

Old Park Nursery Early Years Prospectus Policy



Date: September 2018

Signature: _____

(Review: September 2019)



Early Years Prospectus Policy.

Safeguarding and Welfare Requirements: Information and Records.

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

Provider name: Old Park Nursery (Ofsted registered as Old Park Primary School 133270 and maintained sector as Nursery Class at Old Park Primary School)

Address: Old Park Nursery, Old Park Primary School and Nursery, Brunel Road, Malinslee, Telford, TF3 2BF

Telephone: 01952 567967/387250

Email: oldpark.nursery@taw.org.uk

Old Park Nursery aims to:

- provide high quality care and education for children below statutory school age;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of the local community; and
- offer children and their parents a service that promotes equality and values diversity.

Parents

Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and

- included at all levels

As a community based nursery, we also depend on the good will of parents and their involvement to keep going. Membership of the nursery carries expectations on parents for their support and commitment.

Children's development and learning

We aim to ensure that each child:

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

The Early Years Foundation Stage

The provision for children's development and learning is guided by the Early Years Foundation Stage (DfE 2014). Our nursery reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage.

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 the individual needs and there is a strong partnership between practitioners, parents and carers.

Learning and Development

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

The Areas of Development and Learning comprise:

Prime Areas

- Personal, social and emotional development
- Physical development
- Communication and language

Specific Areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

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

The *Developmental Matters* guidance sets out the likely stages of progress a child makes along their learning journey towards the Early Learning Goals. Our nursery has regard to these matters when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

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

Physical development

- moving and handling; and
- health and self-care.

Communication and language

- listening and attention;
- understanding; and
- speaking.

Literacy

- reading; and
- writing

Mathematics

- numbers; and
- space, shape and measure.

Understanding the world

- people and communities;
- the world; and
- technology.

Expressive arts and design

- exploring and using media and materials; and
- being imaginative.

Our approach to learning and development and assessment

Learning through planning in the moment

Children are most engaged when they are undertaking activities that are child initiated and based on children's current interests. When children show high levels of involvement, that is when there is

progress and development occurring – when the brain is at its most active. Planning in the moment helps to make this possible.

By providing an open ended and enabling environment supported by skilful staff we are able to seize the moment when a child shows a level of interest and curiosity. We can then draw out and extend these moments. Different children will engage in a range of ways, 'In the Moment Planning' ensures that every child's experiences are acknowledged and built upon.

Characteristics of effective learning

We understand that all children engage with people and their environment through the characteristics of effective learning that are described in the *Developmental Matters in the Early Years Foundation Stage* guidance as;

- playing and exploring – engagement;
- active learning – motivation; and
- creating and thinking critically – thinking.

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

Assessment

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

We make periodic assessment summaries of children's achievement based on their ongoing development records. These form part of their children's learning journey. We undertake these assessments at termly intervals, as well as times of transition, such as when a child moves into a different group or when they go on to school.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime areas of learning and development: personal, social and emotional development; physical development; and communication and language; when a child is aged between 24 – 36 months. The key person is responsible for completing the check using information from ongoing observations and assessments carried out as part of everyday practice, taking account of the views and contributions of parents and other professionals.

Learning Journeys

The nursery keeps a record of achievement, what we call a Learning Journey for each child. Your child's learning journey helps us to collect information about your child's needs, activities, interests and achievements. This information will enable staff to identify your child's next stage of progress – what we call the next steps. You and the key person will then decide on how to help your child to move on to the next stage.

Working together for your children

We maintain the ratio of adults to children in the nursery that is set by the Safeguarding and Welfare Requirements. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

We are open for 38 weeks of the year for funded sessions – during school term time.

We are closed for: 5 staff training days (PD Days) – **Monday 3rd September 2018, Thursday 25th and Friday 26th October 2018; Monday 3rd June 2019 and Monday 22nd July 2019**, bank holidays and from Monday 24th December 2018 – Friday 4th January 2019.

We are open for five days each week.

We are open for full time day care and wrap around sessions from 8am until 4pm – term time only.

Funded sessions are during school term time, times are set as follows:

Sessions start at 8.30am and finish at 11.30am.

Afternoon session start at 12.30pm and finish at 3.30pm.

There is also after school care for children of reception age up to eleven.

The staff who work at our nursery are:

Name	Job Title	Qualifications and Experience
Mandie Haywood	Head Teacher	
Sarah Machin	Deputy Head Teacher	BED (Hons) Diploma SEN
Sarah Davies	Nursery Teacher	MSc , PGCE, QTS, BA (Hons)
Glenn Williams	Nursery Teacher	QTS
Sally Morris-Jones	Butterfly supervisor	NVQ L4
Sarah Turner	Ladybird supervisor	NVQ L4
Shavorne Osborne	Butterfly key person	BA (Hons)
Jodie Grey	Ladybird key person	NVQ L3
Vicky Stevens	Butterfly key person	NVQ L3
Lisa Beddow	Bumble Bee key person	NVQ L3
Hannah Flynn	Bumble Bee key person	NVQ L3
Mandy Walker	Bumble Bee supervisor	NNEB BSc (Hons)
Leanne Glover	After school supervisor	NVQL3
Laura Humpage	Bumble Bee key person SENCO	NVQL3
Helen Clench	Bumble Bee key person	NVQL3
Niki Sayers	Butterfly key person	NNEB
Bronwen Stones	After school key person	NVQ L3
Heather Askew	Ladybird key person	NVQ L3
Rachel Briggs	Nursery Accounts Manager	AAT L2
Julie Bates	Housekeeper	NVQ L3
Linda Heywood	Housekeeping	
Anita Saywell	Housekeeping	

How parents take part in the setting

Old Park Nursery recognises parents as the first and most important educators of their children. All staff see themselves as partners with parents providing care and education for their children. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as;

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- contributing to the progress check at age two;
- sharing their own special interests with the children;
- taking part in events and informal discussions about the activities and curriculum provided by the nursery;
- joining in community activities, in which the setting takes part; and
- attending parent information sessions;

Key person and your child

Each member of staff has a group of children for whom they are particularly responsible. However all staff will play a part in your child's learning and development. When your child first starts at the nursery, they will be supported by their key person.

Learning opportunities for adults

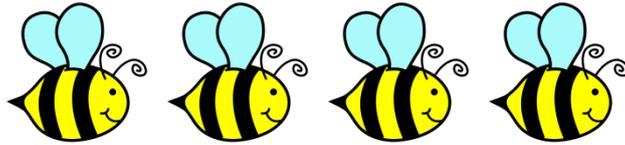
As well as gaining childcare qualification, our staff take part in further training to help keep up-to-date with thinking about early years and education. The nursery also keeps itself up-

to-date, with best practice, through various training opportunities offered by various local authorities and different training providers.

The nursery's timetables and routines

Our nursery believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the nursery are provided in ways that:

- help each child to feel that s/he is a valued member of the nursery;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group;
- provide children with opportunities to learn and help them to value learning;
- Our daily routines are subject to change depending on children's individual needs;



Bumble Bees Daily Routine

8.30/12.30 Welcome to Sessional Children.

9.30/1.30 Snack time.

Child Initiated Learning inside and out.

Planning in the moment throughout the session with groups and individual children.

11.15/3.15 Key Groups,
story/rhymes/singing/music/language activities.

11.30/3.30 Home time for sessional children.

11.45 Lunch

Nappy changing throughout the session as required.

11.00/3.00 Thursday is Becky's Music Monster



Ladybird & Butterfly Daily Routine.

8.30/12.30 Planning in the moment

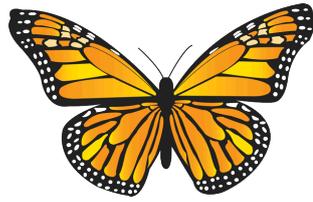
10.00/1.30 Independent snack time

11.00/3.00 Large Group Learning, Numbers,
Letters, Singing & Stories.

11.30/3.30 End of session

PE every Wednesday

Thursday is Music Monsters



Snacks and meals

In Toddlers we make snacks and meals a social time at which children and adults eat together. In Nursery we encourage children to access snack independently and self-regulate. We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs and we will make sure that these are met.

Clothing

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this. From January 2019, following consultation with parents, a uniform is being introduced.

Policies

Copies of the nursery's policies are available on our website or alternatively you can ask for a paper copy at the office or read them at your leisure in the foyer.

The nursery's policies help us to make sure that the service provided by the nursery is a high quality one and that being a member of the nursery is an enjoyable and beneficial experience for each child and his/her parents.

The policies are agreed by the staff team and school governing body which has co-opted members of the school and nursery community.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

Our employment practices ensure children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Special needs

As part of the nursery's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs or disability a child may have. The setting works to the requirements of SEND and has in place the SEND offer which is available on the website.

Our special educational needs co-ordinators are Sarah Machin and Julie Bebb, they are assisted by Mandy Rippon-Walker, Laura Humpage and Sarah Turner who supports SENCO at Old Park Nursery.

The management of our setting

The nursery is owned and governed by **Old Park Primary School and Nursery.**

Fees

All fees are payable monthly in advance. Fees must still be paid if children are absent. For your child to keep his/her place at the nursery, you must pay the fees.

For children in receipt of nursery education funding for two, three and four year olds – your children must attend regularly to maintain their place – children not attending, after a period of two weeks without notification, will forfeit their place. We always have a waiting list of eligible children who would like to attend.

Starting at our setting

The first days

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child settle into the setting. Our

