



# About Our Nursery



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### **Our setting aims to:**

- Provide high quality care and education for children from ages 2 - 4.
- Work in partnership with parents to help children to learn and develop
- Enhance the life and well-being of the community
- Offer children and their families a service that promotes equality and values diversity
- Encourage the children and their families to develop a personal relationship with Jesus



### **Parents**

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

- Valued and respected
- Consulted
- Involved; and
- Included at all levels

We aim to ensure that each child;

- Is in a safe and stimulating environment
- Is given generous love, care and attention because of our ratios of highly qualified staff to children, as well as volunteers, students and parent helpers
- Has the chance to join with other children and adults to live, play, work and learn together
- Is supported to take forward their learning and development by being helped to build on what they already know and what they can do
- Has a personal Key Person who ensures each child makes good progress
- Is in a setting that values parents/carers as partners in their children's learning

### **Children's Development and Learning**

The provision for children's development and learning is guided by the Statutory Framework for the Early Years Foundation Stage (2017), Early Years Outcomes (2013), Working Together to Safeguard Children (2013) and SEND Code of Practice (2014).

### **How we provide for Development and Learning**

Children begin to learn about the world around them from the moment they are born. The care and education offered by New Life Nursery Group supports your child to continue to do this by providing interesting and stimulating activities that are appropriate for their age and stage of development.

There are seven areas of learning and development that must influence how we educate the children during their time with us. All areas of learning and development are important and interconnected.

The Key Person must consider the individual needs, interests and stage of development of each child in their care and must use this information to help plan a challenging and enjoyable experience for each child when they attend. Staff working with the 2 year olds in the Rainbow

Room focus strongly on the three Prime Areas. When children have strong foundations in these, the other elements are introduced at the child's own pace.

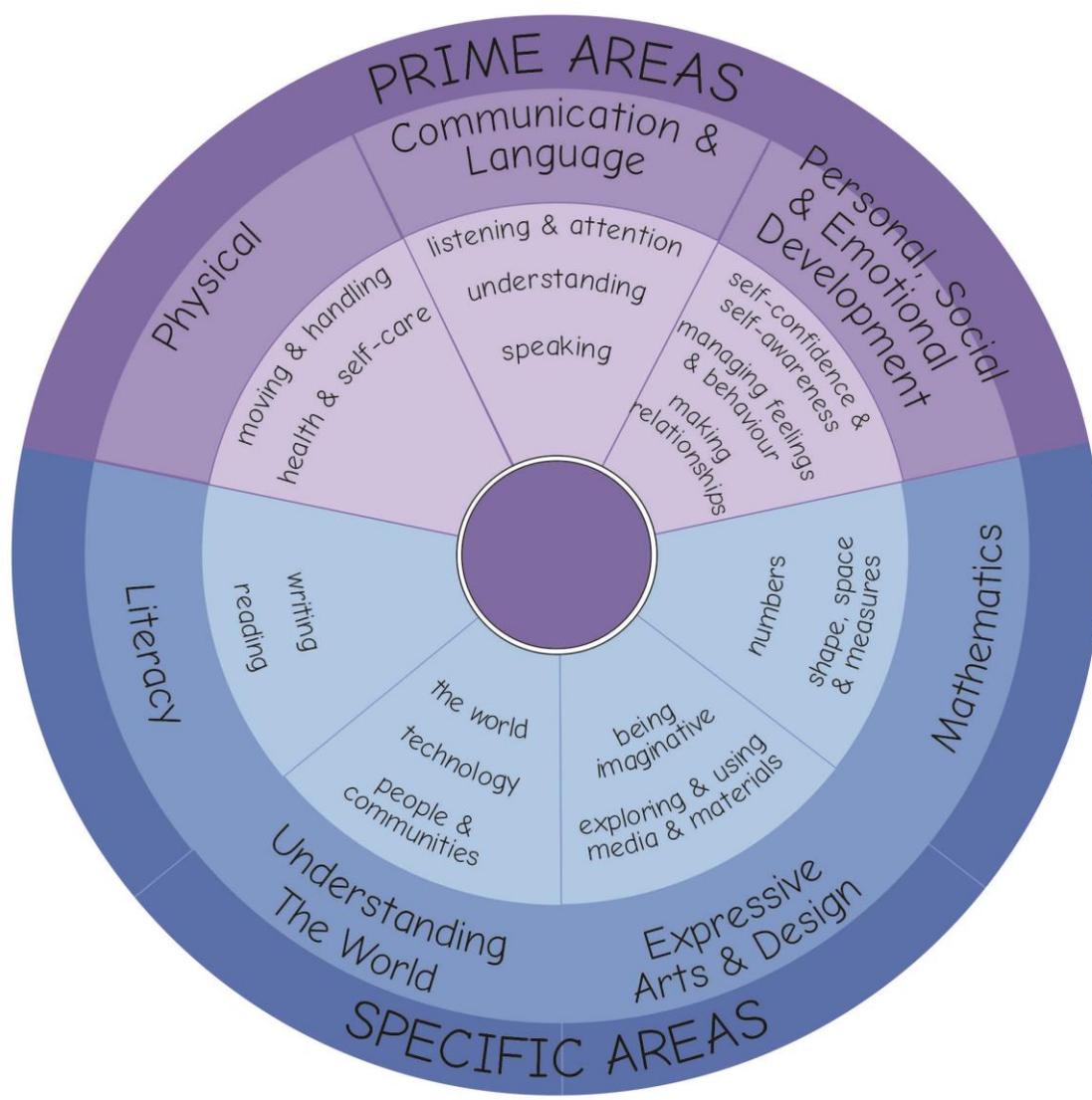
In planning and guiding children's activities, staff reflect on the different ways that children learn and demonstrate these in their practice.

**Playing & exploring** – Children investigate and experience things and are willing to 'have a go'

**Active learning** – Children concentrate and keep on trying if they find it difficult. They are pleased when they achieve success

**Creating and thinking critically** – children have their own ideas and develop them. They make links between ideas and begin to solve problems for themselves

For each area, the practice guidance sets out the Early Learning Goals. The goals are what are expected the child will know and is able to do, by the end of their reception year at school.



## **The Progress Check for 2 year olds**

The EYFS now requires that parents and carers must be supplied with a short written summary of their child's development in the three 'prime' learning and development areas. This needs to be completed by your child's Key Person in response to you sharing with them the date of your child's appointment, this is expected around 24 – 36 months. It will briefly inform you of the areas where your child is progressing well and also highlighting any areas that may need some additional support. This report forms the basis for your discussion with your Health Visitor and should be taken along to the appointment. We will inform you of what we are doing as a setting to address any progress that is less than expected for your child's age, including referrals to other professionals such as Speech and Language Therapy. We will take into account any input from yourselves and the final summary will feed into your child's health check carried out by your Health Visitor.

## **Our approach to Learning, Development and Assessment**

### *Learning through play;*

Play helps young children to learn and develop through doing and talking. Research shows that this is the method which young children use to cultivate thinking skills. New Life Nursery Group uses the practice guidance for the EYFS to plan and provide a range of 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 will take the lead in helping children to develop and extend their learning and play. Research shows that 'messy play' where children have real 'hands on' experiences to see, feel, smell and taste real textures are especially meaningful for young children and helps them to develop thinking skills and encourages an exploratory instinct.

We provide aprons for the children when they play with messy activities. We encourage the children to gain the skills that help them to become independent and care for themselves, these include toileting and putting on outdoor clothes. Clothing that is easy for them to manage will enable them to do this.

### *Assessment:*

We assess how the children are learning and developing by observing them frequently. We use information that we gain from these observations, as well as photographs or videos, to document their progress and plan for their next steps. We believe that parents know their children best and we ask them to contribute to assessments by sharing information about what their child likes to do at home and how they as parents are supporting development. This link with you as parents is crucial and we hope that many of you will be able to contribute to your child's assessment on a regular basis. This enables us to build on the experiences and activities that you do at home and so assists your child to make those important connections within their lives. Each term we will formulate a Progress Summary Report which highlights your child's achievements. This is a statutory requirement of the EYFS and will specify the typical age range of development for your child.

Until your child is fully and consistently in the upper age band, the lower age band will be highlighted on their Progress Summary Report. You will receive a copy of their report and we welcome any comments you may wish to make on your child's progress.

## Learning Journeys:

New Life Nursery Group will begin to create a Learning Journey folder for your child from the time they enter the setting. Staff and parents/carers working together on your child's folder is one of the ways which the Key Person and parents/carers work in partnership. Your child's folder helps us to celebrate together their achievements and to work together to plan for the next steps for their well-being and developmental progress. When your child leaves either to attend another setting or start school, the Learning Journey will go with them as a reminder of their time with us and a record of how they have grown in stature and confidence.

## The Nursery Staff are:

| Name            | Job Title            | Qualifications  |
|-----------------|----------------------|---|
| Alison Timbey   | Manager/SOCC/ SENDCO | NPQH (National Professional Qualification for Headship), BA (Hons) & QTS (Qualified Teacher Status) |
| Rachel Williams | Deputy               | B. Ed (Hons) & QTS (Qualified Teacher Status)   |
| Sarah Morris    | Deputy               | Level 3 NVQ (Childcare)   |
| Libby Godding   | Nursery Practitioner | B. Ed & QTS (Qualified Teacher Status)  |
| Yvon Degens     | Nursery Practitioner | Level 3 NVQ (Childcare)   |
| Lin Steventon   | Nursery Practitioner | Cert Ed.  |
| Helen Green     | Nursery Practitioner | NNEB  |
| Fern Hammersley | Nursery Practitioner | Level 3 NVQ (Childcare)   |

## Learning Opportunities for Staff

Further to gaining qualifications in early years care and education, the staff are encouraged to keep up-to-date with current thinking and best practice in early years education, through short courses and in-house training. All staff are trained in administering paediatric first-aid and basic safeguarding training is mandatory.

## The Session

Sessions are from 9.15am until 12.15pm daily. We also offer Monday and Wednesday afternoons (for the older pre-school children), 12.15 until 3.15, term time only for 38 weeks each year.

We organise our sessions so that the children can choose from, and work at, a range of activities and in so doing, 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 develop friendships and social skills.

Outdoor activities contribute to children's health as well as being a fun environment to learn in, especially for boys. We are fortunate to have a 'free flow' secure outside area that we call 'the quad' as well as a large enclosed, grassed field for the children to explore and investigate.

## **Snacks**

Snack time is an important part of each session when the children sit at the tables in their small Key Person group and have conversations about things that are important to them. A choice of milk or water is offered and a healthy snack which they choose and serve themselves. Sometimes the children will make the snack themselves through the adult led activity of the morning which is always fun.

## **Policies**

Copies of the setting's policies and procedures are available on request and they can be found on our website.

New Life Nursery Group's policies are reviewed annually which helps us to ensure that the service we provide is of a high quality and that all children and staff are kept safe and secure. Any new or amended policies will be highlighted on our website for parents/carers to read and feedback/comments are most welcome.

## **Safeguarding Children**

New Life Nursery Group has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices insure 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 Safeguarding Co-ordinator (SOCCO) is Alison Timbey and our deputy safeguarding leads are Rachel Williams and Libby Godding.

## **Information we hold about you and your child**

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and, where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects [you and your family] for no longer than is necessary for the purposes for which the personal data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

When you register your child with us we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

## SEND

It is part of New Life Nursery Group's policy to ensure that its provision meets the needs of each individual child and we take account of any special educational needs or disabilities that a child may have. The setting works to the requirements of the SEND Code of Practice (2014).

Our Special Educational Needs & Disability Co-ordinator (SENDCO) is Alison Timbey.

## Fees

The fees for unfunded sessions are **£4.00 per hour (£12.00 per 3 hour session)**, payable at the beginning of each half term. Fees must still be paid if children are absent or on holiday unless the session can be transferred to another child. For your child to keep their place at New Life Nursery, you must pay the fees. We fully understand that sometimes families encounter financial difficulties, if this is the case please speak to Alison Timbey or Steve Hodgkinson as soon as possible and we will endeavor to come to a suitable arrangement.

Fees can be paid in cash, by cheque, standing order or BACS and we also accept Childcare Vouchers. We are in receipt of the Nursery Education Grant for 2, 3 and 4 year olds. Where funding is not received, then fees apply. Any additional sessions over and above the funded 15 hours per week will be charged at the unfunded rate which is **£4.00 per hour**.

## Admissions

We want your child to feel happy, safe and secure with us. To ensure that your child settles quickly, the Key Person and Manager will work closely with you to provide a smooth transition with minimal separation anxiety. The setting has an admissions policy which is available from Alison Timbey, we also include a 'Settling in' tips sheet in our Welcome Pack.

**And finally** – Here at New Life, we are not about ticking performance boxes, we want to make learning fun for your child and support their development at the pace they choose to move at, with their own unique interests and ways of learning. Our aim is to instill in them a passion for exploring, a sense of achievement, to 'have a go' without fear of failure and to do this in a safe place where they feel special, loved and accepted and all their contributions are valued and their ideas celebrated.

### Checklist

Admission form

Bag with:

Spare set of clothes

pull-ups/nappies/wipes

clothes that support independence

e.g. joggers, leggings

wellies

suitable outdoor clothing