# Dear Parents

We wish to extend to you and your child/children a very warm welcome to Docklands Day Nursery.

We strive to provide a consistent and qualitative learning and development through a range of activities and play. Through research, it has been established that children learn a lot through play and educational activities; therefore, play and educational activities will form an important part of our learning and development process.

We have qualified staff that will support your child/children through the different stages of development while they are in our care. Our number one goal is to satisfy your child/children’s interests and their needs with the support of a key person who will work passionately with them to prepare them for a strong educational foundation for their future.

It is our desire that your child/children will fulfil their given potentials and be established for greater heights in life.

Docklands Day Nursery was born out of the passion to develop, teach and care for children in a safe and secured environment. The nursery is established out of love to support parents to find a comfortable setting where their children’s learning and development, emotional and physical needs could be catered for with excellent qualified nursery practitioners**.**

Our Mission is to consistently provide ‘excellent and quality educational, emotional and physical needs for all children in our care’.

We offer all-day care for under-fives whilst their parents are engaged with other responsibilities. Docklands Day Nursery caters for full or part time care depending on the requirements of the parents.

Docklands Day Nursery provides unique and person-centred care in the development of each child in our care.

We feel privileged to be responsible for the care, learning and development of the children at such tender ages and we will ensure that each Child will have a great beginning, exciting and stimulating learning experience, which will give them self-confidence, skill development and high esteem that they would need ready for the future.

One of Docklands Day Nursery’s goals is to build a positive reputation of a safe and secure establishment.

Docklands Day Nursery Early Years prospectus

**Our setting aims to:**

* provide high quality Learning & Development of children
* Work in partnership with parents to support the children’s needs
* Safeguard wellbeing of the children
* Provide Stimulating environment for children learning
* Employ well Qualified and passionate staff

# Parents

Parents are regarded as members of our setting, they have right to be:

* Valued and respected;
* Consulted;
* Involved; and
* Included at all levels.

**We aim to ensure that each child:**

* Is in a safe and stimulating environment;
* Is given care and attention,
* Has a chance to join with other children and adults to live, play, work and learn together;
* Is supported to take forward her/his learning and development by being supported to build on what she/he already knows and can do; and
* Is in a setting that sees parents as partners in helping each child to learn and develop.

# Children’s development and learning

The provision for children’s development and learning is guided by The Early Years Foundation Stage (DfE 2013). Our provision reflects the four guiding theme and principles of the Early Years Foundation Stage.

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| **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 Environment**  |
| Children develop and 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. The framework covers the education and care of all children in early year’s provision including children with special educational needs and disabilities.   |

# How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

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| The Area of Development and Learning comprise **Prime Areas** * Personal, social and emotional development;
* Physical development
* Communication and language;

 **Specific Areas** * Literacy
* Mathematics
* Understanding the world
* Expressive arts and design
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For each area, the level of progress children should be expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

The ‘Development Matters’ guidance sets out the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

**Personal, social and emotional development** Our programme supports children to develop:

* Building relationships
* Self regulation
* Managing self

# Physical development

 Our programme supports children to develop:

* Fine motor skills
* Gross motor skills

# Communication and language

Our programme supports children to develop:

* Listening, attention and understanding
* Speaking

# Literacy

Our programme supports children to develop:

* Comprehension
* Word reading
* Writing

# Mathematics

 DDN programme supports children to develop:

* Number
* Numerical patterns

# Understanding the world

 DDN programme supports children to develop:

* Past and present
* People, culture and communities
* The natural world

# Expressive arts and design

* Creating with materials
* Being imaginative and expressive

# DDN approach to learning and development and assessment Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the Early Years Foundation Stage ‘Development Matters guidance 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 Development Matters guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

# 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 Development Matters guidance to the Early Years Foundation Stage as:

* Playing and exploring – engagement
* Active learning – motivation
* 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 ask them to contribute to the assessment by sharing information about what their children like to do at home and how they as parents are supporting their development.

We make periodic assessment summaries of children’s achievement based on our ongoing development records. These form part of children’s records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school.

# 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 learning and development areas of the EYFS: personal, social and emotional development; physical development; and communication and language; when a child is aged between 24 – 36 months. The key person is responsible for completing the check using information from ongoing 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

The setting keeps a record of achievements 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’sstage of progress. You and the key person will then decide on how to support your child to move on to the next stage.

# Working together for your children

In our setting we maintain the ratio of adults to children in the setting that is set through the Safeguarding and Welfare Requirements.

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.
* It is vital & the sole responsibility of the parent / guardian to inform Docklands Day Nursery of any changes to the information given within this pack. This is especially important with telephone numbers.

#  Opening times

* We are open all through the year, except for bank holidays
* We are open Monday to Friday inclusive during term time.

We provide care and education for young children from aged 0 – 5 years.

# Parents part in the setting

We recognise that parents are the first and most important educators of their children. All of the staff members see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

* Exchanging knowledge about their children’s needs, activities, interests and progress with the staff;
* Contributing to the progress check at age two;
* Sharing their own special interests with the children;
* Helping to provide, make and look after the equipment and materials 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 stay and play sessions

Each term parents, carers and grandparents are invited into the setting to join in with the routine**.**

# Key persons 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 what we provide is right for your child’s particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child’s time at the setting, she/he will help your child to benefit from the setting’s activities.

**Learning opportunities for adults**

As well as gaining qualifications in early years care and education, our staff members take part in further training to help them to keep up-to-date with thinking about early years care and education.

# 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 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. As well as an outdoor play area, we take the children out into the local community. The setting organises the session to take account of children’s changing energy levels.

# Snacks and meals

The setting promotes healthy eating, and provides children with fruit and milk throughout the day. All food meals are prepared for children from scratch by our nursery chef and contain vegetables and fresh salad with every single meal. We encourage all children to sit together and

enjoy their snack/ meal as we make snack times a social time at which children eat together.

Where possible we shall appreciate the fruit/vegetable for example grapes and cherry tomatoes to be cut in half. A drink of milk or water is provided, unless your child has any special dietary needs, and this you need to tell us. We provide children other options of milk if required such as oats milk or soya milk. Water is available throughout each session.

When it is your child’s birthday, as part of healthy eating we encourage parents to bring in fruits or yoghurt to share with their peers.

***If your child has any allergies or special dietary requirements, please make sure staff are fully aware, and include it on your child’s registration forms and all about me form.***

# 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. For Special Educational Needs support, please contact the nursery manager or any of the directors.

# Policies

The settings policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents/guardians. The settings policies are available with the Nursery Manager; please ask for copies if you need one.

# 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 members of staff. Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

# The management of our setting

Our nursery is managed day to day by the Nursery Manager, who reports to the Directors. The Nursery Manager and the Directors are responsible for:

* managing the nursery’s finances;
* employing and managing the nursery staff;
* making sure that all policies and procedures are upheld to a consistent and high standards
* Making sure that the setting works in partnership with children’s parents.

# Fees

Fees must be paid within the first week of each month; otherwise an additional charge will be incurred. The fees policy is attached to your registration form.

Please note that 4 weeks’ notice is required to cancel a child's place.

# Starting at our setting

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 support your child to settle into the setting.

# Clothing

We provide protective clothing for the children when they play with messy activities such as aprons. 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 aprons and 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 setting. The staff are always ready and willing to talk with you about your ideas, views or questions.

Our promise to you is ‘we care for your children with passion’.

Thank you for choosing Docklands Day Nursery.

 Docklands Day Nursery Management