

# New Parent Prospectus

Welcome to Rosslyn Nursery and Preschool 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 Rosslyn Nursery and Preschool, 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.

## **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 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 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 *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 use the EYFS statutory guidance 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/I] 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 document all this on their individual learning journeys which we do using a secure online system called Tapestry. We believe that parents know their children best and we ask you to contribute to this journal by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

Tapestry makes periodic assessment summaries of children's achievement based on our on-going development records. Through this we are able to see clearly how the child is progressing through the stages of development in all areas of the Early Years Foundation Stage (EYFS). When a child moves onto school we complete an Individual Development Map to share with the child's school. This form covers the seven areas of learning and the three Characteristics of Effective Learning as set down by the EYFS. It gives a snapshot of the child and flags up any issues or problems.

### *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**

Your child's key person will keep a record of achievement for him/her. This is done by having a learning journey which is created by the key person using our secure online system called Tapestry. Using this system enables you the parent/carer to access securely your child's daily achievements at our nursery. (It is password protected). We encourage parents to comment and add to the journal information about your child's needs, activities, interests and achievements, so that together we can celebrate his/her achievements and provide what your child needs for his/her wellbeing and to make progress.

### **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:

<b>Name</b>	<b>Job Title</b>	<b>Qualifications and Experience</b>
Annabelle Allan	Setting Manager	CACHE NVQ3 in Childcare, Learning and Development. First Aid. SENCO Training.
Marie-Louise Raisbeck	Business Manager.  Deputy Manager.  Early Years Practitioner.  Behaviour Coordinator.	
Dunia Ball	Assistant Manager.  Early Years Practitioner.  Spanish Teacher.	Qualified teacher overseas teacher. Naric equivalent NVQ L2 in Childcare, Learning and Development.

Catherine Sharif	Early Years Practitioner. SENCO.	Degree in Nursing Studies (Adult).  Equivalent NVQ L3 in Childcare, Learning and Development.
Jane Burns	Early Years Practitioner.	PGCE in Early Years Education.
Lucy Soleri	Early Years Practitioner.  Health and Safety Person.	NVQ3 in Childcare, Learning and Development.
Nathalie Chungsee-Culhane	Early Years Practitioner.	Cache level 3 Diploma in Childcare Education.

We are open for 38 weeks each year.

We are open for 5 days each week

The times we are open are 09:05-12:20

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

2 and 4 years.

### How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All our staff see themselves as partners with parents in providing care and education for their children. Please also see our *parental involvement policy*. 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 their key person during half termly consultations and through Tapestry.
- contributing to the progress check at age two;
- helping during the nursery session; reading a story, sharing a skill, sharing an interest;
- helping to provide 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.

### **Parent helpers**

If a parent would like to help out at our nursery in any way, please ask the manager or your key person. We frequently encourage parents to join us placing information in our newsletter of our upcoming activities. If a parent has a particular skill for example musician, doctor, dentist etc we ask them to come and talk /play to the children. 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.

### **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 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, he/she 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 early years care and education and in particular safeguarding. 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 key person and deputy manager will where necessary help parents in developing their children's learning and development at home.

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

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 our 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 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 inside.

## **Snacks**

We ask you to provide your child daily with a small snack box containing healthy snacks only, fruit/veg/rice cakes/breadsticks. No chocolate, no nuts (we are a nut free zone). We will provide milk and water for the children to drink. Our snack time is a social event where children and adults eat together. Please tell us about your child's dietary needs so that we can plan accordingly.

## **Clothing**

We provide aprons 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 aprons. We do ask parents to be mindful that their child's children's clothing may get stained, so therefore we encourage you not to put your child in his/her best clothes. We ask that your child comes to our nursery with a small named rucksack containing a full change of named clothes, along with nappies, and wipes if appropriate, (we provide nappy sacks). We also stress the importance that your child's outer wear is all named.

## **Policies**

Significant policies are available to view on our website, and on your visit hour with your child there will be an opportunity for you to read all our policies and procedures should you wish too.

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 policies are reviewed annually by our staff and parents are welcome to be part of this review. 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 GDPR 2018 as follows:

The data we collect is

1. Processed fairly, lawfully and in a transparent manner in relation the 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 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 this personal data.

### **Safeguarding children**

Our nursery has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practice ensures 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-ordinator is                      Catherine Sharif

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

Our nursery is a Limited Liability Company and is owned and run by the members of this LLP. Of which there are 3 members. The LLP consist of:

- The registered person with Ofsted /Setting Manager: Marie-Louise Raisbeck
- Business Manager/Deputy Manager/Early Years Practitioner: Marie-Louise Raisbeck
- Assistant Manager/Early Years Practitioner/Spanish Teacher: Dunia Ball

### **Fees**

The fees are £32.50 per day payable termly in advance. Fees must still be paid if children are absent without notice for a short period of time. If your child must be absent over a long period of time, please talk to our manager.

For your child to keep her/his place at our setting, you must pay the fees. (See our terms and conditions). 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. 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 key person and settling in policy are available on our website and our manager will go through this with you at your home visit, as well as our settling in tips.

We hope that you and your child enjoy being part of our nursery. Our staff are always ready and willing to talk with you about your ideas, views, comments, or questions.

We look forward to welcoming you to Rosslyn Nursery and Preschool.