



# Codford Caterpillars Pre-school



*"An amazing hidden gem, right in the heart of  
Codford"*

Mr and Mrs Kennedy

Cherry Orchard  
Codford  
Warminster  
Wiltshire  
BA12 0PN

Registered charity number 1026038



[www.codfordcaterpillars.co.uk](http://www.codfordcaterpillars.co.uk)



[codfordcaterpillars@btconnect.com](mailto:codfordcaterpillars@btconnect.com)



01985 851030



@CodfordCaterpillars

# Codford Caterpillars Pre-School

## LOCATION

Caterpillars is located in the village of Codford, between Salisbury and Warminster, and lies within the grounds of Wylve Valley Primary School.

We have a purpose-built building, with thanks to a Community Grant through lottery funding, which provides excellent facilities on site and a wide range of activities available within the school grounds. There is ample parking available at the Village Hall/Broadleaze Bar car park; which is advisable, as traffic is usually quite congested outside of Wylve Valley school.

## CONTACT DETAILS

Manager: Kim West  
Codford Caterpillars Pre-School  
Cherry Orchard  
Codford  
Warminster  
Wiltshire  
BA12 0PN

Telephone 01985 851030

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## OPENING TIMES

Caterpillars is a term time setting, open from Monday to Friday from 9am to 3pm.

Our aim is to offer a flexible service to meet the needs of all children who attend our Pre-School and we will always endeavour to fulfil your requirements. However, we have to consider the feasibility of some requests and therefore may not always be able to accommodate your requirements.

## ADMISSIONS AND FEES FOR DAYTIME SESSIONS

We cater for children from 2 years of age until they reach compulsory school age, including summer born children who may be deferred from Primary School. We accept funded 2 year olds.

- All unfunded 2 year olds are charged at £5.75per hour.
- All unfunded 3 year olds are charged at £4.68 per hour.

Government funding is available to all children in the funding period following their second/third birthday which entitles that child to access 15 hours of attendance. We are also able to deliver the 30 Hour Offer. If you would like to find out more about funding and entitlements then please email us at [codfordcaterpillars@btconnect.com](mailto:codfordcaterpillars@btconnect.com)

## Funding Periods

Child born between:	Funding starts:
1 <sup>st</sup> September – 31 <sup>st</sup> December (Autumn Term)	1 <sup>st</sup> January (Spring Funding Period)
1 <sup>st</sup> January – 31 <sup>st</sup> March (Spring Term)	1 <sup>st</sup> April (Summer Funding Period)
1 <sup>st</sup> April – 31 <sup>st</sup> August (Summer Term)	1 <sup>st</sup> September (Autumn Period)

Caterpillars is a registered charity and therefore self-supporting. We endeavour to keep our fees as low as possible in order to remain accessible to all; however, there is a need for us to review our charges on an annual basis, not only to sustain the service we provide but also to cover our ever-increasing running costs.

## SNACK TIME

We ask for a contribution of £10 per term to provide a healthy snack for each child. The standard choice consists of fresh fruit, vegetables, crackers breadsticks, or cheese with a drink of milk or water, whichever your child's preference is. On certain occasions we will provide different foods (boiled eggs and toast for example) and we endeavour to introduce a variety of tastes to the children in line with activities that we have planned.

Please provide your child with their own drinks bottle which is to be kept at Caterpillars. These are washed and refilled on a daily basis and are readily available for the children to drink from at any time they choose. They will also be used during lunchtime so there is no need to pack a separate drink.

## LUNCH SESSIONS

A packed lunch will be required if your child is staying for lunch. In order to help us encourage a healthy eating regime within our setting, we would ask that your child's lunch consists of fresh fruit/vegetables, dairy item, some protein and carbohydrate. We have the use of a microwave at the setting so you may send a lunch which can be reheated if you like. No fizzy drinks or sweets please. **We are unable to refrigerate lunches so you are advised to include an ice pack to keep food cool.**

## TERMS OF ATTENDANCE AND PAYMENT

Invoices are prepared and sent out at the beginning of term based on the sessions that have been booked in advance. All fees charged are due, regardless of absence and all sessions are non-transferable, which means that we are unable to offer the 'swapping' of a session if your child is unable to attend for any reason.

Payment can be made by cash, debit card or bank transfer. It is possible to pay by instalments should you wish but we do ask that you discuss this with the Manager first and ensure that you keep up with the regular payments that have been agreed. We reserve the right to suspend your child's attendance (other than their statutory entitlement) if fees are outstanding.

We ask that you are punctual at all times both dropping off and picking up your child. Poor time keeping can be distressing for your own child and causes disruption to all during a session. We would ask that you call us immediately if you are aware that you are likely to be delayed picking up your child so that staffing levels can be arranged appropriately. Thank you.

We ask that you are punctual for the start of your child's session but please be aware that we are unable to accept early arrivals; the door will be opened promptly by a member of staff at the appointed times.

Due to the need of ensuring correct staffing levels we require a two week notice period, in writing, if you intend to remove your child from our registration.

## ACCOMMODATION AND FACILITIES

We have a cloakroom, two separate classrooms, and a 'washroom' which accommodates toilets and hand basins which are appropriately sized for the children to use – along with nappy changing facilities. Both classrooms are set out so that the majority of resources are situated within reach of all children in order that they are easily accessible for items of their choosing.

Outside we have two separate fenced and gated verandas, both of which lead to our large and enclosed playground. This has tarmac surfacing and a large 'soft play' area which is located centrally within the playground. We also have a lovely big grassed garden area where the children have plenty of room to run freely.

### At 2 Years of Age

Our 2 year olds have their own room and a large outside area which is separate from the main classroom. This ensures that we are able to offer the right level of care and education to children of this age.

The room itself has a wide range of resources which are available at any time to the children as 'self chosen' activities and they are free to move around as they wish. This room has access to its own veranda, partially covered, which provides a large and secure outside area for the children to extend their activities and enjoy the open air. This area also leads on to our main playground where the children can enjoy outdoor play on a much larger scale.

Although our 2 year olds have their own room in which to occupy their day, we do also encourage them to mix with our older children in joint activities, which are planned and staffed appropriately, with a view to encouraging and broadening each child's social skills.

We consider a transfer into our main classroom for children as they approach their third birthday, although there is no hard and fast rule about this. We take into consideration each individual child's level of confidence and self esteem and will only make a decision after consultation with the child's parent's, and having seen that the child is happy with this new routine following a trial period.

### At 3 and 4 Years of Age

The room in which our 3 and 4 year olds are cared for is the bigger of the two classrooms, with the toilets and cloakroom leading from it. We have a large 'messy' area with purpose made, child height, cupboards full of resources to encourage the imaginative and creative mind which the children are able to access at all times. This area also accommodates daily activities of sand and/or water play.

Outside, to the front of the building the children have a large partially covered veranda, with an awning to provide shade, which is used regularly to take what we have inside – out!

### OUR REGISTRATION

We are registered with and regulated by Ofsted who regularly inspect and give judgement on our establishment to ensure that the high standards of care, learning and development we endeavour to achieve are upheld. Our latest inspection in May 2018 judged us to be a GOOD setting. A copy of the latest report is available upon request or you can view the document at [www.ofsted.gov.uk](http://www.ofsted.gov.uk) - Caterpillars URN is 145874.

We are also members of the Pre-School Learning Alliance, the leading educational charity which specialises in early years and benefit hugely from the many resources that they have to offer, from sourcing information to addressing specific training needs.

### ORGANISATION AND STAFFING

The Pre-School currently employs three members of staff made up as follows:

NAME AND POSITION	QUALIFICATION
Ms Kim West – Manager Lead Professional for Safeguarding Children	NVQ Level 3 - Childcare, Learning & Development
Mrs Jo McCausland - Deputy Manager Special Educational Needs Coordinator (Senco)	NVQ Level 3 - Childcare, Learning & Development
Mrs Joanna Albers – Early Years Educator	Diploma (Nursery Nursing)

All staff members are experienced and dedicated to the principles of the Early Years Foundation Stage (EYFS) and uphold a carefully planned curriculum of activities with a view to each individual child's progression through structured learning goals and free-play choices. Our team have a very down-to-earth and 'common sense' approach; each of us having children of our own and being fortunate enough to have been brought up with high standards of values and principles that apply in real life.

We share an excellent working relationship, not only within our own team but also that of the committee and the families who attend Caterpillars.

All staff members meet on a daily basis to discuss relevant issues and communicate important information. We also meet once a week to discuss observations on the children and plan the curriculum for the following week based on the children's requirements and current choices.

We regularly address training needs and attend courses that specifically target areas we consider significant in furthering our working practice or knowledge, either for ourselves as individuals, or for the benefit of the school.

### SETTLING IN

Our aim is for every child to feel happy and confident within their new environment and we are completely flexible when it comes to helping them settle in. We do not have a set procedure of timings for a settling in period as we tailor the needs of each family on an individual basis. We will work closely with you and be guided by your child's needs to agree on the best course of action.

### CLOTHING

#### **PLEASE DRESS YOUR CHILD APPROPRIATELY FOR THE WEATHER ON THE DAY**

We positively encourage each child's natural curiosity when it comes to exploring and experimenting with the objects or materials in the world around them and this can sometimes result in them becoming quite 'messy', even with the aprons we provide. Ensure to 'dress for mess'.

We also do outdoor activities on a daily basis so please ensure that your child is appropriately kitted out with the correct clothing and sensible footwear.

**Please ensure that your child has a spare set of clothing in school at all times. There is likely to be an occasion when they need to be changed, not only due to toileting accidents but also possibly because of messy activities or spilt drinks at snack time.**

We would recommend that you keep a supply of certain items in school at all times, a cool sunhat with neck and ear coverage will be needed during hot, sunny weather and during the colder periods, a hat, scarf, mittens (not gloves) and a pair of wellies must be in school when your child attends.

**We don't wear shoes indoors. Your child will need a pair of slippers to be kept at the setting during the colder months. A pair of crocs is suitable for indoors when the weather is warmer, but they are not suitable for outdoor play.**

Outer layers are particularly important such as coats, hats, mittens, scarves, jumpers, sweatshirts and cardigans etc. We encourage independence in all children and, although they are very confident and capable when it comes to knowing their own clothing and dressing themselves, it can sometimes cause confusion if children have items of a similar nature to someone else. It's not always easy for staff members to work out what belongs to whom either!

**PLEASE ENSURE THAT ALL ITEMS OF CLOTHING ARE NAMED.**

### TOILETING

We are happy to accept children at any stage, whether they are in nappies or are toilet/potty training. If your child is still in nappies then we would request that you provide a constant supply of nappies, nappy sacks, cleansing wipes and an antiseptic cream to be used in cases of nappy rash or sore skin. We have a record sheet for each child who is not fully toilet trained, giving times and details of nappy changes etc. You are welcome to see your child's details at any time – please ask a member of staff who will be happy to help. **Please could we request that you only supply nappies and not pull-ups.** Pull-ups are very time consuming for a staff member to deal with in a busy Pre-school environment.

### ILLNESS

Coughs and colds are a common ailment of many children this age but if your child is under the weather, feeling unwell, or running a temperature, please keep them at home until they have recovered. Not only is it unfair to your child, who is obviously feeling rather poorly, but it is also unfair on others who attend as they have a higher risk of becoming infected. Your child must be kept at home for 48 hours following their last bout in cases of sickness or diarrhoea.

Should your child become unwell or distressed during a session, you will be contacted immediately in order to collect them as soon as possible.

If your child has an ailment considered to be contagious we would appreciate a call for our own information as soon as you are made aware. Details of the illness may need to be passed on to other parents, in the case of 'Slap Cheek' being a danger to pregnant women, for example. We can assure you however, that no personal details of any child or their family will be shared.

### MEDICATION

We are only able to administer treatments for ailments as prescribed by a medical professional. Shop bought remedies (including antihistamines, Calpol/Nurofen and cough syrups) cannot be given by staff and we have been asked by our local surgery to request that you avoid making appointments in order to obtain such medication. We have a record keeping procedure in place which will need to be followed should your child have prescribed medication.

### PARENTAL INVOLVEMENT

At Caterpillars, we are fully aware and respectful of the fact that you, as parents, are the first and most important educators in your child's life. Our work within the Pre-School cannot be fully effective unless we agree that, by working together, we are able to build a relationship based on mutual respect that drives us towards the common goal of your child's learning, development and progression during their time here.

Parental involvement is imperative and is required in many forms, including sharing of information about your child, joining in sessions, giving much needed feedback when requested, helping with fundraising and being part of the committee, all of which enables Caterpillars to continue to operate to its present high standards.

With this in mind, we would ask that you are willing to support the work of the Pre-School when needed and agree to work with us where your own child's progression is concerned, giving feedback and written information as required. We would also ask that you agree to attend meetings that are arranged regularly throughout the academic year.

## MANAGEMENT COMMITTEE

Caterpillars is of charitable status and we are run by a committee of volunteers who are elected annually at our AGM, currently held each November. All parents are encouraged to attend as our Pre-School relies solely on the commitment and dedication of its volunteer members, the vast majority of which are parents of the children who come to Caterpillars.

*I am incredibly proud to be a member of the committee for Codford Caterpillars. To be able to support the outstanding work of the teaching staff and help to maintain the caring, happy, inspiring environment for the children to discover and learn in is a huge privilege. As a parent it has been a joy to watch my children's journey through Caterpillars, leaving as confident young people with all the skills needed to settle, socialise and learn when they move onto school. They have benefited from being given the space to learn these skills at their own pace and in their own way.*

*Communication between the committee, staff and parents is hugely important in ensuring the smooth running of the pre-school. The committee's work is varied, ensuring the pre-school works within the guidelines of the constitution, developing and reviewing policies, keeping up to date with new guidelines, meeting legal/statutory requirements and fundraising to name a few.*

*Every committee member brings with them their own skills and knowledge and we are always looking for new members to join us. Your time on the committee will not only improve your knowledge on how the setting is run but also give you the opportunity to meet new people and support the wonderful work of the school. If you are interested in joining or have any other queries or questions please contact Kim, any of the staff members or me at any time.*

**Sarah Davies**

**Chairperson**

## PRE-SCHOOL CURRICULUM

Our curriculum standards are set following The Early Years Foundation Stage (EYFS) framework which enables us to deliver a high standard of development, leavening and care to our children.

Through a system of careful planning, which is completed weekly using observations taken on the children, we provide a curriculum which not only enhances their progression going into school, but also takes into account the children's emotional level of development. We understand that well-adjusted children are more likely to thrive in a challenging academic environment later on in life.

## KEY PERSON

We effectively operate a "key person" system at Caterpillars whereby each child is supported by a specific member of staff. The role of the key person is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with you as their parents. As mentioned, our planning is the result of observations taken by the key worker from the children with their interests being taken into account. By insuring we plan for developmentally appropriate activities with the correct level of adult support, we are able to encourage each child's learning and development as set out in the EYFS.

The Themes of the EYFS are as follows:

### A UNIQUE CHILD

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

### POSITIVE RELATIONSHIPS

Children learn to be strong and independent through positive relationships.

### ENABLING ENVIRONMENTS

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

### LEARNING AND DEVELOPMENT

Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

There are seven areas of learning and development within the guidance which collectively encourage the skills, knowledge and experiences that are appropriate for the children as they grow, learn and develop. The six areas are as followings, along with each requirement that we adhere to:

**PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT** - This area involves helping our children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

**COMMUNICATION AND LANGUAGE** - Development in this area involves giving our children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

**PHYSICAL DEVELOPMENT** - This involves providing opportunities for our young children to be active and interactive and to develop their co-ordination, control and movement. Children are also helped to understand the importance of dental hygiene, physical activity and to make healthy choices in relation to food.

**LITERACY** - Development in this area involves encouraging our children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

**MATHEMATICS** - This involves providing our children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

**UNDERSTANDING THE WORLD** - This area involves guiding our children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**EXPRESSIVE ARTS AND DESIGN** - This area involves enabling our children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, design and technology.

### RECORD KEEPING

Each of our children has a confidential file which is kept securely within the setting and includes such things as their Registration Form and any personal correspondence or documentation.

We record a child's development using Tapestry which is an interactive online system that can be accessed by staff and parents by way of logging in to a personal account. As a parent, you are able to view your child's progress at any time and it enables you to add your own comments or observations from home.

Your child's key person will also include a summative report at different stages during the year which gives details of your child's progression, adhering to the guidance of the EYFS. By using the observations that they have made, along with the summative report, they are able to give 'next step' advice on how best to help us support your child to develop further.

Good communication between us is an important part in the documentation of your child's learning and we ask that you contribute with comments or images from home regarding any achievement you or your child feels they have accomplished.

We have an open-door policy to enable you to discuss your child's progression at any time during their attendance at Caterpillars. Please feel free to ask any member of staff who will be happy to help.

### PROGRESS CHECK AT AGED TWO

The EYFS requires us to supply you as parents with a short, written summary of your child's development in the three prime learning and development areas. These areas of focus are:

- **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**
- **COMMUNICATION AND LANGUAGE**
- **PHYSICAL DEVELOPMENT**

This summary is prepared by your key worker when your child is aged between 24-36 months. It will identify their strengths and may highlight any areas where progress is less than expected within the prime areas of development. This will enable you to understand your child's needs and, with our support, enhance development at home. It also gives us the opportunity to describe any actions which may be required to address any developmental needs (including working with other professionals where appropriate).

It is our intention to provide our summary in time to inform the Health Child Programme (when health visitors gather information on a child's health and development, allowing them to identify any developmental delay and any particular support from which they think the child / family

might benefit). It is advisable for us to jointly agree the most useful time to provide this summary so this will be discussed with you once your child has settled in.

At the appropriate time, we will arrange a meeting with you to read through, discuss and comment on the completed progress check. This will lead to an opportunity to come to a mutual agreement between us on how best to move forward as your child approaches the age of three, including the transition process of moving on into the main classroom.

#### OUR COMMITMENT TO SAFEGUARDING CHILDREN

Codford Caterpillars Pre-School works with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. We are committed to building a 'culture of safety' in which children are protected from abuse and harm, and in which any suspicion of abuse is promptly and appropriately responded to. We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in cases where we are worried a child is being abused.

Caterpillars has been given the opportunity to take part in a project that will run jointly between schools, Early Years settings and Wiltshire Police: ENCOMPASS is the reporting to schools and Early Years settings by the next working day, when a child or young person has been affected by a domestic incident.

ENCOMPASS ensures that Kim West (Manager and DSL), known as the Key Adult, will be shared the information in confidence, while ensuring that our setting is able to make provision for possible difficulties experienced by children, or their families, who have been involved in, affected or exposed to a domestic abuse incident.

We are keen to offer the best support possible to all of our children and we believe this will be extremely beneficial for all those involved.



OPERATION  
ENCOMPASS

We are an Operation Encompass  
Early Years Setting

For further information, please come and see us.