacy

Our programme supports children to develop:

- emerging reading skills
- emerging writing skills

Mathematics

Our programme supports children to develop:

- numbers
- shape space and measure

Understanding the world

Our programme supports children to develop:

- people and communities
- the world
- technology

Expressive arts and design

Our programme supports children to develop:

- exploring and using media and materials
- being imaginative

Our approach to learning and development and assessment

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. We use the EYFS "Development Matters" guidance 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 practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

Characteristics of effective learning

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

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

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

Assessment

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 or videos 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.

Learning Journey - Tapestry

We keep an electronic Learning Journey for each child using a system called "Tapestry". Staff use tablets at pre-school to record observations, learning objectives etc which are uploaded to the children's individual learning journeys. Parents have access to their child's journal and are notified by email each time an observation is uploaded. Parents can respond to observations we have made and can add their own. This system gives parents much greater access and involvement in both seeing and recording their child's development than the old paper journals. Parents also get much more "in the moment" feedback on what their children are doing

STAFF AND PARENTS

Working together for your children

At Child's Play we maintain, and usually exceed, the ratio of adults to children that is set through the Safeguarding and Welfare Requirements of the EYFS.

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.

We are proud of the staff we employ at Child's Play. The staff who work at Child's Play are

Name	Job title	Qualifications and Experience
Thea Arthur	Co-owner and Pre-School manager	NVQ Level 3; 20+ years' experience
Susan Raftery	Co-owner and business manager	BSc (Hons)
Diane Crowe	Deputy Manager, Designated Safeguarding Lead (DSL)	Level 3 Diploma; First Aid
Corrinna West	SENCO, Early Years Educator	Level 3 Diploma; First Aid
Indi Dhami	Early Years Educator	Level 3 Diploma; First Aid
Katy Duquenoy	Early Years Educator	First Aid
Rosie Arthur	Early Years Educator	Level 3 Diploma; First Aid
Rebecca Miller	Early Years Educator	Early Years Teacher Status First Aid

OPENING HOURS

Monday: 8.30/9.00am – 2.45pm

Tuesday: 8.30/9.00am – 3.45pm

Wednesday: 8.30/9.00am – 2.45pm

Thursday: 8.30/9.00am – 3.45pm

Friday: 8.30/9.00am – 1.00pm

We offer an early start at **8.30am** every day.

We open until **3.45pm** on a Tuesday and Thursday.

We close at **1.00pm** on a Friday.

We are very flexible in the sessions we offer. You can take morning sessions, afternoon sessions or full day sessions, or a mixture of all three.

We are open 5 days per week, 38 weeks per year, term time only. We take children between the age of 2 and 5 years old.

How parents and carers can take part in the setting

Child's Play recognises parents/carers as the first and most important educators of their children. All the staff see themselves as partners with parents/carers in providing care and education for their child. There are many ways in which parents/carers take part in making Child's Play a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff
- helping at sessions of Child's Play
- sharing their own special interests with the children
- building friendships with other parents at Child's Play

Joining in

Parents are very welcome to come in and help out. Helping at a session enables parents to see what life is like at Child's Play. Parents can offer to take part in a session by sharing their own interests and skills with the children. For instance, parents have visited the setting to help celebrate important festivals such as Diwali, Hanukah and St Martin's Day, and to show the children special things such as stick insects and bee honeycombs. Parents/carers also often help by, for example, running a library session for us or helping to run small fund-raising events for our charity project.

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

Key persons and your child

We use a key person approach. This 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 the care and education we provide is right for your child's particular needs and interests. When your child first starts at Child's Play, the key person will help your child to settle and throughout your child's time with us, they will help your child to benefit from our activities.

TIMETABLE AND DAILY ROUTINES

We believe that care and education are equally important in the experience which we offer children. The routines and activities that make up the session are provided in ways that:

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

Arrival

The doors will be opened at 8.50am and children are registered as they come in through the door (8.30 if you are booked for early club). For the afternoon sessions, doors will open at 11.45am and children are registered as they arrive. When you arrive, encourage your child to find his/her name in the alphabet pockets hanging on the door and post it in the post box. This helps the children to learn to recognise their written name.

Activities

We organise our sessions so that the children can choose from - and work at - a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. We make sure the children have lots of opportunity for varied and interesting outdoor play each day.

Absence

We would be grateful if you could telephone as soon as possible to inform us if your child is going to be absent from pre-school. This helps us keep our register accurate for health and safety reasons. If your child is absent and we have not heard from you we will ring you to try to establish the reason for absence.

Going home book

We are only allowed to hand your child over to you or other specified adults which you have told us about. If you know you are unable to collect your child or your child is going home to play with someone else, it is very important that you write the name of the person who is going to collect your child in the "going home book" when you arrive. If you intend to pick up your child early, you must also write this in the going home book when you arrive in the morning.

If, during the course of the morning, you find that you need to make alternative arrangements for collection you must ring us and tell us who will be picking up your child. We will then agree a password which this person will need to provide on collection. We will not be able to hand your child over without this.

Collection

Pre-school morning session finishes for some the youngest children at 12.00pm; lunch finishes at 13.00pm; and 2.45 or 3.45pm for afternoons. The external doors will not be opened until those times. The children will be in the main hall waiting to be collected and will be handed over to the parents/carers. Staff are also at the front door to say goodbye and to ensure that no-one slips out without their parent/carer.

Late collection

If you are going to be late to collect your child for whatever reason please phone the pre-school as soon as you possibly can, so that we are able to help your child wait for you to arrive. In most cases of genuine emergency, we will not charge you extra to look after your child but in cases of no notification or excessive delay we reserve the right to charge extra for the care we provide for your child.

Children's trays

Each child has a tray with their name on it. This tray will be used to send you information about pre-school and to put the children's activities such as painting or craft work from the session. It is also a good place for children to leave easily lost scarves/hats etc. in the morning.

Clothing

Every child should have a coat at pre-school every day as we like to go outside whenever it is fine, even on chilly days. In summer, please provide a hat and apply sunscreen before you leave your child to ensure your child is fully protected. We provide protective clothing for the children when they play with messy activities.

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off - and putting on - outdoor clothes. Clothing that is easy for them to manage will help them to do this.

Parking

The church very kindly allows us use of the car park so that parents and carers can drop off and collect their children. The spaces that are available for use are limited to those along the fence and those directly opposite. These spaces are numbered in white. All other spaces (1-17 numbered in yellow) are privately owned and must **not be used at any time** as this can cause great aggravation for the pre-school and the church. The parking spaces must not be used for parking during pre-school sessions, but for drop off and pick up only.

Music lessons

We offer optional music workshops for small groups of children. They last for half an hour and are taken by a professional music teacher. The children learn about rhythm and sound; learn to play percussion instruments; learn the basics of reading music; learn to play the recorder. These workshops are hugely popular. Cost is £4.00 per session.

Matchfit sports sessions

We offer a weekly half hour sports session (cricket, rugby, football etc) on a Wednesday morning, run by the cricket coaches from Blackheath Cricket Club. This is a whole group activity and we ask for a £2 per week voluntary contribution towards the cost. It is very popular with the children.

<https://www.matchfitacademy.com/>

Boogie Pumps

We also offer a weekly dance session "Boogie Pumps". Again, this is a whole group activity and we ask for a £3.00 per week voluntary contribution towards the cost.

<https://www.boogiepumps.co.uk/guildford/>

Forest School

We offer a weekly Forest School session for children in their year before school. This is currently on a Thursday morning and takes place at St Nicolas' Infant school. This costs £10 per week. See our website for more information.

Snacks

Parents provide a mid-morning snack (ideally fruit or vegetable). We provide milk or water to drink.

Birthday cakes

We ask parents to provide cakes – homemade or shop bought – on their child's birthday.

Lunch

The children staying for lunch bring in a packed lunch which they eat together, followed by an activity/play session before going home. Children attending the stand-alone afternoon session will also need to bring a packed lunch. You can opt to add a lunch session to the morning (1pm finish). See our Packed lunches and snacks policy for information on what to include – and what not to include.

No nuts

Please can you ensure any food your children bring to Child's Play is **nut free**. We do have children with severe nut allergies so this is extremely important.

Early start

We also offer an early start session from 8.30 – 9.00am. These are particularly popular with parents who need to get to work or to other schools.

Afternoon sessions

We offer extended afternoon sessions which run from the end of the morning session (1.00pm) until 2.45pm, on Monday/Wednesday and 3.45pm on Tuesday/Thursday.

We also offer stand alone afternoon sessions from 11.45 – 2.45 or 3.45pm.

We close at 1.00pm on a Friday.

Toilet training

We do not require that children are toilet trained before starting pre-school, however we are noticing an upwards drift in the age of toilet training, and we therefore **strongly encourage** parents to at least have begun toilet training before starting at pre-school. We encourage independence at Child's Play and as far as possible we encourage the children to go to the toilet unaccompanied – although we are always on hand to help when children need a bit more support. To help children be independent we cannot stress enough how important it is to send your children to pre-school in clothes which they are able to manage themselves.

The first days

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 in. We have a policy about helping children to settle in: a copy is enclosed in this prospectus – see Appendix 1.

We hope that you and your child enjoy being members of our 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.

OTHER USEFUL INFORMATION

Charity Project

In the past we have supported Guildford Action, Save the Children Fund, the Make-A-Wish Foundation, the Evelina Children's Hospital, shift.MS, Cherry Trees respite care, and The Cystic Fibrosis Trust. We are currently supporting the Guildford Food Bank and will issue half termly requests for donations.

Policies

An overview of some of our policies and procedures is enclosed with this prospectus – see Appendix 2. The policies in full are available for you to see at the setting and are all on our website. We do encourage parents to familiarise themselves with these.

Our policies help us to make sure that the service we provide is a high quality one and that being a member of Child's Play Pre-School is an enjoyable and beneficial experience for each child and her/his parents.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure children against the likelihood of abuse in our settings and we have a procedure for managing complaints or allegations against a member of staff. Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Special needs

As part of our policy to make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have.

We work to the requirements of the Education Act (1993) and The Special Educational Needs Code of Practice (2001).

Our Special Educational Needs Co-ordinator is Corrinna West

The management of our setting

The setting is owned and managed by Thea Arthur and Susan Raftery

FEES AND FUNDING FOR SEPTEMBER 2026 – JULY 2027

The funding landscape is now quite complex, so please do feel free to get in touch with us if you have any questions on how the various schemes operate and how we offer the hours to families. We have tried to make things as simple as possible, and we are proud to offer **genuinely free places**.

TWO YEAR OLDS

Funding for 2-year-olds

There are two funding streams for two-year-olds:

- **Funded Early Education for Two-year olds (FEET): 15 hours available**

This is for parents in receipt of certain benefits or who meet other specific criteria.

To check eligibility, please visit:

<https://www.surreycc.gov.uk/children/support-and-advice/families/childcare/paying/funded-early-education-for-2-year-olds#financial>

- **Childcare for Working Parents: 30 hours available**

This is for eligible working families.

To check eligibility, please visit:

<https://www.childcarechoices.gov.uk/>

Funding for both is available term-time, for up to 38 weeks per year.

Parents can choose how to take their hours; they can be taken as any combination of the sessions we have available (depending on availability). All funded hours taken are **free**.

Fees for 2-year-olds

If you are not eligible for either of the above schemes, or take additional hours, our current charging rate is **£9.00** per hour. So, for example, a morning session (9am – 12pm) would cost £27.00; a full day (9am – 2.45pm) would cost £51.75

THREE AND FOUR YEAR OLDS

- **Universal Free Early Education (FEE): 15 hours available**

All children become eligible for 15 hours of FEE the term after they turn three. Child's Play will apply for this entitlement on your behalf when your child becomes eligible. The Free Entitlement is available for up to 38 weeks per year and for up to 15 hours per week.

Parents can choose how to take their 15 hours; it can be taken as any combination of the sessions we have available (depending on availability). Time taken over and above the 15 hours will be charged at the rate of **£9.00** per hour pro rata.

- **Childcare for Working Parents: 30 hours available**

Eligible families can get up to 30 hours of free childcare for 3- and 4-year-olds. All our sessions can be taken as part of this funding.

To check eligibility, please visit:

<https://www.childcarechoices.gov.uk/>

Additional costs:

Music - £4.00 per session (for those who choose to take a music class)

Boogie Pumps - £3.00 per week voluntary contribution (for those attending that morning)

Matchfit - £2 per week voluntary contribution (for those attending that morning)

Forest School - £10 per week (for those who choose to do it)

An invoice will be put in your child's tray at the start of term letting you know the amount due; payment may be made in instalments to suit your circumstances.

A month's notice is required if you wish to take your child out of pre-school.

Fees must still be paid if children are absent for a short period of time. If your child has to be absent over a long period of time please talk to us.

For your child to keep their place at the setting, you must pay the fees.