

Dear Parents,

Thank you for your interest in our nursery. We know what an important decision you are about to make and we would like to explain why we believe you can trust us to care and educate your child. We apply a very simple rule to all our provision—if it is not good enough for our own children then it is not good enough for others! Our charity has a justified reputation for the quality and high standard that we set and we will not compromise this. Our schools are recognized as outstanding and we demand the same standards for our new nursery.



We are totally child centred in our philosophy and every child is treated as special with their own individual needs. Our staff are all qualified and experienced and share the values of our organization. We are very aware of our responsibility for ensuring that children in our care are kept safe and we have well developed procedures which are followed by our staff. Our charity was begun by parents and they continue to play a very significant role in directing our work. This nursery has been developed in direct response to requests from families. We expect parents to be our active partners in meeting their children's needs. Parents are a child's first teacher, you know

your child best of all and we need your help to understand their needs and to identify how best to help them. You are always welcome to come into the nursery at any time to see for yourself how your child is progressing and we will provide you with very regular information on what they are doing and how you can ensure they gain the most from this experience.

We look forward to building a strong and effective working relationship with you so that you can be confident that your child is happy, safe, well cared for and stimulated at all times. Should you require further information please do not hesitate to contact us.

Judith James,
Headteacher



Our nursery aims to:

- provide high quality care and education for children primarily below statutory school age;
- make special provision for children with special needs
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of its local community; and
- offer children and their parents a service that promotes equality and values diversity.

Parents

As a full day care nursery, all parents are regarded as members who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

As a voluntary managed setting, we depend on the good will of parents and their involvement to keep going. We expect parents to give their support and commitment whenever possible and to play their role in assisting us in meeting their child's needs.

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 two frameworks issued by the Sure Start Unit of the Department for Education and Skills.

For children from birth to three years, we give regard to the 'Birth to Three Matters' framework which sets out four key entitlements for young children. This framework informs practice in settings where babies and toddlers are cared for. It also informs practice in settings working across the age range with two to five year olds.

Birth to Three Matters

Our setting supports and promotes the entitlement of every baby and young child to be and become:

A strong child

A strong child is about babies and young children being strong, confident, capable and self-assured. To do this they need to be secure within loving relationships at home and within the nurturing care of their key person in their early years setting. Babies and young children are getting to know themselves and what they can do; the respect, care, love and emotional support they receive helps them develop trust and positive self image. The way we acknowledge and affirm babies and young children leads them to gain confidence and inner strength. Having close relationships with them promotes self assurance and a sense of belonging in our setting as a secure base to learn and try new experiences.

A skilful communicator

Through being with people who love them at home, and through their key persons who care for them in the nursery, babies and young children will become skilful communicators. They will make friendships where they will learn about other people, communicating and sharing their feelings and experiences. They will learn they have a voice, that they are listened to and responded to in a way that supports their understanding and search for meaning, helping them to learn the skills they will need for communicating with others. Through opportunities for talk with adults and peers, through sustained interactions, through stories, songs, mime and gesture, children will learn to become skilful communicators.



A competent learner

Children are learners from birth. They are actively involved in exploring their environment, using their senses to build up their knowledge about the world. Our provision offers babies and young children the opportunity to take part in planned and unplanned activities that will help them to make connections with what they already know and build new understandings to help them form more complex ideas about the world. They will have opportunity to be imaginative and creative; to express their ideas and represent them.

A healthy child

The healthy child is one who is emotionally secure and knows that he or she can depend on carers to meet his or her needs. Through our key person approach we aim to provide babies and young children with secure relationships as a firm foundation for them to gradually learn to become independent at their own pace. Babies and young children will have their needs for good nutrition, play and rest met so that their growth and development are assured. We provide an environment that protects children from harm and abuse; we minimise risk to children, but at the same time provide a safe structure in which they can learn to take their own risks, such as climbing or riding a bike. We provide boundaries within which they learn about being with others in a social group.

The Foundation Stage curriculum for children three to five years

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 children between the ages of three and five years, the setting provides a curriculum for the foundation stage of education. This curriculum is set out in a document, published by the Qualifications and Curriculum Authority and the Department for Education and Skills, called Curriculum Guidance for the Foundation Stage. We follow this guidance.

The guidance divides children's learning and development into six areas:

- personal, social and emotional development;
- communication, language and literacy development;
- mathematical development;
- knowledge and understanding of the world;
- physical development; and
- creative development.



For each area, the guidance sets out 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 Foundation Stage curriculum complements Birth to Three Matters, building on each of the four entitlements, as described above, to further promote children's learning and development.

For each early learning goal, the guidance sets out stepping stones, which describe the stages through which children are likely to pass as they move to achievement of the goal. Our setting uses the stepping stones that lead to the early learning goals to help us to trace each child's progress and to enable us to provide the right activities to help all of the children to achieve and progress.

Personal, social and emotional development

This area of children's development covers:

- having a positive approach to learning and finding out about the world around them;
- having confidence in themselves and their ability to do things, and valuing their own achievements;
- being able to get on, work and make friendships with other people, both children and adults;
- becoming aware of - and being able to keep to - the rules which we all need to help us to look after ourselves, other people and our environment;
- being able to dress and undress themselves, and look after their personal hygiene needs; and
- being able to expect to have their ways of doing things respected and to respect other people's ways of doing things.



Communication, language and literacy:

This area of children's development covers:

- being able to use conversation with one other person, in small groups and in large groups to talk with and listen to others;
- adding to their vocabulary by learning the meaning of - and being able to use - new words;
- being able to use words to describe their experiences;
- getting to know the sounds and letters that make up the words we use;
- listening to - and talking about - stories;
- knowing how to handle books and that they can be a source of stories and information;

- knowing the purposes for which we use writing; and
- making their own attempts at writing.
- Mathematical development
- This area of children's development covers:
 - building up ideas about how many, how much, how far and how big;
 - building up ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
 - starting to understand that numbers help us to answer questions about how many, how much, how far and how big;
 - building up ideas about how to use counting to find out how many; and
 - being introduced to finding the result of adding more or taking away from the amount we already have.

Knowledge and understanding of the world

This area of children's development covers:

- finding out about the natural world and how it works;
- finding out about the made world and how it works;
- learning how to choose - and use - the right tool for a task;
- learning about computers, how to use them and what they can help us to do;
- starting to put together ideas about past and present and the links between them;
- beginning to learn about their locality and its special features; and
- learning about their own and other cultures.

Physical development

This area of children's development covers:

- gaining control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- gaining control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- learning about the importance of - and how to look after - their bodies.



Creative development

This area of children's development covers:

- using paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and
- becoming interested in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children think. Our setting uses the stepping stones leading to the early learning goals 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 stepping stones and the early learning goals has been used to decide what equipment to provide and how to provide it.

Working together for your children

In our nursery we maintain the ratio of adults to children in the setting that is set though the National Standards for Day Care. We also have volunteer parent helpers where possible to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

How parents take part in the setting

Our nursery recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with you in providing care and education for your 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.

The parents' rota

The nursery has a dated rota which parents can sign if they would like to help at a particular session or sessions of the setting. 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. It is not always possible for parents to help and that is clearly understood.

Joining in

Joining the rota is not the only means of taking part in the life of the nursery. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to play the clarinet for the children, show pictures of the local carnival held in their neighbourhood, and show the children their collection of shells.

We welcome parents to drop into the nursery to see it at work or to speak with the staff.

Key persons and your child



Our nursery has a key person system. 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 what we provide is right for your child's particular needs and interests. When your child first starts at the nursery, she/he will help your child to settle and throughout your child's time at the nursery, she/he will help your child to benefit from the nurseries activities.

Records of achievement

The nursery keeps a record of achievement for each child. Staff and parents working together on their children's records of achievement 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 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 this record. To do this you and she/he 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,

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the nursery staff take part in further training to help them to keep up to date with thinking about special needs and early years care and education.

The setting also keeps itself up to date with best practice in special needs and early years care and education through the Percy Hedley Foundation's extensive specialist training programme and relevant specialist publications

From time to time the nursery 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 nursery believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the session/day in the nursery are provided in ways that:

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

*The session**

We organise our sessions so that the children can choose from - and work at - a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity - and are encouraged - to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom/s.

For children attending for a full day

The nursery organises the day so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the day.

The setting caters for children's individual needs for rest and quiet activities during the day.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

Our nursery offers various types of care: sessional, extended day and full day as well as a holiday scheme for under 8's during school holidays.

Snacks and meals

The nursery makes snacks and meals a social time at which children and adults eat together. Children attending the pre school group in the morning can bring their own packed lunch. For children attending for the whole day we plan the menus for snacks and meals 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 that these are met.

Policies

Copies of the nursery policies are available online at nursery@percyhedley.org.uk or can be found in the family room or nursery office.

The nursery policies help us to make sure that the service provided by our nursery is a high quality one and that being a member of the nursery is an enjoyable and beneficial experience for each child and her/his parents.

The staff and parents of the nursery work together to adopt the policies and they all have 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.

Special needs

- It is part of the nursery 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. Our nursery specialises in meeting the needs of children with a wide range of complex special needs. We are able to draw on the skills, knowledge and experience of our specialist staff who work in Northern Counties and Percy Hedley Schools. The Percy Hedley Foundation has developed a range of services to support disabled children, adults and their families. We directly employ our own team of specialist therapists and nursing staff who are on site and available to advise staff and parents where necessary. We are able to support families through our "School for Parents" which teaches parents how to use Conductive Education strategies and a "School for Families" which has been devised specifically for deaf /blind children. We have a close working relationship with the Toby Henderson Trust which specialises in working with children who have autistic spectrum disorder. Our staff have extensive experience of working with children with speech, language and communication difficulties, ADHD and dyspraxia.
- We aim to provide the highest quality service for this group of children within an integrated setting where their individual needs can be properly met
- We make sure that the nursery works in partnership with the children's parents and we are able to provide support and information to parents through our strong links with the Newcastle Special Needs Network who are based at our nursery.

The nursery has a steering group. This group is made up of staff and parents elected by the parents of the children who attend the nursery. The function of this group is to assist the Foundation in monitoring the quality of our provision, advise on the development of the service, putting forward suggestions as to how we can improve it still further. This group ensures that we are accountable to the families who use our nursery. Informally, feedback from all parents is welcome and we provide many opportunities for parents to meet and put forward your views.

Fees

A deposit of £50 must be paid in advance to secure your child's place. The fees are payable monthly in advance. Fees must still be paid if children are absent for a short period of time. If your child has to be absent over a long period of time, please talk to the manager.

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 three and four year olds and this will be used against the cost of the morning session; fees apply to the balance for which funding is not received.

Starting at our nursery

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 nursery. The nursery has a policy about helping children to settle in: a copy is enclosed in this prospectus.

Clothing

We provide protective clothing for the children when they play with messy activities.

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off - and putting on - outdoor clothes. Clothing that is easy for them to manage will help them to do this.

We hope that you and your child enjoy being members of our nursery 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.