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The Cygnets  
Milton Pre-School



Prospectus  
2023-24

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## Welcome

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We know that starting pre-school is a very important milestone in your child's life and we also appreciate how important it is for you too.

For your child, this may be the first time they have been apart from you on a regular basis and we understand how important it is in their development that this experience is as positive as possible.

Some children adapt to their new routine very quickly, and some children take a little longer to get their bearings. You have the reassurance that, at Cygnets, we will always place the safety, welfare, development and emotional needs of all our children at the top of our priorities. We offer a secure, happy and stimulating environment, where independence, self-confidence, consideration for others, and good manners encapsulate every session that your child attends.

We welcome all pre-school children aged 2 and over in mixed age rooms to allow our children to benefit from vertical learning. Our building consists of two classrooms, Bumblebee and Ladybird and we have a multi-zone outdoor area.

We hope that our prospectus has all the information that you need however you may find more useful information on our website.

If you do find yourself with further questions, please do not hesitate to email [office@cygnets.org.uk](mailto:office@cygnets.org.uk).

# Mission Statement

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## **Our Vision**

To operate an outstanding quality provision for our community, that consistently provides exceptional standards of care and education for each child within our setting. Furthermore, to ensure a sustained capacity for continuous improvement and development for the setting through a committed, enthusiastic, and highly qualified committee, management and staff team.

## **Our Aims**

At the Cygnets Milton Pre-School, we aim to:

- Continually strive to create a warm inclusive, and nurturing environment in which children feel physically and emotionally safe.
- Gain a holistic view of each child, by developing close and supportive relationships with families and engaging effectively with outside professionals.
- Establishing starting points and gaining a view of each child's experiences and attainment on entry to ensure accelerated progress is made from the very start of their Pre-School journey.
- Create a homely atmosphere in which every practitioner knows every child, and every child's individual needs are identified, valued and met in order to support each child in reaching their full potential.
- Celebrate our diverse community, embracing and learning from our unique differences.
- Welcoming parents into the setting to share the marking of festivals and celebrations which are significant to them.
- Developing and delivery of a high quality SEND provision, which enables all children to make accelerated progress.
- Give children the foundations to achieve a lifelong love of learning.
- Provide children with unique and exciting activities and experiences which promote development in all areas of learning through delivery of the Early Years Foundation Stage.
- Encourage a British values rich environment in which, Democracy is practiced, Rule of Law is observed, Respect and Tolerance is promoted, and Individual Liberty is celebrated.
- Support children to develop self-resilience and confidence in their own abilities.
- Ensure all of our practitioners have a deep passion of the early years and are enthusiastic in their roles and have a continuous drive for professional development.

## Our Ethos

The Cygnets Milton Pre-School is a well-established setting, in a purpose-built building on the Milton Primary School site, which is in the heart of the Milton community. We have a well-established and experienced staff team at Cygnets. All practitioners have a genuine and deep care and passion for the Early Years and children's development and wellbeing which is an asset to our Pre-School. We are proud to offer a **safe, nurturing environment** within which each child is supported on their own unique journey to make excellent progress throughout their time at Cygnets. Each child is valued and celebrated for their individuality, their respective backgrounds, and experiences, all of which make Cygnets a unique and diverse setting. Our Pre-School environment is engaging, calm and nurturing and the children's happiness and wellbeing is always our number one priority. Our home-from-home atmosphere enables the children to develop a sense of security and allows them to excel in all areas of their development. Our setting provides a **language rich environment**, where words are valued and children are supported to develop a lifelong love of books, stories and language through our Big Idea. Play skills are supported and developed by the use of loose parts which provides opportunity for combining selection with a high level of creativity and imagination; there are endless possibilities for how the materials can be engaged with.

**Safeguarding** is at the heart of all we do. The Cygnets Milton Pre-School fully recognises the responsibility to have arrangements in place to safeguard and promote the welfare of all children. It is the responsibility of each person within our setting and our community to report and act upon concerns within a well-understood and effective safeguarding system.

We recognize that the development of **self-regulation** and social skills is essential for children to experience success in their education and throughout life. We aim to offer a consistent emotionally literate environment where mindfulness and other lifelong skills for emotional regulation are taught and supported.

We **value working together** with children's parents/carers and shared settings, to gain a holistic view of each child. We aim to share with each primary caregiver our understanding of their child's development to empower parents. This is achieved by an ongoing dialogue about home and school observations of the child, offering opportunities for active involvement in sessions and consultations.

Passionate **SENCo, ENCO** and **Cultural Capital** leads ensure all children, irrelevant of their starting points, make sustained progress early in their pre-school journey. We recognize that many children may have factors in their lives, both short-term and long-term, which can make it more difficult to realise their full potential. We aim to work sensitively with a child's family to implement effective interventions to overcome any barriers to learning and to effectively safeguard all children. We strive to offer a provision which is rapidly responsive to identified needs as we understand that early intervention is key to helping children to achieve the best outcomes.

The Cygnets Milton Pre-School strives to deliver a high-quality childcare provision where all children are safe and secure for our diverse and unique community.

# Meet the Team

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New faces sometimes bring apprehension, however, all our team are friendly and approachable and care deeply about all the children at Cygnets.

All staff are first aid trained, have taken basic child protection training and continually work to update their own professional development. You can find a list of all the qualifications our staff team hold on our website.

You can show their images to your child before they meet for the first time and help them to build connections between faces and names.



**Deborah**

Pre-School Manager  
Designated Person  
Safeguarding Lead  
SENCo



**Faye**

Deputy Pre-School Manager  
Designated Person  
Safeguarding Lead  
Behaviour Lead



**Ali**

Office Manager  
Health and Safety Officer

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## Bumblebee Room

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**Danielle**  
Room Leader  
Level 3



**Debbie**  
Level 3



**Jo**  
Level 3



**Alice**



**Marian**

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## Ladybird Room

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**Sarah**  
Level 3



**Caroline**



**Maggie**

Level 2

## Meet the Committee

Cygnets is run by an elected committee, most of whom are parents that have children at the setting. As a registered charity, Cygnets could not operate without the committee. The committee meets each half term and is responsible for overseeing the management of the pre-school including recruitment of staff and reviewing policies and practices.

The committee is officially elected at the Annual General Meeting in October, however, anyone interested in joining the committee can join throughout the year.



**Lianne Stanford**

Chair



**Nick Jones**

Vice Chair



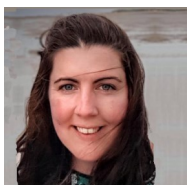
**Sue Williams**

Treasurer



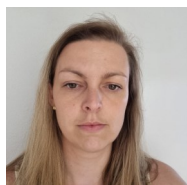
**Simon Bradley**

Secretary



**Nicola Boak**

Committee  
Member



**Zoe Pattison**

Committee  
Member



**Fiona Pollard**

Committee  
Member



**Sonali Saccaram**

Committee  
Member

If you would like to find out more about joining our committee, please contact Lianne Stanford, Committee Chair, in the first instance ([chair@cygnets.org.uk](mailto:chair@cygnets.org.uk)) or Ali Macklin, Office Manager ([office@cygnets.org.uk](mailto:office@cygnets.org.uk)).



# Family

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Family is a GDPR-compliant digital platform that offers early years settings an all-in-one solution for communication, learning journals, and invoicing.

As a parent/carer you will be able to:

- See your child's activity through fortnightly observations
- Edit your child's personal information
- Respond to permissions
- Add contacts
- Add your own observations
- View and respond to accidents and incidents
- Access Learning Journals
- Message the Pre-School
- View your account history
- Edit your settings

As with all learning journals, there will be many times when a photo is taken for use in your child's learning journal that includes more than one child. We would like to be able to share this as a record of the friendships your child has formed during their early years, and the activities they enjoyed. We do, however, need to ensure these images are accessed and viewed in a safe and secure way. Family has been chosen specifically for the associated Data Protection capabilities as it has all the necessary security blocks and measures installed.

Before your child starts their sessions, you will receive an email inviting you to register for Family. Please ensure you activate your account promptly and complete the necessary sections. Family has a range of online videos to support parents with activating and setting up their child's account, but please do not hesitate to get in contact if you have any queries.

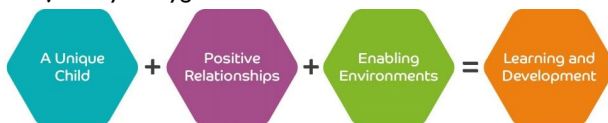


# Curriculum

## Curriculum Statement

The curriculum is the totality of all the learning experiences that children have throughout their pre-school journey at Cygnets.

Our delivery of the curriculum considers the four guiding principles of practice to ensure that the



The four guiding principles of practice in EY settings

learning experiences our children partake in grasp every opportunity for learning and development.

Our full curriculum can be found on our website.

## Early Years Foundation Stage Framework

At Cygnets we believe every child deserves a learning experience that supports and enables them to fulfil their potential. The Early Years Foundation Stage (EYFS) Framework sets the standards that all early years providers must meet to ensure that children learn and develop appropriately and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

There are seven areas of learning and development with each area having its own Early Learning Goals (ELGs). All seven help provide the structure for our learning plans at Cygnets, which we enhance with a wide variety of rich experiences that are crucial to child development. All areas of learning and development are important and interconnected. The areas are:

- communication and language
- physical development
- personal, social and emotional development
- Literacy
- Mathematics
- understanding the world
- expressive arts and design

You can find more information about the EYFS Framework at:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

## Big Idea

Our Big Idea approach creates a balance of deliberate teaching and spontaneous learning that puts each individual child, language and literacy at the centre of our planning cycle. Children's learning is scaffolded to ensure each child's starting points are considered and excellent progress is made through a balance of independence and adult support resulting in personalised learning that integrates children's individual interests and stages of development. Children are encouraged to take age-appropriate risks, develop a problem-solving attitude, and are supported to self-regulate.

Due to its flexibility, the Big Idea in each room is tailored and adapted to the needs and interests of the children. The Big Idea in each room is communicated via Family at the beginning of each new unit.

## Assessment and Progress

### *Progress Checks – 2 years old*

Shortly after your child turns 2, your child's key worker will give you a written summary of your child's progress in the three prime areas of learning:

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

This check will highlight areas where your child is progressing well but will also identify where they may need some extra help or support. You may find it useful to share outcomes with other professionals such as health visitors who may use it as part of their health and development review.

### *Termly Child Progress Meetings*

Each term you will be invited to a face-to-face meeting with your child's keyworker. The aim of this session is for your keyworker to share information about your child's development and wellbeing as part of their pre-school journey. It is also an opportunity for you to discuss anything you feel is necessary for your key worker to know and to ask any questions. These meetings do not replace the ability to contact either the pre-school or your child's keyworker at any time during the term, but they allow a designated time to speak about how best to support your child's personal progress.

The dates for the child progress meetings in Autumn term are:

Tuesday 7th November      Bumblebee Room

Wednesday 8th November      Ladybird Room

# Opening Hours

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Cygnets is open during term time (38 weeks per year) Monday to Friday, 9:05-15:05.

## Session Times

Cygnets run two sessions per day.

Morning 9:05-12:05

Afternoon 12:05-15:05

Children who are attending all day or just afternoon sessions must bring a healthy packed lunch with them (please see FAQs for further information about healthy lunches)

## Term Dates

### *Autumn Term*

Friday 1st September	Training Day (Cygnets Closed)
Monday 4th September	Training Day - Home Visits
Tuesday 5th September	Training Day - Home Visits
Wednesday 6th September	First Day of Autumn Term
Monday 23rd - Friday 27th October	Half Term (Cygnets Closed)
Wednesday 20th December	Last Day of Autumn Term

### *Spring Term*

Thursday 4th January	First Day of Spring Term
Monday 19th - Friday 23rd February	Half Term (Cygnets Closed)
Thursday 28th March	Last Day of Spring Term

### *Summer Term*

Monday 15th April	First Day of Summer Term
Monday 27th - Friday 31st May	Half Term (Cygnets Closed)
Thursday 18th July	Last Day of Summer Term

# The Pre-School Journey

## Before Your Child's First Session

The first few sessions at pre-school can be a daunting prospect for children. Below we have listed some ideas of how you can introduce the idea to your child to help them be more at ease on their first few days. These are not exhaustive, however you are more than welcome to contact us for support or visit our website where you will find some further ideas of how to help your child settle.

### **Get Your Child Used to Leaving You**

Begin by leaving them for short periods of time and gradually increase.

### **Use the Language of Time When Leaving**

Talk about where you are going and when you will be back using words like, 'soon' and 'later'.

### **Read Some Books About Starting Pre-School**

This can help your child to begin to recognise some routines.

### **Engage in Pre-School Role Play**

Your child could pretend to be the teacher or they could dress up in their uniform.

### **Talk About Pre-School**

Talk to your child about their feelings and emotions about pre-school and answer any questions they have.

### **Practise New Routines**

If you can, try out the new journey to school. Spot things along the way discuss the route you will take.

### **Stay Positive**

Keep all discussions about pre-school positive. Describe it as a place your child will enjoy, have fun and make new friends.

### **Visit Pre-School**

If you can, visit the pre-school during open days or contact us to discuss a time to visit.

### **Familiarise Them with Keyworker**

Show them a picture of their keyworker. These can be found online or in section 2.

## Developing Your Child's Independence

Before starting pre-school it is helpful for you to begin developing your child's self-care needs. Though it is not essential for your child to be able to do everything we list here, we do encourage that they begin to recognise things they can do for themselves.

- Ask to go to the toilet/ say when they are wet.
- Wash and dry own hands.
- Blow their own nose.
- Put rubbish in the bin.
- Put on and take off their own coat and shoes.
- Hang up their own coat, bag and lunchbox.
- Carry their own bag and lunchbox.
- Carry their own cups and plates.
- Use zips and fastenings on their own clothing.
- Get used to regular routines throughout the day.

## Settling In

In order to ensure a smooth transition into pre-school we have adopted a settling in procedure. This enables all children to have quality interactions with their keyworker before they start their normal sessions. We judge a child to have settled in when they have formed a relationship with their keyworker, have become familiar with where things are, are pleased to see other children and are willing to participate in activities.

The procedure is as follows:

- A home visit is offered which enables children to get to know their keyworker in a surrounding they are comfortable in.
- Two settling in sessions then take place at the setting. Dates and times will be discussed with you on your home visit.

*Session ONE* - An hour of play in your child's classroom with a parent/ carer.

*Session TWO* - An hour of play in your child's classroom without a parent/ carer.

Children are able to begin their normal sessions provided that their settling in sessions have gone well. We do recommend that even if these sessions go well, a parent or carer is available for the first few weeks in case their child finds multiple sessions tricky.

## Your Child's First Session

It is important to set the stage for your child's first session at pre-school. Below are some suggested ideas to ensure your child's first session goes well.

Although we will make every effort to ensure a successful first session at Cygnets, some children, especially younger ones, will take longer to settle in.

### Leave Enough Time

Try to give yourself time to get to pre-school before the door opens but not too much time that you are waiting around for the door to open.

### Repeat Familiar Routines

Use language that is familiar to the child for when you are leaving them.

### Let Your Child Lead

If your child goes into pre-school without following a familiar routine, decide whether it is necessary to complete the routine before calling them back.

### The Day Before

Explain to your child that they will be going to pre-school the next day. Set out their uniform or a comfortable outfit to reinforce the new routine.

### Keyworker

Remind your child of who their keyworker is and other staff they may meet. Show them their keyworker's picture and remind them of their name.

### Be Around

Sometimes your child will need you to return because they are unsettled. Ensure someone can be around to collect them if they are particularly distressed.

We reserve the right to not accept a child into the setting without a parent or carer if the child finds the experience too distressing. If this is the case, we will discuss with you a plan of how to proceed, however this may require that a parent or carer remains with the child in the setting until they are settled.

## What to Bring with My Child (Please name everything)

- Coat or Sunhat.
- Change of clothes (if potty training please put adequate changes in bag)
- Nappies and wipes, if needed
- Water bottle
- A lunchbox if staying for lunch
- Fruit for shared snack

## Daily Timetable

It is essential that your child arrives at pre-school at the start of the session to ensure they are familiar with the Big Idea. Children who participate in these activities usually find better success in achieving their learning goals.









### Morning

- 9.05** Children arrive
- 9.10** Big idea story
- 9.30** Free flow (open decking) / self-initiated learning
- 11.00** End of Rolling snack time
- 11.05** Pre-schoolers key group focus time (2-3 times a week)  
Non pre-schoolers continue to play
- 11.40** Tidy up time
- 11.45** Mindfulness time (2 times a week)
- 11.50** Split group time
- 12.05** Home time / lunch time

Our daily timetable is detailed above, however, this may change from time to time. The afternoon session repeats the morning timeline.

You can also see our daily timetable in visual form which we use with the children to help them understand the timetable too.

Please do share this with your child before starting pre-school to get them used to some of the language we will be using.

	Big Idea story time
	Free-flow time
	Snack time (within free-flow time)
	Some children have key group time
	Tidy up time
	Group time or mindfulness time
	Home time for AM children <b>OR</b>
	Lunch time - PM children arrive

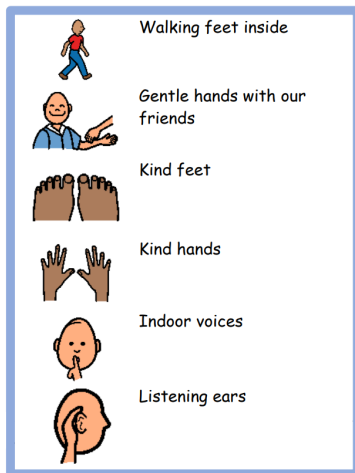
Afternoon repeats the morning timeline



## Boundaries

Our pre-school boundaries are discussed with our children each term. Visuals are displayed in our classrooms to support children's understanding. Resources, such as timers, are used to promote independence in problem solving issues, such as sharing with their friends.

Some common visuals we use in the setting are pictured below. They encompass expectations we have of all children. They provide a positive reminder for the following:



No running.

No hitting, kicking, punching, poking etc.

No shouting.

Listening to adults and peers.

Please share these visuals with your child before starting pre-school. It may be helpful to them about what they mean and how they can show these actions.

It might also be helpful to talk about what steps they could take if they feel someone is not following these.

# Admissions

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## Forms to Return

- Registration Form
- All About Me Form
- Taking and Using Digital Images of Children/Young People Consent
- Child Observation Checkpoint

## Fees and Funding

Fees from September 2023

If your child is not eligible for funding (see below) or if you have chosen to pay for additional hours the fees are:

- £6.25 per hour for 3 year old children
- £6.50 per hour for 2 year old children

### *Early Years Funding*

The Childcare Choices website offers a comparison guide for the different ways you could reduce your childcare costs. However, a basic guide is below.

### *Two Year Old Entitlement*

Some two year olds are entitled to funded early learning and childcare. The eligibility starts the school term after the child's second birthday. For eligibility and for more information please visit <https://www.gov.uk/help-with-childcare-costs/free-childcare-2-year-olds>. To find out if you are eligible, you will need the National Insurance Number, date of birth and surname of the person in receipt of the qualifying benefit. You can also apply by phone via the Education Welfare Benefits team on 01223 703200.

### *Universal Entitlement*

All children become eligible for funded childcare and early learning places from the school term after their third birthday. All three and four year olds are entitled to a maximum of 15 hours per week for 38 weeks of the year free early education per year.

### *Extended Entitlement*

Three and four year olds of working parents may be able to access an additional 15 hours per week if they meet certain criteria. for more information and to check eligibility, go to the website <https://www.childcarechoices.gov.uk/>

# Policies and Procedures

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Cygnets has many policies and procedures that shape the way care is provided for your child. Our policies can answer many questions about the way your child is looked after while they are at Pre-School. Our Policies and Procedures can be viewed on our website.

Our policies cover the following:

- Child Protection
- Suitable People
- Staff Qualifications, Training, Support & Skills
- Key Person
- Staff : Child Ratios
- Health
- Managing Behaviour
- Safety, Stability of Premises, Environment and Equipment
- Equal Opportunities
- Information and Records

## **Lockdown Invacuation Policy**

A lockdown invacuation policy is in place for a variety of reasons. These may include:

- A reported incident / civil disturbance in the local community (with the potential to pose a risk to staff and pupils in the school)
- An intruder on the school site (with the potential to pose a risk to staff and pupils)
- A warning being received regarding a risk locally of air pollution (smoke plume, gas cloud etc)
- A major fire in the vicinity of the pre-school
- The close proximity of a dangerous animal roaming loose

Although we do not publish our Lockdown Policy, a hard copy is available on site and can be viewed on request. At Cygnets, we called this procedure 'Quiet Practice'. The children understand that they must all group together and stay quiet for a duration of time during which a member of staff will read a story. This is not a frightening experience for the children and most see it as a new adventure.

Please do speak to a member of staff if you have any concerns regarding this policy.

## **Safeguarding Procedure - Absence of a Child**

Attendance at pre-school has a positive impact on children's learning and development. 'High quality pre-schooling is related to better intellectual, social and behavioural development for Children' (EPPE project).

It is through regular consistent routines that they build up the secure relationships and the positive attachments they need. Young children find it easier to build and sustain a range of social relationships when they regularly attend their childcare setting.

Regular attendance and being on time helps many young children separate from their parents or carers and settle more readily into daily life providing them with opportunities to develop their personal, social and emotional skills.

### *Overview of Procedure*

#### **First Day Contact**

If a child fails to attend and parents/carers have not contacted the setting, a member of staff will ensure a phone call takes place to verify reason for absence.

- If contact is made, the reason for absence and expected day of return will be recorded on Family.
- If no contact can be made of the first day of absence, we will record this on Family.

#### **Consecutive Sessions Missed**

If no contact has been made on the first day an attempt to contact parents will be made again.

If parents cannot be contacted, the child's keyworker will ring the alternative emergency contact numbers on the registration form. If emergency contacts cannot be reached, then the keyworker will report this to the on-duty Designated Person. The Designated Person may deem it necessary to carry out a home visit, contact shared provisions and/or siblings' schools or settings for more information.

#### **Multiple Non-Consecutive Sessions Missed**

If any child's attendance starts to cause concern, the Designated Person may deem it necessary to carry out a home visit, contact shared provisions and/or siblings' schools or settings for more information. This helps establish whether there are issues only for an individual child or the family as a whole. This will help us to identify where we can provide support or advice.

Please do speak to a member of staff if you have any concerns regarding this policy.

# Children's Health and Well Being at Cygnets

## PANTS

At Cygnets, we accept our responsibility to protect children in our care from abuse and to support children to protect themselves. Every term and regularly throughout the academic year we teach children about the importance of keeping their body's safe, what is appropriate and inappropriate touching and labelling their body parts.

This includes teaching children the words penis and vagina.

We use the NSPCC PANTS acronym to do this.

We also teach children the PANTOSAURUS song.

*What's in your pants, belongs only to you, your pants cover up your private parts.*

*Your private parts belong only to you, if someone asks to see, just tell them "no."*

*Pants, Pants, Pantosaurus. Pants, Pants, Pantosaurus.*

*Pantosaurus likes to wear his pants, he wears them all day long,*

*They cover up his private parts, and that's what makes him strong.*

*If someone asks to see or tries to touch him underneath them,*

*He tells them "no!" then tells someone he trusts and likes to speak to.*



A parents guide to supporting their child can be found on the NSPCC webpage

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/>



## Self-Regulation and Mindfulness

Mindfulness is about focusing on the present and being aware of what is going on both inside and outside, in a non-judgmental way. It's about noticing physical sensations and emotional responses, as well as your connection to other people and to your surroundings. In Pre-School we practice these skills daily to learn to focus, increase our attention span, understand, and regulate our emotions, manage our stress responses and general wellbeing. Learn to become more aware of our bodies and our sense, build a connection with the natural world and help us to develop empathy and compassion for others.

# FAQs

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## Can I park at Cygnets?

Please be aware there is no parking at Cygnets. Milton CE Primary School encourage families to undertake the 'take 5' initiative. This is asking families to park a 5-minute walk away from school to free up the roads at the entrance of the school and ensure the safety of pedestrians.

The White Horse and Lion and Lamb allow use of their car parks for the school run and these both fall within the 5-minute walking zone. Please note the Butt Lane entrance via the Primary School is only open in the morning and again at 3.15pm.

## What do I do if I need to mark my child as absent?

Please ensure you notify us via Family if your child will be absent from pre-school, so we can record it.

Please do not send your child to pre-school if he or she is unwell. You can refer to the website below for a list of infections and exclusion periods if applicable.

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/children-and-young-people-settings-tools-and-resources#exclusion-table>

## What should I dress my child in for pre-school?

Everything you send in with your child should be named. All children will need:

- a **backpack/bag** big enough to have a complete change of clothes in and to be able to send art work and letters home in
- a **coat**
- **clothes they can easily manage** such as elasticated waists, not buttons, belts or dungarees if possible to promote independence
- **clothes that can get dirty** - at pre-school we have daily activities which can be messy such as paint, glue and various sensory play materials. Please **do not send your children in their best clothes**, as we cannot guarantee clothes will stay clean
- **shoes** with Velcro fastenings are preferable to buckles and laces
- children should **not wear jewellery**, excepting for religious reasons, but studs are acceptable with pierced ears

## **Do you have a uniform?**

We have t-shirts and jumpers with the Cygnets logo which are available to buy.

Uniform is not compulsory but remember your child will get messy so please do not send your child in anything that you do not want to get messy! All clothing should be named.

## **Do you provide food?**

All snacks and lunches are provided by parents.

Snack is sharing snack and we ask for parents to donate a healthy snack (for body and teeth), either on daily or weekly basis, e.g. a piece of fruit a day or a bag of fruit a week.

We appreciate receiving a variety of fresh, tinned and packet food. If unsure, please contact us for more details.

Lunches should be provided by parents for children in a full day or afternoon session. It should be sent in a lunchbox or suitable container containing an ice pack, clearly marked with your child's name.

Ideas for healthy packed lunches, snacks and a healthy lifestyle can be found on the NHS start4life website <https://www.nhs.uk/start4life/toddler/>.

Please note that Cygnets is a **nut free setting**. This includes chocolate spread containing nuts and snacks where nuts are common. Please do also check foods for special dietary requirements as these can often contain nut products.

## **Will my child need sunscreen?**

Children attending half day sessions are expected to arrive at pre school wearing a suncream to protect them for the duration of their session. For those children that attend for a full day session, parents should apply cream to their children before they come to pre-school and staff will assist the child in re-applying suncream when necessary. Cygnets will store and use Nivea Sun, Kids protect and care 50+ 5\* UVA for which consent will be required via Family. Parents are asked for a voluntary donation of £1 for the year towards the cost of the suncream.

In the case of allergies or sensitive skin please speak to your child's keyworker.

Children will be encouraged to develop responsibility for applying their own cream with support and supervision of a member of staff.

## **THE CYGNETS MILTON PRE-SCHOOL**

Milton Primary School Site  
Humphries Way  
Milton  
Cambridge  
CB24 6DL

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The Cygnets Milton Pre-school



