



PROSPECTUS 2010

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Introduction

Welcoming children from the age of 2½ Horsmonden Kindergarten aims to provide a caring, secure, stimulating and happy environment where children can learn to interact with other children and adults on what might be their first venture away from home.

Stimulating play activities help them learn to make friends, develop social skills and enable them to achieve their full potential. We feel that when children are relaxed, safe, valued and having fun it builds their confidence and develops independence making them happier to learn and of course paving the way for their move to school.

We aim:-

- to enhance the development and education of children under statutory school age working closely with parents and carers.
- to provide a safe, stimulating and happy environment.
- to work within a framework which ensures equality of opportunity for all children and families within our community.

The Kindergarten is run by an elected committee of volunteer parents, who, in consultation with staff, are responsible for all major decision-making. New members are always welcome, as is any help with fundraising and other events throughout the year. Without the commitment and support of all our parents, the Kindergarten could no longer continue to flourish.

The Kindergarten is inspected regularly by Ofsted to assess the quality of its provision. A full copy of the most recent report can be obtained by speaking to a member of the committee or staff or by visiting Ofsted's website

[http://www.ofsted.gov.uk/oxcare_providers/full/\(urn\)/127261](http://www.ofsted.gov.uk/oxcare_providers/full/(urn)/127261)

We have had a new building specifically designed and built for our needs, which was completed in February 2009. This spaciouly designed facility, offers an array of naturally-lit internal spaces where different activities are set up daily. Outside we have a dedicated enclosed space connected to both of the classrooms and also access to the well-equipped play area in the Recreation Ground. This has been made possible due to the commitment and generosity of the community of Horsmonden village and its surrounding areas as well as Kent County Council and we would like to thank everyone who has been involved in getting us to this point.

We hope this guide provides all the information you need, but if you have any queries please ask any member of staff or contact our administrator Marcella on 01892 724805. We welcome visits any day but please do call to arrange time.



Our Staff

The day to day running of the Kindergarten is managed by Co-Supervisors Tina Walker and Sarah Russell. We have a team of six other staff who work a variety of sessions throughout the week.

Staff attend training courses to continue their professional development for example in Child Protection, Planning and all aspects of the Early Years Foundation Stage, First Aid, Autism, Health & Safety, Road Safety.

At Horsmonden Kindergarten we adhere to the Ofsted adult to child ratio of 1:4 for 2-3 year olds and 1:8 for 3-5 year olds although we are frequently able to improve on these ratios.

Key workers & record keeping

Each child has a designated key worker. This is a member of staff who is of prime importance to your child, acting as a link between home and kindergarten. They will address any queries or concerns that you may have. At the kindergarten your key worker is the person with whom your child will develop the closest relationship. They are in charge of overseeing your child's care as well as their emotional and physical well being. Our routine allows your child plenty of one-to-one contact with their key worker. During this time your child's needs and capabilities will be observed and this information will highlight how the key worker will support, encourage and challenge them in the future.

Record keeping is vital for planning for individual children and ensuring successful development. All records are confidential and accessible to parents at any time.

We are firm advocates of working in partnership with parents to ensure consistency between your child's care at home and at kindergarten. It is important to have strong links with parents and therefore you encouraged to share any concerns with your child's key worker or any other member of the staff.

Policies

We have a concise set of policies that cover all aspects of the Kindergarten and we encourage all parents to familiarise themselves with these. They available to view on our website (www.horsmondenkindergarten.com) or can be found in folders at the Kindergarten. Paper copies can be provided on request.

Admissions

Children are eligible to attend Kindergarten once they are two and a half years old. We operate two separate rooms of Caterpillars (2 ½ - 3years old) and Butterflies (3 - 5 years old).

Policy

In view of the increased demand for places at the Kindergarten it has become necessary to implement a new Admissions policy in order to make the whole system fair for everyone. There is now a formal process to follow when registering a child for a place:-

- Registration can take place up to 1 year prior to the earliest start date for the child (i.e from 18 months of age)
- A £50 deposit is payable upon registration and the choice of preferred sessions will be stated by the parent or carer (a maximum of 3 for Caterpillars and 5 for Butterflies) The sessions granted will be confirmed for the whole time the child remains at Kindergarten, omitting the need for constant changing.
- The £50 deposit will be deducted from the first invoice, or refunded if the child is a fully funded Butterfly. If the child fails to take a place with the Kindergarten the deposit will not be refunded.

Hours

The Kindergarten is open Monday to Friday during term time and we typically match Horsmonden School's term dates.

Morning sessions are 9.00am - 12.00 pm and afternoons (Butterflies only) 1.00pm - 3.30pm.

A lunch club operates each day between 12.00 and 1.00pm. Packed lunches are provided by parents and should not contain nuts.

Food and snacks

Two snack bars operate in a day (one in the morning and afternoon session). Staff who prepare and handle food receive appropriate training and understand and comply with food safety and hygiene regulations. (Regulation (EC) 853/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs. Please ensure that you advise the staff accordingly if your child suffers from any food related allergies.

If your child attends the lunch club a packed lunch needs to be provided and should not contain nuts.



Starting Kindergarten

On application to Horsmonden Kindergarten either by phone or email, parents will be sent (or can download from our website) our Application Form which must be completed and returned together with a £50.00 refundable deposit on joining the Kindergarten. If your child does not take the place and a deposit has been sent, this is non-refundable.

Once the Application Form has been sent back to the Administrator you will be telephoned to confirm receipt of the form and deposit. At this stage your child is officially on the waiting list and will be guaranteed a place at Horsmonden Kindergarten.

The next stage of the process is:

For September Starters:

Parents will be contacted in **April** via telephone by the Administrator to arrange visits and to confirm sessions. Two 1 hour settling in visits will be organised with your child who must be accompanied by a parent or carer. One towards the end of the summer term (**July**) and another during the first or second week back at Kindergarten in **September** after the summer break. A follow up letter will be sent to parents in April to confirm sessions and visits.

All forms will be distributed during the first visit together with a prospectus and must then be completed and returned to the Administrator before or during the 2nd visit.

For January Starters:

Parents will be contacted in **September** via telephone by the Administrator to arrange visits and to confirm sessions. Two 1 hour settling in visits will be organised with your child who must be accompanied by a parent or carer. Both will take place towards the end of the Autumn term (**December**). A follow up letter will be sent to parents in January to confirm sessions and visits. All forms will be distributed during the first visit together with a prospectus and must then be completed and returned to the Administrator before or during the 2nd visit.

For April Starters:

Parents will be contacted in **December** via telephone by the Administrator to arrange visits and to confirm sessions. Two 1 hour settling in visits will be organised with your child who must be accompanied by a parent or carer. Both will take place towards the end of the Spring term (**March**). A follow up letter will be sent to parents in April to confirm sessions and visits. All forms will be distributed during the first visit together with a prospectus and must then be completed and returned to the Administrator before or during the 2nd visit.

Fees

Government Funded Early Education places are available for children from the term after their third birthday. The funding is currently for 15 hours per week.

Please note ad hoc sessions can be booked where availability exists. These are additional sessions that can be booked at short notice.

Butterfly Rates

0.5 hour session	£1.90	Lunch club	£3.80
3 hour session	£11.40	All Day session	£24.70

Ad Hoc Session prices

0.5 hour session	£2.50	Lunch club	£5.00
3 hour session	£15.00	All Day session	£30.00

Caterpillar Rates

Lunch club	£4.00	3 hour session	£12.00
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Ad Hoc Session prices

Lunch club	£5.00	3 hour session	£15.00
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An invoice is sent to parents **each half term** which is to be paid by the **end of the first week of term**. If payment is not received by the end of the first week of term we will send a reminder letter with a late payment administration fee of £5.00 included. Should payment not be received by the end of the second week of term, the Kindergarten reserves the right to suspend the child until payment has been received. Once payment has cleared, the child may resume sessions at the Kindergarten depending on availability of spaces.

Invoices take into account Bank Holidays, inset days and special events. Fees are not deducted for illness or holidays.

Fees can be sent directly to the Kindergarten Administrator or deposited in the secure post box in the reception area at Kindergarten. Cheques are to be made payable to Horsmonden Kindergarten. Cash will be issued with a receipt. If you would like to pay your invoice directly into bank account please contact Marcella for the details.

Please note that we also accept all childcare vouchers.

A Typical Day at Kindergarten

9am	Welcome and circle time (talk about what we have planned for the session, the day and weather)
9.15	Doors open to outside environment for free and adult directed play
9.15 - 10.45	Key-person observation time red books
10.00 -11.00	Snack bar opens
11.00	Tidy up time
11.15	Circle time ('Sound of the week' show and tell)
11.30	Music and movement and story time session
12.00	Home time
12.00 - 1.00	Lunch club
1.00	Afternoon session welcome and circle time
1.15	Doors open to outside environment for free and adult directed play
1.15- 2.45	Key-person observation time red books
2.00	Snack bar opens
3.00	Tidy up time
3.15	Circle time(looking at our 'Sound of the week' show and tell story)
3.30	Goodbye song, children collected

What is the Early Years Foundation Stage? (EYFS)


The EYFS is a single quality framework to support children's learning and development from Birth to 5 years (end of child's reception year)

The framework recognises that there is a developmental continuum for children and this is reflected in the development and learning grids.

From September 2008 all providers offering care and education to children aged 0-5 outside of the family home will be working to the same framework and standards.

The framework is based on 4 Themes and Principles and supported by 16 commitments. It recognises children as individuals and competent learners. The EYFS is delivered through a well planned play based approach to learning and development

Themes and principles

The Early Years Foundation Stage		The Early Years Foundation Stage	
Principles into Practice		Every Child Matters Change For Children	
The four Themes of the EYFS are:			
A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
<p>These four Themes express important Principles underpinning effective practice in the care, development and learning of young children.</p> 	<p>Each Principle is supported by four Commitments which describe how the Principle can be put into practice.</p> 		
<p>The four Principles of the EYFS are:</p> <p>Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.</p>	<p>Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.</p>	<p>The environment plays a key role in supporting and extending children's development and learning.</p>	<p>Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.</p>

Commitments



A UNIQUE CHILD	POSITIVE RELATIONSHIPS	ENABLING ENVIRONMENTS	LEARNING AND DEVELOPMENT
<p>1.1 CHILD DEVELOPMENT Babies and children develop in individual ways & at varying rates. Every area of development-physical, linguistic, cognitive, spiritual, social & emotional-is equally important</p>	<p>2.1 RESPECTING EACH OTHER Every interaction is based on caring professional relationships & respectful acknowledgement of the feelings of children & their families</p>	<p>3.1 OBSERVATION, ASSESSMENT & PLANNING Babies & young children are individuals first, each with a unique profile of abilities. Schedules 7 routines should flow with the child's needs. All planning starts with observing children in order to understand & consider their current interests, development & learning</p>	<p>4.1 PLAY & EXPLORATION Children's play reflects their wide ranging & varied interests & preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.</p>
<p>1.2 INCLUSIVE PRACTICE The diversity of individuals & communities is valued & respected. No child is discriminated against</p>	<p>2.2 PARENTS AS PARTNERS Parents are children's first & most enduring educators. When parents & practitioners work together in early years settings, the results have a positive impact on children's development & learning</p>	<p>3.2 SUPPORTING EVERY CHILD The environment supports every child's learning through planned experiences & activities that are challenging but achievable</p>	<p>4.2 ACTIVE LEARNING Children learn best through physical & mental challenges. Active learning involves other people, objects, ideas & events that engage & involve children for sustained periods.</p>
<p>1.3 KEEPING SAFE Young children are vulnerable. They develop resilience when their physical & psychological well-being is protected by adults</p>	<p>2.3 SUPPORTING LEARNING Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources</p>	<p>3.3 THE LEARNING ENVIRONMENT A rich & varied environment supports children's learning & development. It gives them the confidence to explore & learn in secure & safe, yet challenging, indoor & outdoor spaces</p>	<p>4.3 CREATIVITY & CRITICAL THINKING When children have opportunities to play with ideas in different situations & with a variety of resources, they discover connections & come to new & better understandings & ways of doing things. Adult support in this process enhances their ability to think critically & ask questions</p>
<p>1.4 HEALTH & WELL-BEING Children's health is an integral part of their emotional, mental, social, environmental & spiritual well-being & is supported by attention to these aspects</p>	<p>2.4 KEY PERSON A key person has special responsibilities for working with a small number of children' giving them the reassurance to feel safe & cared for & building relationships with their parents</p>	<p>3.4 THE WIDER CONTEXT Working in partnership with other settings, other professionals & with individuals & groups in the community supports children's development & progress towards the outcomes of <i>Every Child Matters</i>: being healthy, staying safe, enjoying & achieving, making a positive contribution & economic well-being.</p>	<p>4.4 AREAS OF LEARNING & DEVELOPMENT The Early Years Foundation Stage (EYFS) is made up of 6 areas of learning & development. All areas of learning & development are connected to one another & are all equally important. All areas of learning & development are underpinned by the Principles of the EYFS</p>

So what does this mean for you and your child?

For all children learning begins at birth. The EYFS will help practitioners provide appropriate play experiences to enable your child to develop in all areas. It will enable practitioners to recognise your child's strengths and areas they need more support to develop new skills. For young children it is important that they are made to feel safe and secure in their surroundings, this is aided by having a 'Key Person' within the setting who gets to know you and your child well and builds a positive relationship with you both.

The EYFS means that wherever your child is being cared for or educated between 0-5years they will be following the same set of principles, they will be offered a 'principled play based approach to learning and development'. Young children learn best through play and Early Years Practitioners will be able to provide your child with appropriate play and learning experiences for their stage of development and help them develop new skills.

The activities that are provided for young children will underpin the skills they need to work towards the Early Learning Goals in the following areas at the end of their reception year at school.

- . Communication, language and literacy
- . Personal, social and emotional development
- . Problem solving and reasoning
- . Creative development
- . Physical development
- . Knowledge and understanding of the world

All areas are of equal importance and many activities will cover many of the areas. Each area is divided up into stages of development and practitioners are able to identify resources and learning opportunities for individual children dependent on their developmental needs.

The EYFS also encourages practitioners and parents and carers to work together to help children develop to their full potential. For you this means, the opportunity for you to input information about your child's development, also if your child attends more than one setting, for example, a childminder and an Early Years setting they are encouraged to discuss your child's development and work together to provide a cohesive care package for you and your child.

If your child has a Special Educational Need and/or disability additional information is imbedded in the EYFS to enable practitioners to target work specifically and help children to progress.

Activities

The areas of learning the children undertake follow closely the Early Years Foundation Stage set by Ofsted.

This prepares children to progress with confidence to the National Curriculum at the age of five years. These include:-

Communication, Language and Literacy

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening, and by hearing and responding to stories, songs and rhymes.

A well-stocked book corner gives every child the opportunity and encouragement to enjoy books, handle them and become aware of their uses.

Children are helped to become aware of the purpose of writing and learn to recognize letters of the alphabet by shape and sound. They are encouraged, when ready, to use written symbols in a variety of situations.

Personal, Social and Emotional Development

Within a nurturing environment, children are individually supported in developing confidence and self-respect.

They are encouraged to work and concentrate independently and also to take part in the life of the group, sharing and co-operating with other children and adults.

Through activities, conversation and practical example, they learn acceptable ways to express their own feelings and to have respect for the feelings of others.

All children are given the opportunity, as appropriate, to take responsibility for themselves and also for the group, its members and its property.

Knowledge and Understanding of the World

A safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials.

They learn to observe the features of objects and substances, recognising differences, patterns and similarities, and to share and record their findings.

Children are assisted in exploring and understanding their environment, both within the group and also in the wider community.

A range of safe and well maintained equipment enables children to extend their technological understanding, using simple tools and techniques as appropriate.

Problem Solving, Reasoning and Numeracy

By means of adult-supported practical experience, children become familiar with the sorting, matching, ordering, sequencing and counting activities, which form the basis for early mathematics.

As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape, position, size, volume and number. Songs, games and picture books help children become aware of number sequences and, when ready, to use simple mathematical operations such as adding.

Physical development

A range of equipment and opportunities, both indoor and outdoor allows children to develop confidence and enjoyment in the use and development of their own bodily skills.

A very high level of adult supervision enables children safely to create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing.

At the same time, children are supported in the development of the fine motor skills required to use tools, including pens and pencils, and to handle small objects with increasing control and precision.

Creative development

Children are encouraged to use a wide range of resources in order to express their own ideas in two and three dimension.

Art equipment, including paint, glue, crayons and pencils as well as natural and discarded resources, provides for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage.

Children join in with and respond to music and stories, and there are many opportunities for imaginative role play, both individually and as part of a group.

Additional Activities

- Kindergarten events include participation in the harvest festival assembly at Horsmonden Primary School, Sports Day, Nativity Play and end of term parties.
- Outings during the year include visits e.g. from Zoolabs
- Formal links with Horsmonden Primary School exist. Kindergarten children have the opportunity to become familiarized with aspects of the Reception Class's daily activities through supervised visits.

Kindly note, a place at the Kindergarten does not guarantee a place at Horsmonden Primary School.

Clothing

As part of our creative development activities the children are encouraged to explore and experiment with all kinds of materials including messy ones.

We would encourage parents to purchase our Kindergarten t-shirts and sweatshirts or to wear old clothes because the children participate in messy activities such as painting, sticking etc at every session. Parents should note that our staff cannot be held responsible for the safety and condition of your child's own clothing whilst at Kindergarten.

To encourage physical independence please dress your child in trousers that are easy to pull up without belts. This is due to some children becoming unnecessarily upset due to toileting accidents as they cannot remove their clothing.

Please provide a named change of clothes in case of accidents together with a pair of wellies for wet and muddy weather or a hat and sun cream for hot weather as appropriate. These can be left in a bag on your child's peg each day.

All clothing must be clearly named. For safety reasons children are discouraged from wearing jewellery to Kindergarten.

There are t-shirts and sweatshirts for sale and an order form is available on our website. Please note that these garments are offered at cost - we do not treat sales as a means of fundraising. These items are optional but it does mean that they can get messy without ruining their normal clothes and it also gives your child a sense of belonging.

Should you require any further information please contact Marcella Callow on 01892 724 805.

Communication

The Kindergarten uses a variety of methods to communicate important information with parents. Most information / news can be sourced from our website - www.horsmondenkindergarten.com. Update emails are sent once a week so if you have an email address please give this to Marcella Callow who can be contacted on info@horsmondenkindergarten.com Posters are also displayed on the notice boards and doors.

Where possible we like to use electronic means of communication to keep down printing costs and it is better for the environment, however, if you wish to receive paper copies of our newsletters etc please let Marcella know.

Drop Off

If you need to drop your child off slightly early (ie: 8.45 am) because of a sibling's assembly at school, staff will do their best to accommodate you but please provide as much notice as possible as staff are very busy in the mornings setting the rooms up and preparing activities for the day.

Each age group, Caterpillars and Butterflies have their own separate entrances into the building. Caterpillars to the right of the building (as you are looking at the building) and Butterflies to the left (as you look at the building). This is to maintain our high standards of safety, ensuring they are no large groups of parents and children waiting in one area.

On arriving in the building, the parent will leave coats and bags on their child's peg. Once the door is opened at 9.00am, the parent can take the child into their room and settle the child.

Once the parent is happy the child has settled, they will leave through the same door and exit the building.

A member of staff will be present at the door to the Caterpillar and Butterfly room to welcome the children in, and to ensure the parents are happy when they leave.

Once all the parents have left the building, the main doors will be shut. We have in place a buzzer entry system.

Collection

The entrance into Kindergarten is via a gate, which is situated on the school side of the road. There is another access into Kindergarten, which is through the council owned play area. The building can be easily accessed by a wheelchair.

Parents can access the building by pressing a buzzer. Each entrance has a buzzer system. The buzzer can be heard in the relevant rooms. Staff can open the main doors in the classroom once they have ascertained who is at the door.

At the end of each session, parents will collect their children from the appropriate room. Access to the Caterpillar room is from the entrance to the right (as you look at the building) and access to the Butterfly room is from the entrance to the left. We have collection times at, 12o'clock, 1.00pm and 3.30pm.

A member of staff will greet the parents at the door. Parents will be shown into the classroom to collect their children and they are asked to please collect any work from their child's tray before leaving the building.

Once all parents and children have left the building, a member of staff will ensure the doors are locked.

Illness

The information below details the minimum exclusion periods for illness and communicable disease under advice from the Kent Health Practitioners Unit. Please help to prevent the spread of illness by adhering to these exclusion periods.

If you are unsure about your child's ailments please contact the Kindergarten on 01892 724 805 for advice.

Disease/illness	Minimum exclusion period
Antibiotics prescribed by a doctor	First 2 days at home
Temperature	Must be off for 24 hours after symptoms
Vomiting	Must be off for 48 hours after symptoms
Conjunctivitis	Kept at home for 2 days; thereafter until eyes are no longer weeping
Diarrhoea	48 hours
Chickenpox	Minimum of 7 days or until blisters have scabbed over
Gastroenteritis, food poisoning, salmonellas, e-coli	Until authorised by District Community Physician
Infective hematites	7 days from onset of jaundice
Measles	7 days from appearance of the rash
Meningococcal infection	Until recovered from the illness
Mumps	Until the swelling has subsided and in no case less than 7 days from onset of illness
Pertussis (whooping cough)	21 days from onset of paroxysmal cough
Poliomyelitis	Until declared free from infection by District Community Physician
Rubella (German Measles)	7 days from appearance of the rash
Scarlet fever and streptococcal infection of the throat and tonsillitis	Until appropriate medical treatment has been given and in no case for less than 3 days from the start of treatment
Tuberculosis	Until declared free from infection by the District Community Physician
Typhoid fever and Paratyphoid	Until declared free from infection by the District Community Physician
Impetigo	Until the skin is healed
Pediculosis (lice)	Until appropriate treatment has been given
Plantar warts (Verrucas*)	No exclusion. Should be treated and covered
Ring worm of scalp	Until cured
Ringworm of body	Seldom necessary to exclude provided treatment is being given
Scabies	24 hours after treatment has been given
Hepatitis A	7 days after onset
Fifth Disease (Slapped Cheek)	Until clinically well with no fever
Swine flu	For confirmed cases no less than 3 days after completion of antiviral drugs (total of approx of 8 days as treatment last 5 days).

Comments and Complaints Procedure

As a member of the pre-school Learning Alliance we aim to provide the highest quality education and care for all of our children. We aim to offer a welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play.

We believe children and parent/s or carers are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parent/s or carers and the community generally and we welcome suggestions on how to improve our group at any time.

Making concerns known

Parents/Guardians who may have concerns about any aspect of the group provision are advised to approach Tina Walker or Sarah Russell (Co-Supervisors) or Claire Pinfold who is the Chairperson of the Management Committee.

Following on from verbal communications if a parent/carer would like to put their complaint in writing they may do so either by emailing comments@horsmondenkindergarten.com or by completing a complaint form which can be obtained from the administrator or downloaded off the website.

All findings and recommendations from further investigations will be fed back in writing within 28 days of the complaint being received.

If after receiving the feedback you are not satisfied with our response to your concern or complaint, please contact us and we will try to deal with your unease.

Any discussions or action points arising will remain confidential at all times. Parents are able to review a summary of all complaints made on request to the administrator.

Horsmonden Kindergarten are required to provide Ofsted, on request, with a written record of all complaints made during any specified period and the action that was taken as a result of each complaint.

Parents may wish to approach Ofsted directly at any stage of the complaints procedure.

The address and telephone number of our Ofsted regional centre are:

The National Business Unit
Ofsted
The Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

Tel: 0300 123 1231
Website: www.ofsted.gov.uk/parents



Committee Management

The Kindergarten is registered charity managed by an elected Committee of volunteer parents, which ensures that the major decision making is in the hands of the parents. The Committee is responsible for reviewing both policy and practice and for the employment and appraisal of the members of staff.

There are various roles and responsibilities within the Committee, namely Chairperson, Treasurer, Secretary, Human Resources and Payroll. Other pivotal roles include the co-ordination of fund raising, organising Kindergarten events and managing the property. Involvement in the Committee is purely voluntary and although the duties undertaken are varied and sometimes time-consuming, it is a worthwhile and enjoyable commitment without which the Kindergarten would not be able to function.

The Annual General Meeting, at which the Committee for the following year is elected, is held in the autumn. Parents are encouraged to attend and new members are always welcome.

Current Committee

Claire Pinfold	Chairperson
Carol Fowler	Secretary
Caroline White	Treasurer
Cath Davis	Human Resources
Annette Holborn	Committee Member
Debbie Reekie	Committee Member
Donna Collins	Committee Member
Evelyn Corney	Committee Member

Fund Raising

Although we receive a fee income and Government funding, it is imperative for the Committee to maintain a healthy fundraising schedule to ensure that the financial needs of the Kindergarten are met. The Christmas Raffle, Sports Day, Farmers' Market Refreshments, End of Term Parties are examples of regular successful fund raising events. All are encouraged to participate and new ideas are always gratefully received!

Parental involvement

The Kindergarten actively encourages the parents of the children to assist in the daily running of the Kindergarten. There are weekly rotas for washing, which are posted on the notice board in reception, and parents are encouraged to help with fundraising activities such as running the stall at the Farmer's Market, helping out at end of term parties or maybe joining the committee.

Unlike many kindergartens, parental assistance in the classroom is not compulsory. Sufficient staff are employed to meet the needs of the staff to pupil ratio. However, the Kindergarten actively encourages those parents with a special skill, e.g. music, drama, or an occupational specialist such as a Doctor or Policeman, to get involved with the Kindergarten. The children love to receive special visits and who knows, you may inspire someone in the future! We are also always grateful when a parent is able to step in at short notice to cover an unexpected staff absence or as part of planned cover for staff training. A list of parents able to provide cover on an ad hoc basis is maintained in the Kindergarten lobby.

Playgroup

Cheeky Monkeys is run and managed by Horsmonden Kindergarten. The aim of the playgroup is to provide a stimulating and fun outlet for parents with toddlers and babies living in and around the village of Horsmonden.

The main purpose of the group is to provide:

- An introduction for babies and toddlers to social play.
- Access to toys, games, learning and development outside of the home environment.
- A venue for parents and carers to engage with others for support, discussion, chat and fun.
- An outlet where advice can be sought on childcare issues in a safe and relaxing atmosphere.
- A facility open to all regardless of age, gender, race, ability or religious beliefs.
- A structured play environment prior to the child starting kindergarten.

The Group meets every Tuesday between 9.00am and 11.00am during school term times at the Kindergarten in the Caterpillar room. The charge is £3.00 for the family, which includes tea or coffee for parents and carers and a healthy snack for the children.

Please note that parents and carers are responsible for their children's health, safety, welfare and behaviour at all times.

For further information visit us on a Tuesday morning or call Marcella on 01892 724 805.