

## 10.1 Early years prospectus

Woodpeckers Nursery Early Years Prospectus for Parents

Melford Road

Sudbury

Suffolk

CO10 1XT

Telephone number: 01787 377707

Email address: [jeff@woodpeckers-nursery.co.uk](mailto:jeff@woodpeckers-nursery.co.uk)

Welcome to Woodpeckers Nursery, and thank you for registering your child with us.

We know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best.

This prospectus aims to provide you with an introduction to Woodpeckers Nursery, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. This should be read alongside our Childcare Terms and Conditions for a full description of our services.

### **Our setting 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**

You 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, 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 Early Years Foundation Stage*

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2014):

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

The *Early Years Outcomes* (DfE 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these 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*

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We/I use the EYFS statutory guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners.

### *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 Early Years Foundation Stage 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 will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our on-going 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 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. Your child's key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

## Records of achievement

We keep a record of achievement for each child. 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 in partnership 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. Together, we 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 setting that is set by the Safeguarding and Welfare Requirements. We also have volunteer parent helpers, where possible, to complement these ratios. 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.

The staff who work at our setting are:

Name	Job Title	Qualifications and Experience
Jeff and Deirdre Micklewright	Owners and Managers	Jeff – Teaching Certificate – Durham University and 27 years experience in Primary and Middle School. Deirdre – level 4 in Childcare and Education, and 10 years in Primary School as a teaching assistant.
Emily Porter-Howe	Deputy Manager (overseeing nursery practice) and Deputy Senco	Degree in Psychology and Sociology, and Early Years Teacher. Worked at the Ryes Special School
Hannah Castle	Lead Practitioner in the Baby room, and overseeing other nursery practitioners.	Degree in Early Years and Education, and Early Years Teacher Worked at the Ryes Special School

Megan Lynch (maternity leave)	Lead Practitioner in the Caterpillars room	Level 4 in Early Years and Education
Andrea Adams	Nursery Practitioner	Level 3 in Early Years Education
Julie Ford	Nursery Practitioner	Level 2 and Level 3 training
Sarah Morris	Lead Practitioner in Little Ladybirds room	Level 3 in Early Years and Education, and level 3 in Playworker training.
Amelia Wade	Senior Nursery Practitioner and Acting Lead Practitioner in Caterpillar room SENCO	Level 3 in Childcare and Education Other nursery experience
Marie Head (maternity leave)	Lead Practitioner in the Bright Butterfly Pre-School room.	Level 3 in Childcare and Education Other nursery experience
Tina Head	Senior Nursery Practitioner, and Acting Lead Practitioner in Bright Butterfly room	Cache level 3 certificate – 25 year experience in childcare, and further experience in care for the elderly.
Emma Worley	Nursery Practitioner in the baby room	Level 3 in Childcare and Education
Carol Searle	Nursery Practitioner in the Butterfly Pre-School	Level 3 in Childcare and Education Other retail experience
Bethany Hubbard (maternity leave)	Nursery Practitioner work across the nursery.	Level 3 in Childcare and Education
Sophie French	Nursery Practitioner in the Caterpillar room	Level 3 in Childcare and Education
Megan Schmidt	Nursery Practitioner in the Ladybird room	Level 3 in Childcare and Education
Genna Gardiner	Nursery Practitioner in the baby room	Level 3 in Childcare and Education
Phillipa Micklewright	Nursery Practitioner in various rooms	Degree in Graphic Design and Communication, and training at level 3
Georgia O’Hair	Nursery Practitioner across the nursery	Level 3 in Childcare and Education
Amy Frewer	Nursery Practitioner in the Caterpillar room	Training at Level 2
Zoe Millburn	Qualified Teacher and Deputy Lead in the Pre-School room	BA Honours in in Primary Education with Science and Environmental Studies. Also experience in several Primary Schools with years 1 and 2

		as well as Nursery and Reception.
Hannah Fraser	Relief/acting manager, and nursery practitioner	BA Hons in Primary Education – Canterbury. Student Teacher in several schools and teaching assistant.
Danielle O'Rourke	Nursery Practitioner in Caterpillar room.	BTEC First Diploma – caring Montessori Certificate in Nannyng. Worked in Emirates British Nursery - Dubai
Joan Scott	Volunteer	Level 3 in Childcare and Education Previously lead practitioner in the Pre-School room
Jacqui Robins	Relief/acting manager (covering holidays for Jeff and Deirdre)	Teaching Certificate. Previously Primary Deputy Head and acting head at local schools
Pat Schroeder	Nursery Practitioner supporting children with particular needs	No nursery qualification but years of experience having brought up her own children.
Lorraine Dickson	Catering Manager	Previous experience in Nursery Catering, and level 3 in Food Hygiene. Our kitchen holds level 5 hygiene rating under her supervision.
Emma and Stacie Griffiths	House Keeping Managers – self employed	Many years' experience running their own cleaning business

We are open for 51 weeks each year.

We are closed Christmas Eve to New Year

We are open for Five (Mon to Fri) days each week

The times we are open are 0800 - 1800

We provide care and education for young children between the ages of:

0 and 5 years.

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

Our setting recognises parents as the first and most important educators of their children. All of our 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 our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our 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 and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting where appropriate;
- 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.

## **Joining in**

Our setting invites parents who would like to help at a particular session or sessions of the setting, to come and join in. Helping at the session enables parents to see what the day-to-day life of our setting is like and to join in helping the children to get the best out of their activities.

This is not the only means of taking part in the life of the setting. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to play the clarinet for the children, show pictures of the local carnival held in their neighbourhood, and show the children their collection of shells.

We welcome parents to drop into the setting to see it at work or to speak with the staff.

## **Key person 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/I will work 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, he/she will help your child to benefit from our activities.

## **Learning opportunities for adults**

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to date with thinking about early years care and education. We also keep up-to-date with best practice, as a member of the Pre-school Learning Alliance, through *Under 5* magazine and other publications produced by the Alliance. The current copy of *Under 5* is available for you to read. From time to time we hold learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

## **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 our 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).

We also organise 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. We cater for children's individual needs for rest and quiet activities during the day.

Settings offer various types of care: sessional, extended day and full day.

### **Snacks and meals**

We make 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. Please tell us about your child's dietary needs and we will plan accordingly.

### **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.

### **Policies**

Our staff can explain our policies and procedures to you. Copies of which are available in each room and in the Office.

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

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

### **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.

### **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**

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

Our Special Educational Needs Co-ordinators are: Emily Porter-Howe and Amelia Wade

### **The management of our setting**

The setting is owned and governed by Jeff and Deirdre Micklewright

Our setting has/would like a parent support group. This group is made up of, and elected by, the parents of the children who attend the setting. In our setting we share with this group, some of the tasks involved in managing the setting.

### **Fees**

The fees are payable monthly in advance. Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time, talk to Deirdre or Jeff who are our managers.

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

### **Starting at our setting**

#### *The first days*

We want your child to feel happy and safe with us/me. To make sure that this is the case, our staff will work with you to decide on how to help your child to settle into the setting. Our policy on the Role of the Key Person and Settling-in is enclosed with this prospectus, or is available from the office or room staff.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you about your ideas, views or questions.

At Woodpeckers our setting is committed to safeguarding and promoting the welfare of the Children, Young People and Adults at all times and expects everybody working within this setting to share this commitment.

If you have any concerns there is now a central telephone number for contacting the Local Area Designated Officer (LADO): 0300123 20445