



# The Brampton Day Nursery Nursery Prospectus



Dear Parent/Guardian,

Thank you for enquiring about a place for your child at The Brampton Day Nursery, we hope the information you will find enclosed in this pack provides you with the information you require. Please contact the Nursery Manager should you have any further queries and we would encourage you to visit the nursery to sample the atmosphere and meet the staff.

In this pack you will find the following guidance:

- Nursery Prospectus.
- Current fees and terms.
- Pre-Booking Form.
- Information regarding the Early Years Foundations Stage. More information can be found at: <http://www.foundationyears.org.uk/early-years-foundation-stage-2012>

Yours sincerely

**Elizabeth Wiggam**

Elizabeth Wiggam  
Cert Ed, NNEB

## Prospectus

Situated on Brampton High Street, The Brampton Day Nursery is an extensive property, which has been sympathetically adapted, to provide a homely and welcoming childcare setting. To the rear of the property is a large garden, which provides a pleasant area for safe and secure outdoor pursuits.

At The Brampton Day Nursery we recognise the importance of early education in a child's development. The emphasis is on free play, structured activities and learning to lay the foundation for later school and to introduce the children to early numeracy, literacy and simple scientific investigation. The Nursery also has its own Pre-School Room. The children experience art, craft, music, dance, local visits, and walks. We encourage and develop the children's love of books from the earliest age.

### Our setting aims to:

Our aim is to provide a centre of excellence in Nursery care and education. Our belief is that each child is special and an individual. We strive for the highest standards within the Nursery. Our activities incorporate the Early Years Foundation Stage (EYFS) and we teach and foster confidence, respect for others, self-reliance, good manners and self-discipline. This helps to prepare the children not just for the next stage of their education, but also for the challenges of the modern world. We use the children's natural curiosity and enthusiasm to instil a real love of learning.

### In addition we aim to:

- 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.

### 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;
- has the chance to join with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

### The Nursery Area

The Nursery is split into three main areas, the Baby and Toddler rooms (0-2yrs), the 2-3yr room, and the Pre-school room (3-5yrs).

All rooms are on the ground floor. As a general guide a child will move from the Baby and Toddler room to the over two area around their second birthday. We are very flexible with this transition and allow children to move when they feel ready and are confident to do so. Within the Baby room two members of staff will always be on duty one of which will be a senior member of staff.

Within the 3-5 year age groups children will participate in free play and planned activities, which will include art, craft, singing and music sessions.

### Meals & Snacks

The Nursery Cook freshly prepares all meals. Lunch and high tea will be provided for the children daily. Lunch will normally be served at 12 noon and staff and children will sit and eat together. Food may be liquidised for younger children or alternatively parents may provide pre-prepared food. We also provide pureed fruit and vegetables for weaning babies. Special dietary requirements will be catered for wherever possible. High Tea will normally be served at 3.45 p.m. A copy of the daily menu will be displayed within the Nursery. In addition snacks will be provided for the children during the morning and afternoon sessions and will consist of fresh and dried fruit, crackers, cheese and milk or water.

**The Nursery operates a strict Nut Free Policy; please do not bring nuts or nut products or anything that may have been in contact with nuts onto the premises**

### Sleep & Rest

We provide a separate sleep room with cots for babies in our care. This allows them to rest peacefully as their routine requires it. For the older children at nursery, we encourage a quiet rest period after lunch, rest mats and blankets are provided. This quiet period helps the children prepare for the afternoon activities.

### First Aid & Sick Children

There is always at least one paediatric qualified 'First Aider' available in the Nursery. Should an emergency arise it may be necessary to arrange for medical help prior to contacting the parents. Whenever possible parents will always be contacted first if a child needs

medical attention. All accidents will be recorded in the Accident Book which parents will be asked to sign. It is very important that we are able to contact a parent or guardian in case of emergency; therefore we request that you keep your contact details up to date. If your child arrives at nursery with an injury which has occurred away from nursery, you will be required to record this on an "existing injury form".

If you suspect that your child may be ill or has been in contact with an Infectious Disease, it is important that you speak to the Nursery Manager before bringing your child to nursery. We do have to adhere to strict guidelines for managing infectious diseases and it may require that your child has to be excluded from nursery. If he/she becomes ill while with us, we may feel it more appropriate to contact you and ask you to take your child home. We do not have any facilities for caring for sick children

### Medication

Nursery staff are only permitted to administer prescribed medication. When this is required Parents are encouraged wherever possible to administer any medication that their child may require, however if it is required to administer medicine during nursery hours it will only be done under the direct supervision of the most senior member of staff on duty and in the presence of a second member of staff. Nursery staff will not administer any unprescribed medication, such as calpol. Medication must be clearly labelled and recorded in the Medicine Register by the parent.

*(Managing Medicines in Schools and Early Years Settings DFES Dep of Health March 2005).*

### The Staff

The Day Nursery employs on average 8 members of staff on a full and part-time basis

from 07.30a.m to 6.00p.m. All Nursery Staff undergo enhanced checks through the Criminal Records Bureau.

From time to time Nursery Nurse students may spend time within the Nursery as part of their training program. All students will be supervised at all times when working within the setting.

All staff will attend regular Staff Meetings and Training Sessions to keep abreast of good practice and update their skills.

New members of staff joining the Nursery will not be left unsupervised with the children until we have received satisfactory C.R.B. clearance on them.

As well as gaining qualifications in early years care and education, the staff take part in further training to help them to keep up-to-date with thinking about early years care and education.

### Security

The safety of the children at our Nursery is paramount. Our premises have been carefully adapted to provide an extremely high level of physical security with a key pad controlled external entrance. We ask you to support this policy by securing all gates and doors behind you. Parents must register their child on arrival, they should also record who will be collecting the child. Children may only be collected by named adults as indicated on the registration form. Children will only be allowed to leave with a recognised parent or guardian. If anyone else is to collect your child please provide written authorisation. If you call the Nursery to confirm that someone else will be collecting your child the following procedure will be followed. A member of staff will call you back using a telephone number already held by the Nursery. For confirmation of identity, the member of staff will ask you to

confirm specific information relating to your child.

### Nursery Opening

The Nursery is open 52 weeks of the year, closing only for the statutory Bank and Public Holidays.

Normal Opening hours are Monday – Friday 08:00 am to 06:00 pm. Children should arrive from 8.00 a.m. onwards. If staying for the morning session only, children should be collected at 1.00 p.m. prompt. By prior arrangement, we can provide an early morning care from 07:30, the Nursery Manager will provide further details on request.

Children attending afternoon sessions only, should arrive from 1.00 p.m. onwards.

All children must be collected by 6.00 p.m. We would emphasise the requirement to collect children promptly, as many staff have commitments after work.

### Inspections

We are inspected by OFSTED and our last inspection report may be viewed online at [www.ofsted.gov.uk](http://www.ofsted.gov.uk). Our OFSTED Registration number is EY448410.

### General Information

- Wherever possible, all clothes and special items must be clearly marked with your child's name, to avoid any confusion.
- The Nursery cannot accept responsibility for lost or damaged items.
- If your child has a favourite toy for sleep and rest time please bring it along to the nursery.
- Parents are requested to provide a named bag containing 2 sets of spare clothes, which their child may require.

- During the summer months sun hats and sun block will be necessary.
- Wellington Boots and raincoats will be required for outside activities.

### Reserving a Nursery Place

Please complete the Pre-Booking form enclosed and pass to the Nursery Manager. She will confirm in writing that your space at nursery has been reserved based upon the information provided. If we are unable to accommodate your request at the time of asking you will be given the option of having your child's name added to the nursery waiting list. Prior to a formal start date at nursery you will be asked to attend some "settling-in" sessions and complete formal registration forms. The settling-in sessions are provided free of charge.

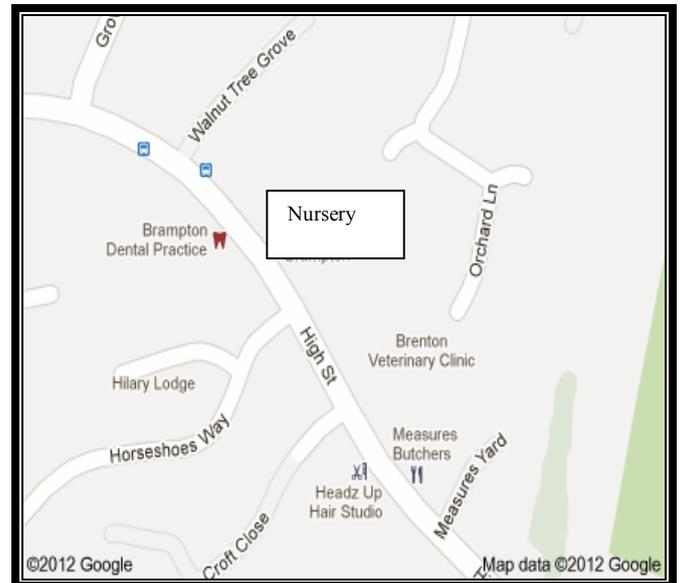
### Policies

The Nursery Policies are available for all parents to view. We encourage and value parents comments on the setting. The setting's policies help us to make sure that the service provided is a high quality one.

### Nursery Contact Details

Nursery Manager  
The Brampton Day Nursery  
62 High Street  
Brampton  
Cambridgeshire  
PE28 4TH  
01480 433896  
email: [tbdn@wigwamnurseries.co.uk](mailto:tbdn@wigwamnurseries.co.uk)

### Location



**ACCESS TO FREE EARLY EDUCATION PLACES FOR 3 AND 4 YEAR OLDS**

**Nursery Education Funding Scheme**

The curriculum, which we follow, is in line with the “Early Years Foundation Stage (EYFS)” prescribed by the Department of Education. The Nursery is inspected by OFSTED (The Office of Standards in Education) as a result of which we are accredited to accept children in receipt of the Nursery Education Funding Scheme.

**Who is Eligible?**

Children become entitled to access 15 hours of free early education following their third birthday iaw the table below:

<b>Children who are 3 between</b>	<b>Can access 15 hours from the following</b>
1 <sup>st</sup> April and 31 <sup>st</sup> August	September
1 <sup>st</sup> September and 31 <sup>st</sup> December	January
1 <sup>st</sup> January and 31 <sup>st</sup> March	April

**What is the Entitlement?**

Eligible 3 and 4 year olds are entitled to 15 hours of free entitlement of early education each week, offered over a minimum of 2 days for 38 weeks of the year, iaw the table below:

Summer Term April - August	13 weeks
Autumn Term September - December	14 weeks
Spring Term January - March	11 weeks

3 and 4 year olds may receive their entitlement over a maximum of two settings. Funding will be split proportionately according to the total hours a child attends each setting. Where a child is attending a local authority nursery, funding for this will take priority over any other setting.

**How Does The Brampton Day Nursery Offer the Entitlement?**

We offer access to funded childcare places in accordance with the table below:

<b>Funding Required</b>	<b>Flexibility Offered</b>
Access to maximum 15 hours or less	15 hours can be accessed over a minimum of 2 days during opening hours of 08:00 am to 06:00pm. Minimum is 2.5 hours in any one day over one session and the maximum is 10 hours in one day. All must be during opening hours of 08:00 am to 06:00pm. See note 1
Access to 15 hours plus additional hours	As above, additional hours will be charged at published nursery rates. See note 1.

**Note1**

In accordance with The Cambridgeshire Local Agreement for the delivery of the free childcare entitlement, the nursery reserves the right to charge for additional services. All nursery meals are excluded from the free hour’s entitlement and considered as an additional service. Therefore if you wish your child to have nursery meals, an additional charge will be made. The Nursery Manager will provide details.

**NURSERY FEES – CURRENT AT 1<sup>st</sup> May 2017**

Nursery fees shown include all meals and drinks (with the exception of formula feeds).

Nursery Fees	
Weekly	£ 218.99
Daily	£ 47.83
Am/Pm Session	£ 31.18

**Terms and Conditions of Attendance**

**Early Starts:**

We do provide the option for an early start at 07:30. There is a charge of £3.90 per day.

**Siblings at Nursery**

A 10% reduction in fees will be applied to the elder sibling.

**Deposit:**

We do not require a deposit to reserve a place, but the first month's nursery fees will be due on the first day that your child starts at nursery. Regrettably we cannot accept your child until the first payment has been made. This first payment is non refundable.

**Transfer of Sessions:**

We regret that we are unable to transfer sessions, given limitations of space and staffing.

**Late Collection Charge**

We reserve the right to apply a £5.00 charge for each 15 minutes that any child is collected after 6.00pm.

**Non-Attendance:**

Regrettably there is no remission of fees for non-attendance, attributable to either sickness or holiday, nor are we able to credit days for non-attendance.

**Extra Attendance:**

Extra attendance will be charged on a per session basis and will be generally invoiced one month in arrears.

**Bank Holidays:**

Fees are calculated on a weekly basis multiplied by 52, and divided by 12 for a monthly rate. Bank Holidays are therefore included in the monthly fee. Due to staff commitments, no reductions in the monthly fee can be allowed for temporary withdrawal (for example holidays).

**Unplanned Nursery Closure:**

In the event of an unplanned nursery closure, due to extreme circumstances (eg. act of god), which are beyond our control, we are unable to offer a refund.

**Payment**

Fees are paid one month in advance.

Your first payment will be due on the first day that your child starts at nursery. Regrettably we are unable to accept your child until payment has been made. The first months payment is non refundable.

Subsequent payments are to be credited to our account by the 5<sup>th</sup> of the month for which they are due. We do provide the option for paying by standing order. We also accept payment by Childcare Vouchers and are registered with most operators of such schemes; the Nursery Manager can provide further details upon request.

**Notice to Leave:**

If you wish to withdraw or decrease your child's attendance we require one month's notice in writing or one month's fees in lieu of notice.

Your final payment is due on the last day that your child attends nursery. A £50:00 admin fee will be added if the final payment is not received on your child's last day at nursery.

**Reserved Right:**

Wigwam Nurseries Ltd reserves the right to require the removal of a child from the nursery, subject to one month's notice or the refund of one month's fees in lieu of notice.

**PRE-BOOKING FORM**

**DETAILS OF PARENT(S) OR GUARDIAN(S)**

1. Title: Dr / Mr / Mrs / Ms / Miss		2. Title: Dr / Mr / Mrs / Ms / Miss	
First Name(s)		First Name(s)	
Surname		Surname	
<b>Contact details</b>			
Home Address:		Home Address:	
Town		Town	
County		County	
Post code		Post code	
Tel		Tel	
Mobile		Mobile	
email		email	
<b>Employment Details</b>			
Work Address:		Work Address:	
Town		Town	
County		County	
Post code		Post code	
Tel		Tel	
Mobile		Mobile	
email		email	

**DETAILS OF CHILD/REN**

For unborn children please give expected birth date			
First Name(s)		First Name(s)	
Surname		Surname	
Age		Age	
Known as		Known as	
Date of Birth		Date of Birth	

ATTENDANCE PROGRAME REQUESTED      ESTIMATED START DATE: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
AM					
PM					

**PARENT(S) OR GUARDIAN(S) SIGNATURE(S):**

1)..... 2).....Date: .....

*Please return this pre-booking form to the Nursery Manager. This is required to officially record your interest on our waiting list. The Nursery Manager will confirm in writing when your requested place becomes available. The nursery reserves the right to withdraw the offer of a place at one month's written notice.*

## Additional Information-The Early Years Foundation Stage

### Children's development and learning:

The provision for children's development and learning is guided by The Early Years Foundation Stage (revised September 2012).

The Early Years Foundation Stage is based on four themes and the principles which inform them. The four themes and 16 commitments of the Early Years Foundation Stage are:

#### A Unique Child

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support.

Keeping Safe: Being safe and protected, discovering boundaries, making choices.

Health and Well-being: Growth and developing, physical and emotional wellbeing.

#### Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key Person: Secure attachment, shared care, independence.

#### Enabling Environments

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together.

The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.

The Wider Context: Transitions and continuity, multi-agency working, the community.

#### Learning and Development

Play and Exploration: Learning through experience, adult involvement, contexts for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.

Areas of Development and Learning.

## How we provide for development and learning:

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

### The Areas of Learning and Development comprise:

- **3 Prime areas:**
- **personal, social and emotional development;**
- **communication and language;**
- **physical development;**
- **and**
- **4 Specific areas:**
- **literacy;**
- **mathematics;**
- **understanding of the world;**
- **expressive art and design.**

For each area, the practice guidance sets out 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 practice guidance also sets out in 'Development Matters in The Early Years Foundation Stage' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

## The Prime Areas:

### Personal, social and emotional development:

Early Learning Goals: By the end of the EYFS, normally at the end of the Reception year in school it is expected that:

**Making relationships:** Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

**Self-confidence and self-awareness:** Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

### Communication, Language:

Early Learning Goals: By the end of the EYFS, normally at the end of the Reception year in school it is expected that:

**Listening and attention:** Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding:** Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

### **Physical development:**

Early Learning Goals: By the end of the EYFS, normally at the end of the Reception year in school it is expected that:

**Moving and handling:** Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Health and self-care:** Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### **The Specific areas:**

#### **Literacy:**

Early Learning Goals: By the end of the EYFS, normally at the end of the Reception year in school it is expected that:

**Reading:** Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Writing:** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

#### **Mathematics:**

Early Learning Goals: By the end of the EYFS, normally at the end of the Reception year in school it is expected that:

**Numbers:** Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**Shape, space and measures:** Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### **Understanding the world:**

Early Learning Goals: By the end of the EYFS, normally at the end of the Reception year in school it is expected that:

**People and communities:** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**The world:** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Technology:** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

### **Expressive arts and design:**

Early Learning Goals: By the end of the EYFS, normally at the end of the Reception year in school it is expected that:

**Exploring and using media and materials:** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative:** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

### **Assessment:**

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress, and observations that parents and carers share.

### **Progress check at age two:**

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving other professionals (for example, the provider's Special Educational Needs Co-ordinator) as appropriate.

Beyond the prime areas, it is for practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child. The summary must highlight: areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay

(which may indicate a special educational need or disability). It must describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check would usually be undertaken by the setting where the child has spent most time.

Practitioners must discuss with parents and/or carers how the summary of development can be used to support learning at home. Practitioners should encourage parents and/or carers to share

information from the progress check with other relevant professionals, including their health visitor, and/or a teacher (if a child moves to school-based provision at age three). Practitioners must agree with parents and/or carers when will be the most useful point to provide a summary. It should be provided in time to inform the Healthy Child Programme health and development review at age two whenever possible (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). Taking account of information from the progress check (which reflects ongoing, regular observation of children's development) should help ensure that health visitors can identify children's needs accurately and fully at the health review. Providers must have the consent of parents and/or carers to share information directly with other relevant professionals, if they consider this would be helpful.

### **Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP):**

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

### **Characteristics of Effective Teaching and Learning:**

In planning and guiding children's activities our practitioners reflect on the different ways that children learn and reflect these in their practise. Three characteristics of effective teaching and learning are:

- playing and exploring-children investigate and experience things, and 'have a go';
- active learning-children concentrate and keep on trying if they encounter difficulties and enjoy achievements; and
- creating and thinking critically-children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities, which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

## **Records of achievement**

The setting keeps a record of achievement for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.

## **How parents take part in the setting**

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. 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;
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities in which the setting takes part; and
- building friendships with other parents in the setting.

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.

## **Key persons and your child:**

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that what we provide is right for your child's particular needs and interests. Prior to your child starting at the setting, a key worker will have been allocated. She/he will help your child to settle and throughout your child's time at the setting, She/he will help your child to benefit from the setting's activities.

## **The setting's timetable and routines**

Our setting 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 setting are provided in ways that:

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

## **The session**

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

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom(s).

## **Safeguarding children**

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. If we have concern about children's safety or welfare, we will notify agencies with statutory responsibility without delay. This means the local children's social care services and, in emergencies, the police.

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

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

## **Special needs**

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001). Our Special Education Needs policy provides further information.