

# Welcome to Felixstowe Nursery School

Felixstowe Nursery School is a small private nursery taking children from two to five years. It has been in its present location since 1987. During this time we have seen hundreds of happy children pass through our care.

We open five days a week 08.45-15.45. Our normal morning session starts at 09.15 to 12.15 following normal school term times. The nursery offers an early start of 08.45 and a late finish of 12.45 at a cost of £2.50 per extra session (£5.00 for both). We are open for five afternoon sessions 12.45 to 15.45 Children can stay for lunch by bringing in a packed lunch for a £2.50 charge or this can be taken inclusive of 30 hours funding.

We offer places for children eligible for 15 hours entitlement for 3/ 4 year olds and 30 hours as from September 2017. We take children from the age of two including those eligible for two year old funding.

Our staff are all experienced and they all hold relevant early years qualifications and continue their professional development through ongoing training, including first aid, food hygiene and safeguarding children to ensure their knowledge is current and our practice complies with current legislation, policies and procedures.

We are routinely inspected by Ofsted and liaise with the early years education team, ensuring high standards of practice are maintained.

We recognise that parents know their child best and aim to work in close partnership with them respecting and valuing their ideas and contributions.

## **Our setting aims to:**

- Provide high quality care and education for children below statutory school age.
- Provide a happy, safe and stimulating environment.
- Work in partnership with parents to help their child learn and develop.
- Add to the life and well-being of the local community.
- Offer children and their families 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.

## **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, 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 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 Early Years Foundation Stage**

The provision for children's development and learning is guided by the Early Years Foundation Stage (2017). Our provision reflects on 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 their individual needs and there is a strong partnership between practitioners, parents and carers.

### **Learning and Development**

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

## **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 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 is expected that children will know, and be able to do, by the end of the reception year of their education.

The Development Matters guidance sets out 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 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

The prime areas are strengthened and applied through the specific areas.  
The four specific areas are:-

### **Literacy**

- Reading; and
- Writing

### **Mathematics**

- Numbers; and
- Shape, space and measure.

### **Understanding of 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 play**

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children think. Our setting uses the Development Matters in the Early Years Foundation Stage guidance to plan and provide a range of play activities, which help the 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 'Development Matters' the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

### **Characteristics of effective learning**

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Development Matters 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 frequently. We use information that we gain from observations, as well as from pieces created in setting, photographs and from discussion with parents. We believe that parents know their child 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 our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves group or when they go on to school.

### **The progress check at 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 observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals. A copy is given to the parents to be passed on to the child's health visitor.

### **Records and achievement**

We keep records of development and achievement for each child. Parents and the key person complete this record called the 'learning Journey' together, working in partnership. We actively encourage your participation in your child's progress. It enables us to plan, provide and promote their well-being and future development.

This record contains information from observations of their interests, achievements, their requirements and identified learning. This information enables us identify the stage of progress and development and decide how best to implement activities and strategies to enhance their progression to the next stage. The 'learning journey' goes with your child when they leave our setting for school nursery/reception class.

### **Working together for your children**

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We have regular support staff to ensure numbers are maintained and continuity of care is maintained. Parents are always welcomed into the setting and their input is greatly valued and respected. This helps us to:

- give time and attention to each individual 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 on safety.

### **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 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 discussion 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.
- We have parent volunteers on the nursery school committee.

### **Key person and your child**

Each member of staff has a group of children that they are particularly responsible for. Your child's key person will be the person who works with you to ensure that what we provide is right for your child's specific needs and interests. The key person is allocated prior to your child starting the setting and will assist your child to settle in and throughout their time at the setting, helping them to benefit from the settings activities and experiences. You can contact your child's key person or manager at any time to assist you with any matters regarding your child.

### **The settings timetables and routines**

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

- Help each child to feel that they are 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
- Help children with opportunities to learn and help them to value learning.

We organise our session 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 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 opportunity, and are encouraged to outdoor child-chosen and adult-led activities, as well as those provided in the indoor playrooms.

### **Snack time**

We provide a 'running snack' during the session which allows the children to come when they choose to. An adult is always present at this social time and is able to assist as needed. Milk or water and a snack is provided which is healthy and nutritious. We promote healthy eating and ensure all children's cultural, dietary needs and allergies are catered for. Fresh drinking water is available throughout the session.

### **Clothing**

Craft activities can be very messy. We do provide protective aprons, but please be aware clothes can still get marked. We encourage children to be independent and clothing can sometimes pose problems for the children to be independent so if possible, please avoid belts and braces as these make trips to the toilet difficult. We have some spare clothing but supplies are limited so you may like to send your child with a bag containing a spare set of clothes if they are toilet training.

### **Policies**

Copies of all the settings policies and procedures are available for you on the table in our entrance area. Policies enable us ensure that the service we provide is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for all children and their parents. The policies are reviewed annually or sooner should circumstances change or require it.

### **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 likely hood of abuse in our setting and we have policies and procedures in place 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.

To ensure all the children are only collected by authorise persons we operate a password system. You will be asked for this on their registration form if the person collecting the child fails to give the correct password your child will not allowed to leave the setting and parents will be contacted.

The settings lead safeguarding person is Amanda Waters and the deputy is Suzanne Cook.

### **Special needs**

As part of the settings 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 Special Educational Needs code of practice.

Our Special Educational Needs Co-ordinator (SENCO) is Suzanne Cook

### **Starting at our setting**

We want your child to feel happy and safe with us. To ensure this is the case, staff will work with you to decide on how to help your child settle in. Children due to start are invited for a visit with their parents to the setting. We offer a home visit so the key person and manager or deputy can get to know your child in their home environment and find out details to help your child's transition into nursery a happy one. It provides time for parents to ask any questions and discuss the settling in process. Once they are due to start we will offer two half sessions to help your child settle in before they start full sessions. We are very flexible reducing or extending these time to suit you and your child's individual needs and requirements. Their key person will support them throughout. We aim not to start all new children together so staff can focus on specific children's needs and aid the settling in process.

The key person will complete an 'All about me' booklet with the parents to ensure we have as much information as possible to help your child settle and establish starting points on which to build.

All information that is relevant to your child's time at the setting such as copies of essential information, current newsletters, holiday dates, the settings operational file, policies and procedures and details of future events can be found in the reception area

### **Changes in information**

If any of your child's personal details and information changes such as address or personal contact details please inform staff immediately so our records are kept updated and contain the correct vital information.

We hope you and your child enjoy being members of our setting and that it is a happy, stimulating, positive and rewarding experience for all.