**A screenshot of a cell phone

Description automatically generated**Paddington Playstation Day Nursery

Drummer Road

Tidworth

Wiltshire

SP9 7NR

**Early Years Prospectus**

E-mail: paddingtons@tnbearlyyears.org

Telephone: 01980 846448

**Our setting believes that:**

* Every child deserves the best possible start in life, and it is our responsibility to support them, enabling them to achieve their full potential.
* The experiences that children have in their early years can have a major impact on their future life.
* A secure, safe, and happy childhood is important in its own right.
* Good parenting, alongside high-quality early learning intervention provides the foundations that children need to achieve the best outcomes as they develop and grow.

**Our setting aims to:**

* Offer a safe, stimulating environment that provides high quality learning opportunities and experiences for your child
* Access to highly trained and welcoming staff to discuss your child’s progress and resolve any concerns.
* Work in partnership with parents to help children to learn and develop; we also invite parents to attend our AGM and have a voice in the running of the setting.
* Offer children and their parents a service that promotes equality and values diversity.
* Encourage children independence with feeding and good hygiene practices.
* Add to the life and well-being of the local community.

**Parents**

Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

* Valued and respected.
* Kept informed.
* Heard
* Included at all levels.

**In Return we ask Parents to:**

* Pay for all sessions booked 4 weeks in advance.
* Give a minimum of four working weeks to terminate your contract with us. (Holidays are not counted in notice periods)
* Inform us as soon as possible if your child will not be attending a session.
* Contact us as soon as possible if your child is unable to attend because he/she has contracted a communicable or infectious disease, which is notifiable under the health and safety regulations.
* Regularly update us of any changes in the home that could affect your child.
* Update us of any changes to who can/cannot collect your child.

**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 parent helpers.
* has the chance to join with other children and adults to live, play, work and learn together.
* is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do.
* has a personal key person who makes sure each child makes satisfying progress.
* is in a setting that sees parents as partners in helping each child to learn and develop; and
* is in a setting in which parents help to shape the service it offers.

**Children's development and learning**

The provision for children's development and learning is guided by The Early Years Foundation Stage’s Development Matters (DFE 2020). Our provision reflects the three prime areas of learning that underpin everything in the early years and the four specific areas of development that help children to strengthen and apply the prime areas.

***3 Prime Areas***

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| **Communication and Language**  The development of children’s spoken language underpins all seven areas of development and learning, and children’s interactions form the foundations for language and cognitive development. Frequent and high-quality conversations in a language-rich environment are crucial in building vocabulary and language structure.  **English as an Additional Language** – Speaking more than one language has a lot of advantages for children, and children will learn English from a strong foundation in their home language. It is important that families use their home language for linguistic as well as cultural reasons. We appreciate parents sharing a few keywords in their home language with the nursery so we can celebrate multilingualism. |
| **Physical Development**  Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy, and active lives. We encourage children’s strength, co-ordination, and positional awareness from an early age through tummy time, crawling and play movement with both objects and adults, which gradually helps develop gross and fine motor skills.  Adults support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility by creating games and providing opportunities for play both indoors and outdoors. |
| **Personal, Social and Emotional Development**  Children’s personal, social, and emotional development (PSED) is crucial to children feeling safe, secure, and happy. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others, these relationships underpin children’s personal developments and are important in shaping their social world.  We support children in managing emotions, developing a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.  Adults support interactions with other children as they learn to make good friendships, co-operate, and resolve conflicts peacefully using the High-Scope Behaviour Management Approach which focuses on how children feel. |

***How* Paddington Playstation Day Nursery** ***provides 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 children with interesting activities that are appropriate for their age and stage of development.

***4 Specific Areas***

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| **Literacy**  We strive to ensure that children develop a lifelong love of reading, by talking to children about the world  around them, the books they read, sharing rhymes, poems, and songs. Reading consists of  two dimensions; language comprehension and word reading.  A child needs to be able to articulate ideas and structure them using the right vocabulary before the process  of writing can begin. |
| **Mathematics**  Developing a strong grounding in numbers is essential so that all children develop the necessary building blocks to excel mathematically. Providing frequent and varied opportunities by using loose parts and counting frames to calculate addition and subtraction sums, children should be able to count confidently, develop a deep understanding of numbers to 10, allowing children to understand the relationship between them and the patterns within those numbers.  Developing a ‘have a go’ attitude will encourage children to talk to adults and peers about what they see and to be unafraid to make mistakes. |
| **Understanding the World**  Understanding the world involves guiding children to make sense of their physical world and community, we support this by taking the children on outings to local shops, parks, and places of interest as well as meeting important members of society such as police officers, fire fighters and dentists. Sharing a broad selection of stories, non-fiction, rhymes, and poems will help foster children’s understanding of our culturally, socially, technologically, and ecologically diverse world. |
| **Expressive Arts and Design**  The development of children’s artistic and cultural awareness supports their imagination and creativity. We offer children regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.  From the earliest age we will stimulate children’s enjoyment of music by singing and playing musical instruments which are attuned to the children’s age and stage of development. |

The *Development Matters* guidance sets out the pathways of children’s development in broad ages and stages. However, the actual learning of young children is not so neat and orderly, and the new Development Matters allows for children to move forward and backwards in their own developmental journey. Practitioners use their professional knowledge to help children make progress without needing to record lots of next steps.

# *Learning through play*

Play helps young children to learn and develop through doing and talking, which research has shown to be how young children learn to think. Our setting uses ‘In the Moment Planning’ so that the children can lead their own learning and staff watch for sparks of curiosity to see how they can extend learning by using the children’s interests. Each week we offer a different range of enhancements to encourage children to explore and engage, but we also recognise the importance of children becoming bored so that they learn to look for things that fill them full of wonder and do not rely on others to engage them.

**Learning Journals**

The setting keeps an online record of achievement on EyLog called a Learning Journal for each child. Staff and parents working together on their children's Learning Journals is one of the ways in which the key person and parents work in partnership. Your child's Learning Journal 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 with you to keep the journal up to date. To do this you and she/he will upload 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**

At Paddingtons Playstation Day Nursery we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. We also encourage 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.
* allow the children to explore, be adventurous by taking risks safely.

**Opening Times**

We are open during Wiltshire Term times only

We are open Monday-Friday

Our hours are;

Monday -Thursday - 8am - 5:15pm

Friday - 8am – 4pm

We provide care and education for young children between the ages of 6 months - 5 years.

**How parents take part in the setting**

Our setting recognises parents as the first and most important educators of their children. All staff see themselves as partners with parents, by 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 their children's needs, activities, interests, and progress with the staff.
* helping at sessions of the setting.
* sharing their own special interests with the children.
* helping to provide, make and look after the equipment and materials used in the children's play activities.
* being part of the management of the setting.
* 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 Volunteers**

Paddingtons Playstation Day Nursery welcomes an extra pair of hands and parents are more than welcome to just stay and play or book a time with the office if they would like to help at a session. Helping at the session enables parents to see what the day-to-day life of the setting is like and to join in helping the children to get the best out of their activities.

**Joining in**

Volunteering is not the only means of taking part in the life of the setting. Parents can offer to take part in a session by sharing their own interests and skills with the children. In the past parents have visited the setting to read a story in their home language to the children and teach the children French/German and make recipes to share special events for their home cultures. We welcome parents dropping into the setting to see it at work or to speak with the staff.

**Key persons and your child**

Our setting uses a key person approach. This means that each Key Group has two or three members of staff. Whilst children will be allocated a specific key person, it is normal practice for the staff in a key group to share responsibility for all children’s files in that group. Your child's key people will be the people that work with you to make sure that what we provide is right for your child's needs and interests. When your child first starts at the setting, they will help your child to settle and throughout your child's time at the setting, they will help your child to benefit from the setting's activities by ensuring that planning caters for the individual needs of all children in the key-group.

**Learning opportunities for adults**

As well as gaining qualifications in Early Years Care and Education, the setting staff take part in further training to help them to keep up to date with thinking about early years care and education.

The setting also keeps itself up to date with best practice in early years care and education, as members of the NDNA and Noodle Now.

From time to time the setting holds learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

**The setting's timetable and routines**

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

* help each child to feel that she/he is a valued member of the setting.
* ensure the safety of each child.
* help children to gain from the social experience of being part of a group; and
* provide children with opportunities to learn and help them to value learning.

**The day**

The setting organises the day so that children can access activities both inside and outside, 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 setting offers a variety of large and small loose parts which children can use in any way they want, this helps to introduce them to new experiences and gain new skills, as well as helping them to learn to work with others.

Cosy corners support children's changing energy levels throughout the day and offer individual’s opportunities for rest and quiet activities. Outdoor activities contribute to children's health, their physical development, and their knowledge of the world around them.

**Snacks and meals**

The setting makes snacks and meals a social time at which children and adults eat together. Our cook plans the menus for snacks and meals so that she provides the children with healthy and nutritious food.

We encourage parents to share favourite home recipes that we can incorporate into the 4 weekly meal plans. Do tell us about your child's dietary needs and we will make sure that these are met.

**No nuts**

We are a no nuts setting and do not use nut products within the nursery.

**Policies**

Copies of policies and procedures are available for you to see, or you can request for them to be e-mailed to you.

The setting's policies help us to make sure that the service provided 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.

The staff of the setting work together to adopt the policies and they the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community. We welcome parents’ views and feedback on Policies and Procedures.

**Admissions Policy**

Admission is given on a first come first serve waiting list basis; however, there may be occasions where staff member’s children, serving military families or social service referrals take priority. We periodically refer to our waiting list and give courtesy calls to see if you are happy to remain on it.

**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 settings, and we have a procedure for managing complaints or allegations against a member of staff.

Our open 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**

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the Education Act (2011) and The Special Educational Needs Code of Practice 0-25 Years (2014).

Paddingtons Playstation Day Nursery is dedicated to making the whole provision accessible and supporting the needs of the children and families of those with additional needs.

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| Our Special Educational Needs Co-ordinator is | Stephanie Ball |

**The management of our setting**

A management committee that includes parents from various settings and members of the Forces community employ an Executive Coordinator to manage the overall responsibility of TNB Garrison Early Years and Play. Each member of the committee is voted in, and the elections take place at our Annual General Meeting. The committee is responsible for:

* managing the setting's finances.
* employing and managing the staff.
* making sure that the setting has, and works to, policies that help it to provide a high-quality service; and
* making sure that the setting works in partnership with the children's parents.

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

**Fees**

The fees are payable monthly in advance, and you will receive an invoice at the beginning of every calendar month detailing the sessions your child is booked in for, any payments received and your outstanding balance. Fees must still be paid if children are absent with or without notice. If your child will be absent over a long period of time, talk to the manager Stephanie Ball.

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

Parents are responsible for claiming 30 Hour Funding and must ensure that the nursery has the relevant code the term before funding is required.

**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. To help your child settle, they need to attend between 2-4 settling sessions with a parent or carer before their official start date. Information on this is given out when a space is allocated.

**Clothing**

We ask that parents provide suitable outdoor clothing which should include wet weather gear, hats, gloves, coats etc. The nursery will provide protective clothing for the children when they play with messy activities and encourage but do not enforce them to wear it.

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this. Parents can purchase t-shirts and jumpers with Paddington’s logo.

**We do ask that all items of clothing including coats, hats, bags, waterproofs, wellies, and lunch boxes are labelled.**

**Illness**

We follow the Health Protection Agency guidelines for all infection and illnesses. A copy can be viewed in the office or by visiting the Health Protection agencies website. Children are not to attend if they have had any Calpol or Nurofen for 24 hours.

**Sickness and diarrhoea.**

The HPA currently states that for sickness and diarrhoea exclusion is 48 hours from the last bout of sickness or diarrhoea. We ask for your cooperation to help keep both our children and staff free from illness by ensuring your child does not return before this time.

**Antibiotics**

If your child is prescribed antibiotics by your doctor, they are not allowed to attend for 48 hours following commencement of treatment. If after this time the course is continuing and needs to be administered, we can assist in this providing a Medication Administration form is completed.

**Prescribed Medication / creams**

Only medication that has been prescribed for your child by their GP will be administered at the setting, this includes medication such as paracetamol/ibuprofen which will only be administered to children to prevent febrile convulsions but must be collected by parent/carer as soon as possible.

**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. The staff are always ready and willing to talk with you about your ideas, views, or questions.**