



Prospectus

Little 1 Nursery

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www.little1nursery.co.uk

Ofsted Registration: EY473794

Our Aim

At Little 1 Nursery, Chandler's Ford our aim is to:

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

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;
- consulted;
- Involved and included at all levels.

We view parents as the child's first educators and recognise the crucial role they play in their child's early years.

Children's development and learning

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 highly qualified staff to children
- 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 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.

The Key Person and Your Child

Little 1 Nursery uses a key person approach. This means that each member of staff has a mixed age 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 with us the key person 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 and environment available. We have a minimum attendance policy of two times a week for a minimum of 3 hours a time to help the child settle and build strong bonds with their key person.

The Early Years Foundation Stage

The provision for children's development and learning is guided by the Early Years Foundation Stage (DfE 2012). Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage.

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 - 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 the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

The **prime areas** consist of:

Personal, Social and Emotional Development

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Physical Development

- Moving and handling
- Health and self-care

Communication and language

- Listening and attention
- Understanding
- Speaking

The **specific areas** consist of:

Literacy

- Reading
- Writing

Understanding the world

- People and communities
- The world
- Technology

Mathematics

- Numbers
- Shape, Space and Measure

Expressive arts and design

- Exploring and using media and materials
- Being imaginative

For each area, the level of progress that children are 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 nursery has regard to these matters when we assess children and plan for their learning. Our planning supports children to develop the knowledge, skills and understanding they need for all aspects of their play.

Our Approach To Learning, 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. The nursery uses 'Development Matters in the Early Years Foundation Stage 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 'Development Matters' 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 the Early Years Foundation Stage guidance 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 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 assessment by sharing information about what their children like to do at home and how they, as parents, are supporting 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.

All children at the setting have a personal on-line Learning Journey which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us.

Tapestry enables staff to capture a photo, a video clip or a voice recording as well as written notes using a tablet and to assign this to one or more children. These observations are then uploaded to a secure web-based learning journey to which you as a parent also have access to. All data is held in encrypted form and is accessed subject to a secure login and password. The only people who can access a child's learning journey are the relevant staff (manager, room leaders, key persons) and the child's parents or relatives that you wish to sign up.

This also helps to support our partnership with parents because parents can contribute their own photos, observations and thoughts to the learning journey which also helps us to plan for individual children's development, and of course a wonderful keepsake for parents to share with their child. The tapestry website (<https://tapestryjournal.co.uk>) has more information as well as a list of FAQs.

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 27 - 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. This will be shared with parents/carers in a meeting.

Working Together For Your Children

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. Currently this is:

0-2years 1 adult:3 children

2-3years 1 adult:4 children

3-5years 1 adult:8 children

There is a complete list of all staff who work at our setting on the wall in the hallway at nursery and within Tapestry Documents.

Our aim is 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

Little 1 Nursery recognises parents as the first and most important educators of their children. All of the 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 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
- attending stay and play sessions
- helping at nursery
- taking part in events and informal discussions about the activities and planning provided by the nursery
- joining in community activities, in which the setting takes part; and building friendships with other parents in the setting.

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 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.

Our DSL Designated Safeguarding Lead is Beth Henery.

Inclusion - Special Needs

As part of the nurseries 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 Special Educational Needs Code of Practice (2001).

Our Special Educational Needs Co-ordinator and Behaviour Management Officer is Beth Henery.

Little 1 Nursery Rhythm 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 nursery day is structured so 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 nursery caters for children's individual needs for rest and quiet activities during the day. Outdoor activities are on offer all day - whatever the weather; contributing to children's health, their physical development and their knowledge of the world around them.

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 setting. We offer home visits and as many settling sessions as it takes (minimum of 2). Our policy on the Role of the Key Person and Settling-in is available from www.little1nursery.co.uk or please ask for a paper copy.

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

Transitions

Transitions are part of our daily lives; often as adults we make hundreds without realising we are making them- going to work every day! We recognise for babies and young children however transitions may be challenging, we fully support transitions inside and outside of the nursery.

Throughout our nursery routine we have worked hard to minimise and reduce transitions for children, free flowing indoors and outdoors and no set age that children will move from The Nest to Pre School; just when they are ready and the key person and parents feel they are ready. For children settling we offer home visits and home diaries. For children transitioning to school we provide parents/carers with a transition to school meeting.

Snacks and Meals

We ensure that snack and meal times are a social affair!

Snack; The Nest

Children snack will be from 8.30am onwards this will now be fresh fruit and a cereal option. The nest children are now eating in the separate room to allow more space for play.

Snack; Preschool

Children will be eating snack in their key groups which will start at 9am. We would ask that parents give their child breakfast at home, as we are unable to offer the rolling snack bar currently. The Preschool children will be having their snack before or after

their morning key time with their key person as a small group. The children will be offered fresh fruit and a savoury option.

Cooked lunch is served at 12noon and a 'Bento Box' style tea at 4pm. We plan the menus so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs and we will make sure that these are met.

Bottles

If your child requires formula or breastmilk when they start with us at nursery we ask that you supply either the made up bottle of breastmilk that we can refrigerate until used or for formula the boiled water measured in the bottle and premeasured powder that we can mix together with the water, or you can also supply readymade cartons. We supply cow's milk/dairy free alternative once your child is 1 year old.

Nappies and Wipes

All nappies and sensitive wipes are included.

Intolerances

We make all our food onsite and can easily adapt our meals to incorporate most intolerances. We either will adjust the ingredients or make alternatives to suit your child's dietary requirements. We use Oat milk (dairy free milk substitute) for drinking and using in cooking. If you wish your child to have an alternative to Oat milk then we ask that you provide us with a named unopened carton. We can only keep cartons once opened as per the guidelines on the product. We will only use the milk you provide solely for your child. If you have any questions please discuss further with management.

Clothing

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. As children play outside whatever the weather parent/carers should ensure they have weather appropriate clothing. We provide sun cream as required during the nursery day.

Policies

Copies of the nursery's policies and procedures are available inside the door for you to see at the setting. We can also email you a pdf copy upon request.

The policies help us to make sure that the service provided by Little 1 Nursery is of high quality and that being a member of the nursery is an enjoyable and beneficial experience for each child and their family.

The staff and parents of the setting work together to adopt the policies and we encourage parents 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.

Our Staff

Little 1 Nursery Ltd is owned by Bilal and Rebecca Mirza.

Senior Managers who work across the company are; Amey Richmond and Beth Henery
The Named Manager of Chandlers Ford is Beth Henery.

We are very proud of our committed long-standing staff team, many of our staff have worked with us for several years and have a wealth and variety of experience and qualifications.

Our enthusiastic staff are qualified in childcare and include an experienced nursery Manager, qualified Nursery Practitioners, Apprentices and Nursery Assistants. As well as this, our senior management includes three Early Years' Teachers. All staff are DBS checked, have level 2 food hygiene and Pediatric first aid training. The team work together in a child-led environment, using the Early Years' Foundation Stage curriculum (EYFS) to provide high quality learning and care opportunities supporting your child's development.

The next step...

...if you are interested in sending your child to Little 1 Nursery please complete and return an expression of interest form via email/post/or by hand.

- No monies or deposits will be exchanged until the nursery can guarantee your space and you will be asked to complete a contract and sign terms and conditions.
- We offer siblings priority, and our waiting list is arranged in order forms are received.
 - Spaces will be allocated as they arise.

If you require any more information please visit our website or call or email us, we look forward to hearing from you and seeing you again soon!