

10.1 Early Years Prospectus

	Rope Green Farm Day Nursery		
	Rope Lane , Shavington		
	Crewe, Cheshire		
	CW2 5DB		
Tel No.	01270 650074	Email	info@ropegreenfarmdaynursery.com

Our 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 nursery who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

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 parent helpers;
- 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 good progress;
- is in a nursery that sees parents as partners in helping each child to learn and develop; and
- is in a nursery in which parents help to shape the service it offers.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (DfE 2012). Our provision 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 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 the Early Years provision including children with special 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 nursery 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 it 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 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
- Shape, space 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 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 learn to think. Our nursery uses the Development Matters in the Early Years Foundation Stage Guidance 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 '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 photographs or videos 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 our ongoing development records. These form part of children's Learning Journey. We undertake these assessment summaries at regular 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 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.

Learning Journey

The nursery keeps a record of achievement for each child. Your child's learning journey helps us to celebrate together her/his achievements and to work together to provide what your child needs for his/her well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this 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.

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

We are closed 51 weeks each year.
On bank holidays

We are open for 5 days each week

The times we are open are 7.30am -6.30pm

We provide care and education for young children between the ages of five and six weeks years.

How parents take part in the setting

Our nursery 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 nursery 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;
- helping at sessions of the setting;
- 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 nursery takes part; and
- building friendships with other parents in the setting.

Key persons and your child

Our nursery 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 the childcare that we provide is right for your child's particular needs and interests. When your child first starts at the setting, 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 nursery's activities.

Learning opportunities for adults

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

The nursery also keeps itself up-to-date with best practice in early years care and education, as a member of the National Day Nurseries Association, through the Under 5 magazine and publications produced by the NDNA.

From time to time the nursery holds learning events for parents.

The Nursery timetable and routine

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 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 day

The nursery organises the day so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the

day. The nursery caters for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

Snacks and meals

The nursery makes snacks and meals a social time at which children and adults eat together. We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. Do 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 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 do this.

Policies

Copies of the setting's policies and procedures are available for you to see at the nursery or via the website.

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 her/his parents.

The staff and parents of the nursery work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the nursery to provide a quality service for its members and the local community.

Safeguarding children

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

Our employment practices safeguard 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.

Our Designated Safeguarding Lead is: Amy Davenport

Our Deputy Safeguarding Lead is: Lauren Matless

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 nursery works to the requirements of the Special Educational Needs and Disability Code of Practice (2014).

Our Special Educational Needs Co-ordinator is Barbara Green

The management of our setting

The nursery is owned and governed by Vicky Dodd

Amy Davenport & Barbara Green are the Nursery Managers

Fees

Payment and Nursery Fees

	Full Day 0730 – 1830hrs	Half Day 0730- 1300hrs Half Day 1300hrs – 1830hrs	Full Week At full time hours	Extra Hours When available
0-3 years	£48.00	£30.00 Morning £29.00 Afternoon	£235.00	£7.00
3-5 years	£47.00	As Above	£230.00	£7.00

A minimum booking will be required one full day or two half day sessions. A 10% reduction is offered on the elder sibling's fees when two or more children are booked for two full days or more.

Full fees are paid regardless of absence or holidays. We are closed Christmas week no fees will apply.

For your child to keep their place at the nursery, you must pay the fees. We are in receipt of nursery funding for two, three and four year olds, where funding is not received, then fees apply.

This funding generally commences on the school term after their third birthday. Invoices will be amended accordingly. This funding is for 38 weeks or 51 weeks of the year. Full days and school days run throughout the whole year. For your child to keep her/his place at the setting, you must pay the fees.

From September the free entitlement will be a maximum of 30 hours per week and you are entitled to claim for 38 weeks of the year during term time only or over 51 weeks of the year. Any combination of sessions can be taken up to the 30 hrs entitlement, the sessions that Rope Green Farm Day Nursery offer are available from a member of the management team. If you wish your child to attend a full school day they can have a cooked dinner for a charge of £4.00 or can bring a packed lunch from home.

If your child attends nursery for the full day e.g. 7.30 -6.30pm the funded hours will be deducted from your monthly bill accordingly; where funding is not received, then fees apply.

We accept all childcare vouchers, please let the nursery manager know prior to starting which provider you intend to use.

A deposit of £100 is required when registering, £50 will then be deducted from the first invoice and £50 will be deducted from your final invoice. The deposit is non refundable in the event of cancellation. We will require **two** month notice, in writing, to withdraw your child from the nursery.

Any cheques referred to drawer or not honoured will incur a £25 penalty on each occasion. Reimbursement of Standing Orders or Childcare Vouchers paid in error after leaving the nursery will incur an administration fee of £20 on each occasion.

Additional charges which you may incur:

Booking Amendments (Two month's notice is required)	£25.00
Extra copies of invoices (e.g. for Tax Credit purposes)	£5.00 each
Incorrect payments in relation to invoices	£5.00
Late payment of invoices (This charge will be applied to each session until the invoice is settled in full)	£10.00
Child picked up after 1pm (Morning session) and 6.30pm (Full Day/ Afternoon session)	£10.00 (for every 10 mins after the session ends)
Additional nappies supplied by Nursery (As per Nursery policy when your child is 2yrs old nappies are to be supplied by parents/carers)	£1 per nappy (payable on a daily basis)

Extra sessions may be booked using the "Extra Session Confirmation Form" depending on space, availability and staffing levels. Parents signing this form undertake to pay for the booked session even if it is not needed. No discounts apply to the extra sessions booked.

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 to settle into the setting. The nursery has a policy about helping children to settle into the nursery, this will be discussed with you on completion of registration.

On starting nursery please provide your child with:

- 1 pair of indoor shoes labelled (pumps are ideal)
- 1 pair of Wellingtons and or outdoor shoes labelled (outdoor shoes/wellingtons will be removed before entering the nursery.
- A change of clothing labelled
- If your child still has bottle feeds please bring bottles and milk powder to nursery. We will prepare the feeds.
- A labelled hat/cap for sunny/cold weather
- Gloves/mittens
- A puddle suit. (The nursery has several puddle suits for children to borrow if they do not have their own)

Nursery t-shirts and sweatshirts are available to buy at the nursery.

Nursery T-shirt	£7.00
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Collarless

Nursery Polo	£8.00
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Shirt

Nursery Jumper	£10.00
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Nursery Fleece	£12.00
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Book Bag	£5.00
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We hope that you and your child enjoy being members of our nursery and that you both find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas, views or questions.