



Welcome to Hollyfield Pre-School Nursery Prospectus



Our contact details

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Hollyfield Pre-School Nursery Ltd



Love, Laughter and Learning!

Hollyfield Pre-School Nursery is a family run nursery. We understand that early childhood is a precious time.

This is why we make every effort to ensure that your children reach their full potential and leave with nothing but happy memories of their formative years.

Our aims and values

Mission Statement

Hollyfield Pre School Nursery's goal is to provide a happy, safe, secure and stimulating indoor and outdoor environment where everybody's ideas, experiences and individualities are valued. Together we will share the excitement of learning through exploring, communicating and meeting new challenges that are relevant and have interest to us. We educate the WHOLE CHILD and embrace a CAN DO ethos. We want to enable the children to grow as self-confident, well-balanced people of the world.

Our Aims

At Hollyfield Nursery we aim to:

- Provide a happy, safe, warm and stimulating environment through a holistic approach for all children to play, learn and develop freely at their own pace.
- Provide the highest quality teaching and learning experiences for all children that takes account of, and responds to, the children's interests, and developmental needs and allows them to make progress on an individual basis. We will start from where the child is now and create next steps in their learning.
- Know and respect our children and their families as individuals, celebrating the richness of diversity and identity.
- Develop strong and trusting relationships with our families and to work in partnership with them to provide high quality play and care for their children.
- Value and nurture children's curiosity, creativity and desire to make sense of the world, giving time for their thoughts and ideas, and value to their work, their conversations and their feelings.
- Recognise and value children's strengths, interests and learning styles so that they develop confidence, independence and high self-esteem.
- Develop a staff team that is committed to working in partnership to best meet the needs of children and their families.
- Offer inclusive services that are accessible to all children in the community.
- Encourage children to have a positive attitude and respect for both themselves and other people.
- Support the children in making the transition to the next steps of their education with enthusiasm and confidence following a happy and fun-filled time at Hollyfield.

Values

Respect: We promote respect for self, others and a pride in our Nursery.

Consideration: We are caring and help each other.

Equality: We promote equal opportunities across race, culture, gender, religion, language, disability and special needs.

Co-operation: We work as a team. Acceptance: Everyone in our community is valued.

Honesty: We promote open, honest, sensitive and constructive communication. Partnership: As well as building positive links between nursery and home, we reach out to build bridges to enhance learning (the home, local community, other providers, national and international).

Quality: We have high expectations of ourselves, and other partners as well as the children.

Well-being: We prioritise happiness along with being healthy and staying safe.

NURSERY OPENING TIMES

Monday - Friday

7.45am - 6.00pm

Session Times

7.45am - 9.00am - 'Kids Around the Clock' club

9.00am - 12.00pm - Morning session

12.45pm - 3.15pm - Afternoon session

3.15pm - 6.00pm - 'Kids Around the Clock' club

Although we are registered to take children from birth, at the moment we offer care for children from 2 years - 8 years old as this is what the majority of parents need. The nursery is registered as a Day Nursery, however, it will continue to offer school hours only for those who require it. There is no charge for school holidays if not attended as long as it is possible to fund this from 'Go Wild' club. 'Go Wild' operates during most school holidays and are available to children aged 3 years to 8 years of age, booked for and paid in advance only.

PLEASE NOTE: Hollyfield Pre-School Nursery is open 44 weeks of the year. Closed periods are, 2 weeks at Christmas, 1 week at Easter, Spring Bank Holiday week and 4 weeks in August.

ADMINISTRATION AND FEES

Free childcare for 3 year olds

Government funding for 3/4 year olds will be accepted in payment for fees. The nursery will claim the 'Grant' for all children, the term after their 3rd birthday, for 15 hours per week, term time only. 30 Hours childcare is also available for working parents, a code will need to be obtained through HMRC to confirm eligibility.

If your child is 3 years old before and including 31st March, their grant can be claimed in the Easter term (April).

If your child is 3 years old before and including 31st August, their grant can be claimed in the Autumn term (September).

If your child is 3 years old before and including 31st December, their grant can be claimed in the Spring term (January).

How can I use my funded hours?

You are able to use your child's funded hours in the following ways -

3 hours a day over 5 days of the week

15 hours a day over 2.5 days of the week

Other options may be available and you can discuss this with Lydia Enefer (manager)

Free childcare for 2 year olds

Eligible 2 year olds can also receive 15 funded grant hours. It must be taken over a minimum of 2 days per week following their 2nd birthday as laid out above for 3 year olds.

Eligibility depends on whether you claim certain benefits or if the child is 'looked after.'

You must be getting one of the following:

- Income Support
- income-based Jobseeker's Allowance (JSA)
- income-related Employment and Support Allowance (ESA)
- support through part 6 of the Immigration and Asylum Act
- tax credits and have an annual income under £16,190 before tax
- the guaranteed element of State Pension Credit
- the Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)
- Universal Credit

Children are also entitled to a place if:

- they're looked after by a local council
- they have a current statement of special education needs (SEN) or an education health and care plan
- they get Disability Living Allowance
- they've left care under a special guardianship order, child arrangements order or adoption order

Please check this link to see if you are eligible to claim.

<https://www.gov.uk/find-free-early-education>

Early years Pupil Premium for 3 and 4 year olds

3- and 4-year-olds in state-funded early education will attract EYPP funding if they meet at least 1 of the following criteria, their family gets 1 of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit

- Universal Credit
- they are currently being looked after by a local authority in England or Wales
- they have left care in England or Wales through:
 - an adoption
 - a special guardianship order
 - a child arrangement order

Children must receive free early education in order to attract EYPP funding. They do not have to take up the full 570 hours of early education they are entitled to in order to get EYPP.

Children become eligible for free early education at different points in the year depending on when they turn 3. Details of the dates when children become eligible are available.

Please check this link to see if you are eligible to claim.

<https://www.birmingham.gov.uk/2yearolds>

<https://www.birmingham.gov.uk/eypp>

ALL fees are calculated on an hourly rate and are increased on a yearly basis. Fees must be paid for all family holidays taken during term time. Also, for staff training days and bank holidays:- OFSTED supports this in private settings so that staff can be paid for their bank holidays as well as training needs which benefit the children's development and is a huge contributor to us being an outstanding setting.

OUR HISTORY

Hollyfield Pre-School Nursery Ltd is an 'outstanding' private, (PVI) setting and is situated in North Birmingham, in the area of Sutton Coldfield. We moved into new, purpose a built premise, which was funded by the Neighbourhood Nursery Initiative in November 2004. We were given this grant as we are situated in Falcon Lodge, which is a council estate in Sutton Coldfield, and therefore classed as a deprived area. The nursery draws children in from the adjoining council estate, as well as private housing. We admit children from approximately 2 years old to 8 years old as we offer wrap around care before and after school opening times. Our opening times are 7.45am to 6pm. We provide before and after school provision for Hollyfield Primary School infant children to whom we share our site with. We are a term time only nursery however; we also provide holiday club care for 5 holiday weeks of the year.

We are a family business which has been passed down to the daughters (Lydia Enefer and Evelyn Tristram) of the proprietor (Hazel Tristram) on her retirement and is led by Lydia with the same close knit family feeling. Lydia holds a PGCE qualification and has experience in working with children from nursery age, through to Year 2. Practitioners employed at Hollyfield Pre-School Nursery have a variety of qualifications from Apprentice Level 2, Level 3, Foundation Degree, BA Honours to PGCE, and we are blessed with longstanding

staff who have been with us between 2 and 15 years with few changes, providing continuity of care for our children and their families.

We pride ourselves in having such a vast range of knowledge in the setting and the experiences we are able to provide our children with because of this knowledge. We encourage our practitioners to progress professionally as well as personally. This in turn means that as a setting, we can provide a vast wealth of knowledge for our children, supporting their every need. Information gained at courses is cascaded down to all practitioners during our monthly team meetings to ensure the children all receive the best care possible.

Culture and backgrounds of the children who attend the setting

We have a wealth of languages spoken by children and their parents in the setting. The majority of these are English, but we also have Malayalam, Russian, Polish, Slovak, Tamil, Latvian and Bulgarian to name but a few. Practitioners are aware that some parents may need some assistance when receiving written information as some may not speak any, or only a little English. Practitioners are also aware that some parents are unable to read and write and therefore discreetly hand any information over verbally and offer support with filling in forms etc.

Our children have many different religions between them, such as Church of England, Christian, Roman Catholic, Muslim, Sikh and non-religion which are respected and embraced by practitioners and children alike at Hollyfield Pre-School Nursery, hence promoting British values and also celebrating festivals and cultures from around the world.

PROVISION

We offer places to children in the Explorers Room, The Discoverers Room, Kids Around the Clock club, as well as Go Wild club.....

The Explorers Room



Children start the Explorers from the age of 2 years and this can often be the start of your child's nursery journey. Practitioners work closely with parents to ensure that your child has everything they need to make a smooth transition from home to nursery.

Each child is placed with a key person in a colour group of mixed ages (2 to 3 years old) and ability as this aids development and fosters independent learning. Practitioners take responsibility of changing children's nappies in their own group to ensure a close connection between child and key person. Key persons also support potty training with their own group and will discuss with parents of the best time begin this process.

Parents are asked to bring a drink in a drink bottle or cup which is labelled with the child's name and the children have access to them throughout the day. We make up formula milk as and when it is needed. Whole milk and water is provided along with a healthy snack during the day.

Every child is offered the opportunity to have a rest time and this is suited to the child and their needs. Every child is provided with their own sheet and blanket which is stored in a bag, labelled with the child's name is washed at the end of each week.

Dinner time takes place in the room and are transported from the school kitchen. It is a lot calmer for the children to stay in the Explorers room for dinner, rather than go down to the school dining room with the older children in the Discoverers room. Our doors are open for the majority of the day so that the children can access inside and outside with a variety of different activities to suit all developmental abilities.

Parents are given a daily record sheet at the end of each day so that you are aware of what they been doing throughout the day. This includes what the child has had to eat and nappy changes/toileting. When the summer term starts, we begin transitions into the Discoverers room, so that the children get an idea of what to expect when they move up in the September and spend time with the staff who will be teaching them.



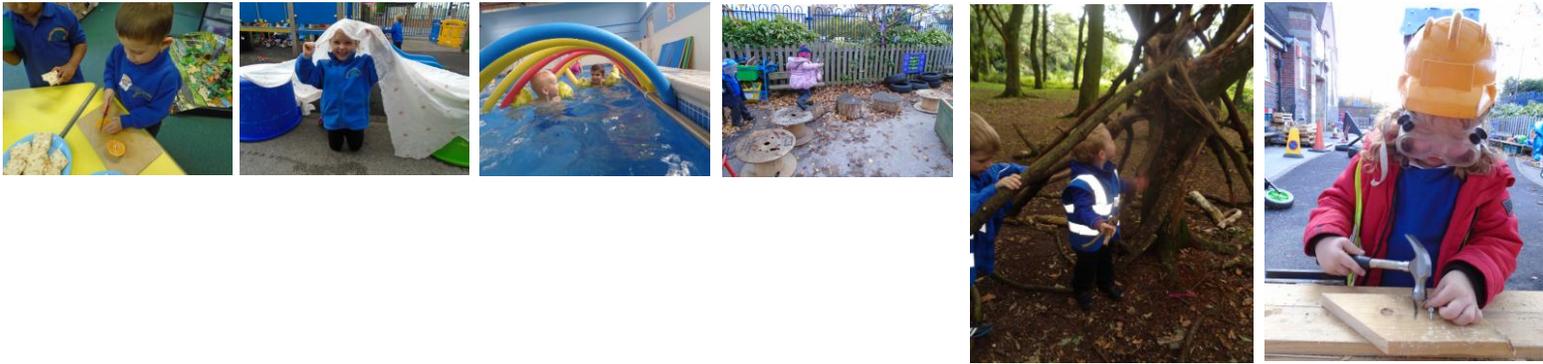
The Discoverers Room

We admit children from around the age of 3 years old to 4 years 11 months old. Across the room, key persons have colour groups of children of mixed ages and abilities and all children in this room mingle and explore together, learning from each other in the process. The younger children learn from watching and listening to older children, and the older children learn to help and support the younger children which is beautiful. It provides a warm, fun and supportive environment for all to learn and thrive in. Independence is key for children in this room, ensuring children are 'school ready' when they leave us for the next phase of their education.

Children are expected to be fully toilet trained before starting in this room, with the exception of any medical needs, as there is no room for special changing facilities. We offer free flow throughout the day, meaning that our room doors are open all day to provide exciting activities, both inside and outside for the children to choose from. The school cook makes all our hot meals and all of the Discoverers go to the school dining hall to have dinner, whether it be for a hot meal or a packed lunch from home. Children have free, continuous access to the water fountain as well as semi-skimmed milk or water with a healthy snack throughout the day. Our snacks consist of food such as cheese, crackers, breadsticks and a range of fresh fruit and raw vegetables. The children are encouraged to pour their own drink and cut up their own snack which really supports independence as well as building self-esteem.

Children in the Discoverers room only have a sleep or rest if you as a parent request this. Most children, by the time they come to us have stopped having a sleep during the day but if you feel your child would benefit from having a sleep, your child's key person can organise for them to have one.

At the start of the summer term, practitioners begin the transition process for all children moving to Reception Class or moving to another setting. Meetings are set up between key persons and school teachers to ensure a full and comprehensive hand-over of the development of the children. Practitioners take children who are going to attend Hollyfield Primary School through to assembly times and to their new classrooms, where the new teacher welcomes them and gets to know them before their arrival in September. Parents are expected to arrange these sessions for any children who are attending other schools.



Kid Around the Clock

At Hollyfield Nursery we offer wrap around care for children aged 2 to 8 years old. This runs under the name of 'Kids Around The Clock' and is run by full time, permanent members of staff, allowing consistency and continuity within your child's care.

At 'Kids Around The Clock' we provide a high level of care, ensuring that we take the needs and interests of each child into consideration when we plan for resources and activities. We strive to have a healthy balance of education, fun and relaxation. We allow the children to have access to all resources within the room, allowing them to have free choice. During session 2 and 3 we try and have outdoors available for the children, as this is extremely popular all year round.

Session times for 'Kids Around The Clock'

Session 1: 7.45am - 9.00am - includes chaperone to school

Session 2: 3.15pm - 4.00pm - includes chaperone from school

Session 3: 4.00pm - 5.00pm

Session 4: 5.00pm - 6.00pm

Collection and drop off

School children are taken over in classes to their classroom. A member of staff will take all Reception class children over to their classrooms and ensure they have gone in safely with their teacher. Children in Years 1 and 2 will be let into school through the connecting door and supervised by practitioners to ensure children go straight to their classroom. School children are then collected in the same way at the end of the day.

If your child chooses to join in with a 6 week extra curricular activity within school, during their usual wrap around care, we are able to collect after the activity has ended.

Ethos at breakfast and Snack time

We recognise the importance of our children becoming self sufficient, and our children have embraced being given the opportunity to do so. They relish the opportunity to choose and spread their own selection of toppings, wash and dry their plates, cups and cutlery, and some even enjoy helping make the toast.

Breakfast and snack time

We have a variety of healthy snacks offered. These include a range of items such as; toast with butter, jam, marmalade, honey, lemon curd, marmite and cheese spread, crumpets, fruit bread, hot cross buns, croissants, Porridge crackers, yoghurts, cheese and a wide range of seasonal fruit and vegetables. We also like to incorporate food from other countries and cultures. There is a £1.00 charge per session for this.

Safety

We will only allow your child go with a familiar adult that is on the collection list. We ask that you inform a member of staff if you know that someone different will be collecting your child and require a password from them. If for any reason we aren't informed we will not allow your child to leave until we have first spoken to you.

Please do not allow other adults in and out of the building with you, as this could potentially put us in danger.

Changes to sessions

We politely ask that you inform us of any changes to your child's hours one month in advance as it helps with staffing arrangements.

Go Wild Club



We are a term time only nursery, but offer a holiday club for a few extra weeks of the year. This is known as 'Go Wild club'.

We operate We operate during October half term, February half term, 1 week at Easter and the first 2 weeks of the summer holiday. Booking forms are available a few weeks in advance to enable parents to register, book and pay. Unfortunately there is a cut off date which is provided on each booking form, as we have to arrange and book for adequate staff. All booked sessions must be paid for in full and in advance and are non-refundable.

We aim to provide creative and exciting activities during 'Go Wild Club'. We foster a safe and fun environment for all children. Days include visits to local parks , libraries, fish and chip shops. We offer creative days designing plant pots and growing plants, baking delicious cakes, and making pizza for tea, joining in with 'messy play', making art on canvases and stones and much more.

'Go Wild' is different to nursery and pre-school sessions. There are many long days out and about therefore it is only suitable for children age 3 years old and above, and up to 8 years old. Parents are expected to provide a spare set of clothes, packed lunch, snack and drinks for their child.

CURRICULUM

How my child will be learning - the 7 areas of learning and development

The EYFS Framework explains how and what your child will be learning to support their healthy development. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Children should mostly develop the 3 prime areas first. These are:

- Communication and Language
- Physical Development
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it is suitable for very young children and it is designed to be really flexible so that staff can follow your child's unique needs and interests. Children in the Early Years Foundation Stage (EYFS) learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outdoors.

Planning

The cycle of observation, assessment, planning, observation is carried out on a moment-by-moment basis. We aim to have approximately three to eight 'named focus children' each week who staff 'follow' closely in order to concentrate on ensuring the child is progressing well and making next steps. As well as referring to the Foundation Stage curriculum, staff also use the What to Expect, When document as this provides a more friendly approach to learning and recording.

The parent/carer's role in our system

If your child is due to be a 'focus child' we will give you a parent consultation sheet (following form) to fill in the week before. We value the knowledge and understanding you have of your child and would really appreciate it if you would share anything significant happening in your child's life at that moment with us. Together we can plan activities to meet your child's needs. This will help us to plan for their future learning and development.

Activities that occur are recorded when the cycle is complete. These records are in the learning journeys for the focus children and on 'planning in the moment' sheets for activities, whether it is an individual record or a group have become involved. Whichever way, all records about your child are put in a learning journey and you are given this to keep once your child leaves our setting.

If you have agreed for your child to have a profile on Tapestry, their development is stored in the application for you to access through a personal email and special password. You are also able to add photographs to your child's profile and work closer with their key person in providing a holistic approach to your child's development.

We work in this way because...

"Babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest - the 'teachable moment' - that the skilful adult makes a difference. By using this cycle on a moment-by-moment basis, the adult will be always alert to individual children (observation), always thinking about what it tells us about the child's thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children's well-being and learning (planning for the next moment)." (Taken from National Standards document - Learning, Playing and Interacting P.22 - 23 The revised EYFS advises us to continue using this document)

- We have focus children **NOT** focus activities.
- The adult goes to the child.
- The child is NOT called to come to the adult.

We work this way because high-level involvement occurs in child-initiated activity.

An Enabling Environment

We have a workshop style environment indoors and outside. Minimum items are set out on the tables and the floor. The children select what they want to do in each area. Due to us having two year olds, we do put some toys out. The principal is that resources are accessible to the children and they are varied, open-ended and high quality. This gives children the opportunity to select resources to support their chosen activity.

The Role of the Adult

The adults are there to facilitate learning. They do this through observations and interactions. Our adults know the children very well and have a sound understanding of child development. This ensures that the adults enhance and extend the learning at the appropriate level.

The Ofsted definition of teaching (2015) fits exactly with our way of planning and teaching - in the moment.....

Ofsted definition of teaching (2015)

Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children's next steps in learning and monitor their progress.'

Planning in the moment

We use the observation cycle on a moment by moment basis. The focus children are given extra attention, but all the children are busy and learning all the time.

The planning sheets are a record of activities that have occurred.

It is particularly important that the adults' input (teaching) is recorded.

Three Characteristics of Effective Learning (C of EL)

Playing and Exploring - do they investigate and experience things, and 'have a go'?

Learning Actively - do they concentrate and keep on trying if they encounter difficulties, and enjoy achievements?

Creating and Thinking Critically - do they have and develop their own ideas, make links between ideas, and develop strategies for doing things.

With a system of focus children, a workshop style environment and records kept on spontaneous planning sheets and learning journeys, the children are learning effectively all the time!!

The Early Years Foundation Stage (EYFS)

Take a look at this very useful document which our practitioners use as a tool to ensure your children are progressing well. It is also a great tool for you to use at home, so that you understand what is expected of your children at each stage of their development.

http://www.foundationyears.org.uk/files/2015/03/4Children_ParentsGuide_2015_WEB.pdf

Ensuring my child's safety

Much

thought has been given to making sure that your child is as safe as possible. Within the EYFS there is a set of welfare standards that everyone must follow. These include the

numbers of staff required in a nursery and things like administering medicines and carrying our risk assessments.

Quality

You can find out about the quality of your child's nursery and other Early Years providers in relation to the EYFS Framework by checking what the Government's official inspection body for early years, Ofsted has to say about it. You can find this information at www.ofsted.gov.uk/inspection-reports/find-inspection-report

Progress Checks - 2 years old

At some point after your child turns 2, the practitioner working with your child must give you a written summary of how your child is progressing against the 3 prime areas of learning. This check will highlight areas where your child is progressing well and anywhere they may need some extra help or support. You may find it useful to share the information from the check with other professionals such as health visitors who may use it as part of their health and development review.

Where can I go for further information?

Our nursery managers and practitioners are more than happy to talk with parents in relation to the Early Years Foundation Stage and your child's individual development.

For an easy to understand guide on what your child should be doing and when, please visit: http://www.foundationyears.org.uk/files/2015/03/4Children_ParentsGuide_2015_WEB.pdf

You can also find the Early Years Foundation Stage at; www.foundationyears.org.uk

The Foundation Years website also includes a range of useful resources and contacts

THE KEY PERSON APPROACH

The key Person system within the nursery gives each practitioner particular responsibility for up to 12 children. Children relate to one special adult, which can make settling in much easier and lends its self to making a positive partnership with you as a parent. The key person maintains links with the child's home-setting, working with parents through shared record keeping to ensure all children are supported and reach their full potential.

SPECIAL NEEDS

The high number of adults present in the nursery enables us to provide individual attention for each child with difficulties. Each child is able to progress at their own rate in all areas of development. This is true for children with and without difficulties or disabilities. We are experienced in working with professionals such as health visitors, doctors, speech and language therapists, paediatricians and educational psychologists across the range of special needs. Please talk to a member of staff, who will seek advice and support from our

Senco (Special Educational Needs Co-ordinator) team if you have any concerns about the nursery being able to meet your child's needs and need support as a family.

RECORD KEEPING

The key person completes a baseline assessment of the children's progress within the first few weeks of beginning at the setting, or changing rooms or key person. The key person keeps a tracker of each child's development progress and supports them wherever necessary throughout the year, then during the last few weeks of the school year, completes another assessment which shows the progress the child has made throughout the year. This document is known as a Transition Document and a copy is given to parents as well as the next key person, whether that be within the setting or another setting, to aid a successful transition.

TRAINING

The nursery is a member of the Pre-School Learning Alliance, National Day Nurseries Association, Noodle Now and the Birmingham Play Care Network. Through these organisations and the Birmingham Early Years Development and Childcare Partnership, the nursery has access to a range of professionally produced publications, up to date information and on going training for both practitioners and parents. The nursery meets the requirements of OFSTED for the training and development of practitioner skills. Practitioners are encouraged to further their development, either through a higher qualification or subject courses that build on existing knowledge, which all aids in the high level of support we are able to provide for our children and families. All practitioners hold up-to-date food hygiene and first aid certificates and all 4 senior practitioners are trained to be Designated Safeguarding Leads (DLS's) and support all safeguarding issues with practitioners and parents

THE ROLE OF PARENTS

We recognise parents as the first and most important educators of young children. The nursery aims to have positive relationships and partnerships with our families and we offer many occasions for you to come into the setting and spend time with your children. Some of these occasions are times such as workshops, where we ask you or a family member to come and support your child in doing activities that we have prepared for you to have fun together with. Coffee sessions, where we offer you a session to come and have a look through your child's learning journey with them and have some input into the next steps of your child's learning. We often have coffee mornings for special occasions such as Mother's Day and Father's Day and fundraising for children's charity events. Parents are welcomed to stay and play with your child for the first ten minutes of the day and chat to practitioners about your child's development. Parents are also expected to promote positive relationships between yourselves and our practitioners and work together to ensure the best possible outcomes for your child whilst in our setting.

FRIENDS OF HOLLYFIELD NURSERY

Hollyfield Pre-School Nursery is supported by a charity called 'Friends of Hollyfield Nursery' and is made up of parents and practitioners. They offer funding for things such as short term emergency places for a 'looked after child' and providing money for new resources. Together with the nursery practitioners, they also devise new ways to raise this essential funding. In the past they have done sponsored activities such as walking round Rectory Park, a treasure hunt and a traffic light challenge, where children find red, amber and green objects from the home and stick them in the correct sequence. We have even held a fashion show which was a huge success. Fundraising takes place around three times a year and is usually very successful. A popular fundraiser is pyjama day, where children and practitioners wear their pyjamas to nursery and pay a voluntary donation of £1.00. Another very successful fundraiser is the tombola and this is done every year. Local businesses are kind and generous enough to donate super prizes for our families to win.

PARKING

Parent's cars **MUST NOT** be driven onto the school site. The car park is not part of the nursery and is only for the primary school staff to park in. Parking is only available for people displaying a **DISABLED PERMIT**. If you are a blue badge holder and need access to the car park, you can arrange this with nursery practitioners.

REGISTERING

To register an interest in a place for your child, please complete and return the form at the back of this pack to Lydia Enefer at the address in our contact details. We will then put your child's name and address on our waiting list and you will be contacted accordingly with the required starting date or to inform you that you have not been given a place due to us being full. We only have one intake which is in September however, children's sessions often change and there are sometimes occasions where children are able to start during the school year.

The admission process is as follows:

- Children who already attend the setting are given first priority as to what places they would like for the following September intake
- Siblings of existing children and previous children are then given the next priority
- Finally, priority is given in order of the waiting list

POLICIES

All our policies are kept updated and our policy statements on the following subjects are available in a separate booklet or on a USB stick by request to the manager.

Our extensive list of policies and procedures are as follows:

- Main safeguarding
- Children's rights and entitlements
- Uncollected child
- Missing child
- Online and IT safety
- British values
- Lockdown
- Bomb threat
- Looked after children
- Confidentiality and client access to records
- Information sharing
- Supervision of children on outings and visits
- Transport on outings
- Maintaining a child's safety and security on the premises
- Making a complaint
- Whistle blowing
- Valuing diversity and equality
- Achieving positive behaviour
- Special needs
- Animals in the setting
- Food and drink
- Administering medicines
- First aid

- Smoking
- Employment and staffing
- Staff disciplinary procedure
- Admissions
- Basic opening and closing kitchen checks
- Children's records
- Fire safety and emergency evacuation
- Food hygiene
- Health and safety general standards
- Induction of staff, volunteers and managers
- Nappy changing
- Parental involvement
- Provider records
- Recording and reporting of accidents and incidents
- Risk assessment
- Staff training and development
- Student placements
- The role of the key person and settling in
- Working in partnership and other agencies
- Zero tolerance
- Emergency closure procedure
- Comforters

Policies grow and change often according to law so more policies are added as and when needed

