Rectory Lane Nursery School

Early years prospectus

Rectory Lane Nursery School is located in Easthampstead and Wildridings Community Centre, Rectory Lane, Bracknell, RG12 7BH.

Telephone Number: 01344 310810 mobile number is **07930878133**

e.mail: [info@rectorylanenursery.com](mailto:info@rectorylanenursery.com)

Website : [www.rectorylanenursery.com](http://www.rectorylanenursery.com)

The nursery is registered with the local education authority and Ofsted to provide care and education for children aged 2 until the September after their 5th birthday.

Ofsted rated us OUTSTANDING

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.
* Offer children and their parents a service that promotes equality and values diversity.

Parents are regarded as members of our setting who have full participatory rights. These include the 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;
* has a chance to join with other children and adults to live, play, work and learn together;
* is helped to take forward his / her learning and development by being helped to build on what he / she already knows and can do;
* has a personal key worker who makes sure each child makes satisfactory progress; and
* is in a setting which parent help to shape the service it offers.

**Nursery Sessions**

The nursery term dates keep broadly in line with the local state schools, and operate over 38 weeks per year split into three terms. **The times of the sesssions are 9.15 am – 12.15 pm Monday to Friday.** We are closed for school holidays, Bank holidays, polling days (as we are a polling station) and occasionally for days to attend training.

**Availability of Places**

Because the nursery can only accommodate 30 children each day, there can be be no guarantee that a place will be available for your child. If the nursery is full when your application is received you will automatically be placed on a waiting list.

**Waiting list operation**

Children are admitted to the nursery after their second birthday. Places are allocated to children on the waiting list in date order in which applications were received.

**Enrolement Procedure**

Interested parents are invited to make an appointment to visit the nursery. After the visit, if a parent wishes to enrol their child they may do so by completing an application form.

Children over the age of three whose fees will be paid by the local authority funding scheme are entitled to attend for five x 3 hour sessions per week. We expect all children to attend a minimum of two sessions per week, the days are negotiable subject to places being available.

**Fees**

Fees are reviewed annually in the Autumn and from September 2015 will be £5 per hour. For non-funded children these are paid half-termly in advance and may be paid by cash or cheque, provided the amount is covered by a cheque guarantee card.

If fees are allowed to lapse for over two weeks then the child’s place could be forfeited. Fees must still be paid if children are absent without notice even for a short period of time. Only if there is an extremely prolonged absence through illness will a refund of fees be considered.

**Six school weeks written notice is required if your child is leaving the** **setting at the end of term**. If we do not have written notice by the required date, we will invoice you for the next terms fees even if your child receives local authority funding.

**Children’s Development and learning**

The provision for children’s development and learning is guided by The Early Years Foundation Stage (DCSF 2007). From 2008 the Early Years Foundation Stage (EYFS) became law. This brings together ‘Birth to Three Matters’, and the ‘Curriculum Guidance for the Foundation Stage’. Our provision reflects the four key themes and 16 commitments of the EYFS.

* A Unique Child
* Positive Relationships
* Enabling Environments
* Learning and Development

**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.

For each area, the practice guidance sets out 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 practice guidance also sets out in ‘Development Matters’ 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 for their learning.

**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 setting uses the practice guidance Early Years Foundation Stage 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 the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

**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 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.

**Learning Journeys**

The setting keeps a record of achievement for each child on an application called Kinderly that parents can have online access to. These are known as learning journeys. Staff and parents working together on their children’s learning journey is one of the ways in which the key person and parents work in partnership. Your child’s record of achievement helps us to celebrate together his / her 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 with you to keep this record. To do this you and the key person 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**

In our setting we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. In our case this is normally 1:6. 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 safely

**Children who have English as an additional language (EAL)**

The setting promotes a positive attitude to bilingualism and encourages the use of the home language at home. Where possible we will obtain support for your child in your home language. This is part of your heritage and culture and is to be valued.

**The staff who work at our setting are:**

Mrs. Carol Hodgson Manager/Owner Degree in supporting Early Years

Development & Learning; Early Years Professional Status NVQ Level 3 Childcare & Education; Paediatric first aider; Child Protection Level 2; Talk time practitioner; Developmental movement play practitioner; ECAT lead practitioner, food safety level 2. Prevent Training. Enhanced DBS. 20 years of experience in early years

Mrs. Nicola Gregory Deputy Manger CACHE Level 3 in child care & Education; Paediatric first aider; Child Protection Level 2; food safety level two; Prevent Training .Enhanced DBS Many years’ of experience in early years.

Mrs. Amanda Briscoe Key Worker NVQ level 3 in childcare and education. Paediatric first aid. Safeguarding training level 1. Food safety level 2. Health and Safety Level 2. Prevent training. Enhanced DBS.

Mrs. Gill Cotterell Key worker CACHE level 3 in child care, Paediatric first Aid, Safeguarding level 1 food safety level 2. Prevent Training. Enhanced DBS

Ms Karen Stamp Key worker Diploma in preschool practice, paediatric first aid, safeguarding level 1, food safety level 2. Prevent Training. Enhanced DBS. over 20 years of experience

Miss Zoe Harris Sen support Level 3 diploma for the Children and

Young peoples workforce.

Paediatric first aid Training.

Safeguarding level 1. Prevent

Training. Enhanced DBS. Over 10

Years of experience

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 child. 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 children’s needs, activities, interest and progress with the staff;
* helping at events or outings;
* sharing their own special interests with the children;
* taking part in events and informal discussions about activities an curriculum provided by the setting;
* making suggestions for improvements (suggestion box); and
* building friendships with other parents in the setting.

**Key persons and your child**

Our setting uses a key person approach. This means that each member of the staff has a group of children for whom she is particularly responsible. Your child’s key person will be the person who works with you to make sure that what we provide is right for your child’s particular needs and interests. When your child first starts at the setting, she will help your child to settle and throughout your child’s time at the setting, she will help your child to benefit from the setting’s activities.

**The settings timetable and routines**

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

* Help each child to feel that he / she 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 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. We offer a free-flow system which means that children are able to go inside and outside as they so wish. 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 area.

**Snacks**

The setting makes snack time a social time in which children and adults eat together. We plan the snack time 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 these are met.

**Policies**

Copies of the setting’s policies and procedures are available for you to see at the setting and some are also available on our website. The setting’s policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and his / her parents.

The staff and parents of the setting work together to adopt the policies, these are reviewed annually. Parents are asked to sign that they have read the policies.

**Suggestion Box**

We have a suggestion box, located in the parent’s information area, where parents can place suggestions they would like the setting to consider implementing.

**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 are safeguarded 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 officer is the setting principal, Mrs. Carolyne Brambley

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.

**Special needs**

We are an inclusive setting and no child is refused admission because of special needs. As part of the setting’s policy to make sure that its provision meets the need of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Needs Code of Practice (2001). Our special needs co-ordinator is Mrs. Carol Hodgson

**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 setting has a policy about helping to settle into the nursery; a copy is available on request.

**Clothing**

Although we provide protective clothing for the children when they play with messy activities, we advise you to dress your child in clothing you do not mind getting dirty, part of the fun and learning is sometimes messy.

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 do this.

Shoes with Velcro fasteners are also advisable until your child can tie shoe laces.

We ask that you provide your child with a change of clothes and nappies (if required) in a bag which we can leave on their peg this is always an advantage and highly recommended. In the summer months we would also ask you to provide your child with a sun hat and to apply sun cream each day.

**Trips and Outings**

From time to time the nursery organizes trips / outings for all the children. These are activities that are over and above the requirements for the EYFS foundation stage. These trips are optional for children only receiving the free entitlement of 15 hours per week. The setting can ask parents for voluntary contributions to cover the cost of the trip / outing. If insufficient contributions are received to cover the costs then the trip / outing could be cancelled as we expect them to be self-funding.

In all instances parents are given written notification of the trip / outing, this will state venue, date, time and cost. The reply slip will also ask for emergency contact details for on the day and signed permission.

We hope that you and your child enjoy being a member of our setting 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.

**Some useful numbers and websites:**

OFSTED [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Rowans Children’s Centre: 01344 312800