

SNITTERFIELD



NURSERY SCHOOL

*LTD*

Ofsted Number EY450987    Company No. 07672389

# PROSPECTUS

# **Welcome to SNITTERFIELD NURSERY SCHOOL Limited**

First established some 15 years ago by parents in the village wishing to provide pre-school care and education for their children Snitterfield Nursery School has recently become a small independent pre-school operating as a Social Enterprise or Not-for-Profit Limited Company. We take children from 2 years to school age. There is a team of well qualified, experienced staff, who aim to provide the highest standards of care with the opportunity for children to expand their experiences and gain confidence before their transition to school. The role of parents is still a strong influence with 3 of the Directors being ex-parents and present parents being very active on the fundraising side of the nursery.

The Nursery is situated within the grounds of Snitterfield Primary School and there is a secure and covered play area at both the front and back of the building for the exclusive use of the Nursery. In addition, we are able to use the school playground and playing fields for special occasions.

New from September 2012 is the use of the Primary School's nature area where we operate Forest School twice a week.

The Nursery has a wide range of good quality educational equipment, including ICT facilities.

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 Snitterfield Nursery School, 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**

We aim to help children to become confident, proud, life-long learners whilst taking account of the Early Years Foundation Stage, discovering and building on each child's unique gifts and talents in a happy, safe, rich and stimulating environment supported by experienced staff. We work in partnership with parents to help children to learn and develop and offer children and their parents a service that promotes equality and values diversity.

## GENERAL INFORMATION

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

Our setting is a charity and as such is managed by a volunteer management committee - whose members are elected by the parents of the children who attend our setting. The elections take place at our Annual General Meeting. The committee make up the registered person with Ofsted and are responsible for:

- managing our finances;
- employing and managing our staff;
- making sure that we have, and work to, policies that help us to provide a high quality service; and
- making sure that we work in partnership with parents.

The Annual General Meeting is open to the parents of all of the children who attend our setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

There is also a charity arm of the nursery which is involved in fundraising events such as the refreshments and raffle at our annual Nativity Play and Sports Day, Easter Egg Hunt, Pamper Evening or any other social event that they choose. It can be great fun to be involved in the fundraising committee and is a super way to get to know other parents better.

### **Open**

Monday to Friday during term time. Term dates available on request.

Morning sessions 9.00am-12.00 noon

Afternoon sessions 12.00 noon-3.00pm

Lunch club 12.00 noon-1.00pm

We can have a maximum of 28 children per session and minimum attendance is 2 sessions a week.

### **Fees**

The fees are £5 per hour payable half-termly, in advance. Fees must still be paid if children are absent without notice for a short period of time.

For your child to keep her/his place at our setting, you must pay the fees. . A flexible payment system is available to meet individual circumstances.

If your child has to be absent over a long period of time, talk to Georgia Skinner who is the Head of Nursery.

We are in receipt of nursery education funding for two, three and four year olds; where funding is not received, then fees apply.

**A £30.00 non - refundable deposit is required to secure a place at the Nursery and is to be paid at the time of applying for a place.**

### **Policies**

These can be requested by e-mail or viewed at nursery with the Nursery Operational Plan which is available for all to read. This gives details of the running of Nursery and includes all the nursery policies and procedures.

## **Illness**

Parents are asked not to bring their child to Nursery if they have been sick in the night or have an infection. The Nursery session is a busy one and children who are not well do not enjoy the activities to the full. Please do not send your child back to Nursery until 48 hours has elapsed since they were last sick.

## **Clothing**

Parents are asked not to send their child in clothing or footwear that may cause injury such as necklaces or other items round the neck, flip-flops or Wellington boots for inside play. The Nursery does not like children to play with swords, guns or any other offensive weapon, whether they are bought or made. Please remember that many of the Nursery activities are messy ones, so expensive or new clothes should be avoided! Although not compulsory, we do encourage the wearing of nursery uniform. Sweatshirts, cardigans, fleeces and T Shirts can be purchased from Nursery.

## **Safety**

Parents are requested to inform the Nursery if they cannot be reached on their usual telephone number and an alternative number given in case of an emergency. They must always inform Nursery if someone other than themselves is going to collect their child. **Nursery staff will not let children be taken if this has not been pre-arranged.**

**We ask that parents work with us to safeguard all our children and ALWAYS talk to us if they are unhappy about anything they see or hear.**

## **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-ordinator is Sarah Clark.

## **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 policy on the Role of the Key Person and Settling-in is available on request .

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.

### **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 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 will help your child to settle and throughout your child's time at the setting, she will help your child to benefit from our activities.

### **OFSTED REPORT**

The Nursery had excellent Ofsted reports in October 2000, June 2002, June 2003, November 2005, February 2009 and April 2013 (a copy of this most recent report is on the foyer noticeboard, or can be accessed through [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). The following key factors were noted:

- Friendly and caring ethos
- Inclusive with everyone treated equally
- Children and parents are listened to and their views are taken into account well
- Children settle well when they transfer to school
- Children feel secure, there are lots of exciting things to do
- Staff use questioning well to encourage children to think
- Children are confident and proud
- Staff meet children's emotional needs well
- Children help each other and staff

## NURSERY STAFF

The Nursery has five members of staff and is registered with OFSTED for a maximum of 28 children per session - **the Head of Nursery is Georgia Skinner, Deputy Head is Sarah Clark and our Nursery Assistants are Sue Allan, Kathryn Cook and Sammie Mazey.**



Georgia joined the Nursery in February 2014 and she gained Early Years Professional Status in July 2012. She also holds qualified teacher status and National Diploma in Early Years. Georgia has over 10 years' experience of working with in education and childcare settings.



Sarah started at Snitterfield Nursery in November 2011. She has over 10 years' experience in a variety of childcare settings gaining her BTEC National Diploma in Childhood Studies in 2001. She is also Forest School training and runs our weekly Forest School.

Sue is our longest standing member of staff having started in 2001. Over the years Sue has built up her skills and qualifications achieving her NVQ3 in July 2011.



Kathryn joined us at the end of 2013. She is a local level 3 child minder with over 20 years of childcare experience.



Sammie joined the nursery in November 2014 and holds a level 2 childcare qualification. She has many years' experience working in local nurseries.



Hayley joined us in February 2015. She is currently completing an apprenticeship to gain her level 3 qualification in childcare.

All Staff hold First Aid Certificates, and attend Safeguarding training regularly. The staff work exceptionally well together as a team and this is a great strength of the nursery.

## **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.

### **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.

## **CHILDRENS' LEARNING AND DEVELOPMENT**

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**

The children participate in a wide variety of activities at each session and we aim to cover all aspects of the Early Years Foundation Stage (EYFS) in a friendly, relaxed, yet stimulating environment.

The Areas of Development and Learning comprise:

#### ➤ Prime Areas

##### *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.

#### ➤ Specific Areas

##### *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 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 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.

## A 'TYPICAL' NURSERY DAY

When the children arrive each session they can select their own activity, which could include sand or water play, dressing up, play-dough, puzzles, drawing, small and large construction sets. On most days these activities will be offered both indoors and outside. The session's activities then include: circle time; a mixture of adult and child led activities; snacks; small world play: role play in the home corner; messy play in the creative area; using the computer, CD player, cameras, torches or other ICT equipment, music, story time and outside play.

### **Snacks:**

Snacks are provided by the Nursery. We aim to encourage healthy eating habits and avoid foods with a high salt, fat or sugar content as a general rule. We include foods from different cultures at different times of the year. We like to celebrate children's birthdays and cakes can be brought in to do this, staff will check any allergies with parents.

### **Lunch:**

Children bring their own packed lunch, which is stored in a dedicated fridge. Advice and ideas for contents of a healthy lunch box are available from Nursery.

### **Outside Play:**

We take the children outside every day, and we have a variety of outside toys and activities for them to enjoy. We have made a garden area where the children plant bulbs, strawberries, beans, courgettes, herbs etc. We are also able to make use of the Primary School's wooden play equipment.



### **Forest School**

This is held weekly. The children arrive in nursery and after a brief circle time they all put on the waterproof jackets and trousers provided by nursery and their own or nursery Wellington boots and set off for either the Primary School's Nature area or our own area in the front garden. Ratios are kept low for Forest School with an ideal maximum of 10 children with 2 staff. The children will stay out all morning including snack and story



time round the “fire circle”. They return full of stories and treasures they have found or made from the objects they have found down there.



### **TRANSITION TO PRIMARY SCHOOL**

We have very strong links with Snitterfield Primary School, and many of the Nursery children transfer into the reception class of the school. However, attendance at Snitterfield Nursery School does not guarantee a place at the Primary School, which is determined by external criteria (see *Going to Primary School in the Southern Area of Warwickshire*, issued by Warwickshire County Council). Regular sharing of ideas and liaison between Nursery staff and reception class staff takes place and the children are regularly involved and invited to such events as the Sports Days or Christmas activities organised by school. The reception class can be seen in the top left of this photograph and the children often come for a chat at the fence during break time when they have moved up in September, and for several years after!