

OUR AIM

We aim to help children to:

- Learn through play and experimental investigation, making use all of their senses.
- Enhance their cognitive and intellectual development.
- Be involved in their own learning, by planning and organising their own materials and deciding where to work.
- Develop a positive sense of self and emotional wellbeing.
- Experience a consistent but flexible routine and feel secure in nursery.
- Develop their language and communication by talking with adults and other children.
- Build relationships with each other and adults, learning to negotiate and cooperate.
- Gain confidence and develop social skills.
- Develop their physical skills.
- Be tolerant and accepting differences between one another.

We aim to encourage families and care givers to:

- Feel welcome in the Nursery and to be involved in all aspects of nursery life.
- Appreciate finished pieces of their child's work as well as the processes and skills learned by the children during their activities.
- Contribute to their child's progress, learning and development.

At Home from Home Nursery we will provide:

- Newsletters and updates of Nursery Life (please ask if you would rather receive e-letters).
- Consultations on your child's developments.
- A key person for you and your child.
- A Learning Journey - to record interest, achievements and development, to aid staff to plan for next steps for your child and support their progress.
- An 'All About Me' booklet.
- Feedback on your child's day.
- Menus (detailing a healthy and nutritious meal)
- Staff's qualifications, training and experience in childcare (see staff board).
- A 'Wow' Tree / board - for all parents, children and carers to attach notes or pictures on achievements, likes/dislikes, experiences and development. These notes / pictures will be added to your child's learning journal as part of their ongoing assessment and parent partnership.

PARENT PARTNERSHIP

'Home from Home Haverhill' 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 child. There are many ways in which parents take part in making the nursery 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;
- sharing their own special interests with the children;
- taking part in events and informal discussions about the activities and curriculum provided by the nursery;

- joining in community activities in which the nursery takes part; and
- building friendships with other parents in the nursery.

Key persons and your child

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 nursery's activities.

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 early years care and education.

The nursery also keeps itself up-to-date with best practice in early years care and education.

From time to time, in response to families' current needs, the nursery holds learning events for parents. These usually look at how adults can help children to learn and develop in their early years. If there is particular training you would like please discuss this with your key person and we will endeavour to provide the appropriate event, or will signpost you to the appropriate organisation.

PLANNING AND OBSERVATION

Provisions are made for each individual child to access our child centered curriculum, enabling them to learn through high quality play experiences and opportunities, which are planned specifically to meet their unique needs. With your consent practitioners undertake skilful observations, in written form as well as via photographic and video evidence, to gather information about your child in a systematic, detailed and precise way. This information is essential in planning for your child's learning and development and can be greatly enhanced with your input. We acknowledge and respect that you are the expert on your child and are their first educator. We therefore strive to combine your expertise with ours to give your child the very best start possible. You will be allocated a Key person who will work closely with you and your child, ensuring both care and learning needs are met.

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 LEARNING JOURNEY

The Learning Journey is a document which records your child's learning and development, enabling us to recognise, share and celebrate their early years progress. We observe and assess your child during their play which allows us to monitor their development through the 6 areas of learning (Personal, social and emotional development; Communication language and literacy; Problem solving reasoning and numeracy; Knowledge and understanding of the world; Physical development; and Creative development) this then enables us to identify learning and development needs and ultimately plan for their future development.

The Learning Journey stays with your child through their early year's education right up to the end of their school reception year. Whilst it is our desire that you will take an active role

in the completion of your child's Learning Journey we would ask for this document to be stored at the nursery. However, should you wish to take it home overnight, please ask your child's key person.

EYFS – EARLY YEARS FOUNDATION STAGE

'Home from Home Haverhill' nursery reflects the four key themes and 16 commitments of the Early Years Foundation Stage.

A Unique Child

Child Development: Skilful communicator, competent learner.
Inclusive Practice: Equality and diversity, children's entitlements, early support.
Keeping Safe: Being safe and protected, discovering boundaries, making choices.
Health and Well-being: Growth and developing, physical and emotional wellbeing.

Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships.
Parents as Partners: Respecting diversity, communication, learning together.
Supporting Learning: Positive interactions, listening to children, effective teaching.
Key Person: Secure attachment, shared care, independence.

Enabling Environments

Observation, Assessment and Planning: Starting with the child, planning, assessment.
Supporting Every Child: Children's needs, the learning journey, working together.
The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.
The Wider Context: Transitions and continuity, multi-agency working, the community.

Learning and Development

Play and Exploration: Learning through experience, adult involvement, contexts for learning.
Active Learning: Mental and physical involvement, decision making, personalised learning.
Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.
Areas of Development and Learning.

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 nursery 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.

The Areas of Development and Learning comprise:

- personal, social and emotional development;
- communication, language and literacy development;
- problem solving, reasoning and numeracy;

- knowledge and understanding of the world;
- physical development; and
- creative development.

For each area, the practice guidance sets out the Early Learning Goals. These goals state what children are expected to know and be able to do by the end of the reception year of their education.

The practice guidance also sets out in 'Development Matters' 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.

Personal, social and emotional development

We aim to support children to develop:

- positive approaches to learning and finding out about the world around them;
- confidence in themselves and their ability to do things and valuing their own achievements;
- their ability to get on, work and make friendships, with other people, both children and adults;
- their awareness 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;
- their ability to dress and undress themselves and look after their personal hygiene needs;
- their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Communication, language and literacy

Our nursery supports children to develop:

- conversational skills with one other person, in small groups and in large groups to talk with and listen to others;
- their vocabulary by learning the meaning of - and being able to use - new words;
- their ability to use words to describe their experiences;
- their knowledge of the sounds and letters that make up the words we use;
- their ability to listen to, and talk about, stories;
- knowledge of how to handle books and that they can be a source of stories and information;
- knowledge of the purposes for which we use writing;
- making their own attempts at writing.

Problem solving, reasoning and numeracy

We encourage children to develop:

- understanding and ideas about how many, how much, how far and how big;
- understanding and ideas about patterns, the shape of objects and parts of objects and the amount of space taken up by objects;
- understanding that numbers help us to answer questions about how many, how much, how far and how big;
- understanding and ideas about how to use counting to find out how many;
- early ideas about the result of adding more or taking away from the amount we already have.

Knowledge and understanding of the world

Our programme aims to support children to develop:

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

Physical development

'Home from Home Haverhill' supports children to develop:

- increasing 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;
- increasing 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;
- their understanding about the importance of, and how to look after, their bodies.

Creative development

We aim to support children by encouraging:

- the use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings;
- their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.
- *Our 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 nursery uses the practice guidance Early Years Foundation Stage 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 practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

POLICIES

Copies of the nursery's policies and procedures are available for you to see at the nursery.

The nursery's policies help us to make sure that the service provided by the 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 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 nursery to provide a quality service for its members and the local community.

Safeguarding children

Our nursery has a legal obligation to help safeguard children against suspected or actual 'significant harm'.

Our employment practices protect children against the likelihood of abuse in our nursery 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.

Illness

If your child is unwell please do not bring him/her to the Nursery as this is not fair either to your child, other children, staff or parents. It is appreciated if parents phone in the morning when a child is not going to attend Nursery due to illness, and it is essential when they have a communicable disease, so other parents can be informed. After sickness or diarrhoea, parents are asked to keep children home for 48 hours.

Equal Opportunities

Home from Home Nursery is committed to treating all children as individuals regardless of race, colour, ethnic or national origins, gender, culture or religious belief. Home from Home will promote diversity and culture through resources and promoting festivals, celebrations and ceremonies throughout the nursery.

Training

Continuous Personal Development is very important to Home from Home Nursery. All Staff will be given the opportunity to update their skills and knowledge by attending relevant training courses.

Positive Behaviour

Home from Home nursery has a strict policy which forbids physical reprimands. We have behaviour management procedures which all staff adhere to and training is available, to ensure consistent and positive strategies are implemented by all staff. Our aim is to encourage children to manage and regulate their own behaviour. Children are encouraged to acknowledge their own rights as well as respect the feelings and rights of others.

Special needs

As part of the nursery'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 nursery works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001).

Our Special Educational Needs Co-ordinator is Nicole Lowen

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 into the nursery; you may be expected to allocate some time to work with your child's key person to devise a 'settling in' plan and complete the 'all about me' booklet.

Clothing

We provide protective clothing for the children when they engage in messy activities; however you may find it beneficial to dress your child in old clothing as accidents do happen.

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, as appropriate. Clothing that is easy for them to manage will help them to do this.

During the cold, wet months it is advisable to send wellies and waterproof protective clothing. These can be purchased from many outdoor shops, as well as online.

YOUR CHILD

The Bunny Room ~ 6 Weeks to 2 years

Babies are totally dependent on adults to provide for their experiences and development until they are mobile. Children's needs are met with freedom of movement, stimulation, and their natural curiosity is encouraged and nurtured which allows a child to naturally progress and demand more, learning and discovering through their senses indoors and out.

Staff always put the needs of the babies first and follow their lead when it comes to play, activity and routine. The areas within the bunny room are calm, peaceful and stimulating environment where they can begin to explore the world.

We ensure that each child has access to experiences that will promote their development. For example:

- **Heuristic play;** Exploring natural objects, textures and colours, using all their senses
- **Sand & water play;** Enjoying the look and soothing feel of sand and water and the continuous changes that occur as they pat, splash, dump and pour.
- **Role-play;** Developing communication through songs, stories and games.
- **Story corner;** A selection of age appropriate books for the babies to enjoy alone, with friends or with a caring practitioner in comfortable surroundings.
- **Exploring food;** Different textures, colours and tastes, and encouraging independence

HEDGEHOG ROOM ~ 2 TO 8 YEARS

At this stage in development children become 'independent thinkers' who learn from handling real objects and by experiencing real situations.

In the happy and fun atmosphere of the nursery room, we will provide children with a balance of structure and freedom that is necessary to develop their personalities, co-ordinate their physical abilities and respond to communication and learning activities.

Staff of Home from Home nursery will take detailed observations of your child's progress. Our staff aim to be friendly and approachable, they will endeavour make time to share details of your child's daily achievements and activities, and respond to your individual needs.

Within the nursery room and outside areas each child will experience key activities from:

- **Creativity;** Communication through a variety of medium including paint, clay, junk modelling, sticking and messy play. Providing them with an opportunity to develop their individual creativity and imagination.
- **Music and Movement;** Coordinating movement through song, dance and games. Again they enjoy Music Bugs regularly.
- **Role-play;** Developing imagination through dressing up, visual props, acting out roles and storytelling; whilst extending vocabulary and experimenting with language.
- **Exploring objects and shapes;** Helping develop an inquisitive mind, through everyday objects, construction materials, investigation and exploration tools, jigsaws and games.
- **Outdoor play;** Learning through nature and developing physical mobility as well as experiencing key activities.

SESSION INFORMATION

Home from Home Nursery is open from 7.30 – 6, Monday to Friday, 51 weeks of the year.

If you wish to be billed monthly, a full months payment is due in advance, this is returnable on departure provided there are no outstanding fees. Weekly invoices do not require a deposit. An invoice must be paid within 7 days of receipt; failure to pay on time will incur a late payment fee. Continuous or extended failure to pay may result in the termination of your child's place within the nursery and you will be liable for cancellation fee (1 month in lieu of notice). (see Terms and Conditions attached)

Arriving early or being collected late impacts on our ratios. We therefore have the right to refuse to accept your child earlier than their agreed session time, however with the agreement of senior staff and subject to availability, provision will be made. This facility will incur a fee of £6.00 per 15 minutes or part of. You can however, again subject to availability, book your child in for additional sessions in advance. If you are running late please let the nursery know as soon as possible, again a late fee will be charged at the same rate as an early drop off. If the time exceeds 15 minutes we will start following our non-collection procedure.

Fees are payable by standing order, childcare voucher schemes, cheque or by credit card.

Funded Places

Home from Home Nursery is eligible for Early Education Funding which is available to all 3 and 4 year olds. Please note children must be 3 by the headcount date, which is at the start of the term to qualify for funding for that term.

The nursery works within government curriculum guidelines and liaises with an Early Years Support Teacher on a regular basis, to ensure that the children in our care obtain the best education possible.

This government funding entitles your child to 2.5 hours of childcare free of charge, for five sessions per week of the school term. A form will be sent out for you to complete at the start of each term, please try to complete and return these promptly.

We also accept funding for 2 year olds for those who are eligible.

Session schedule and fee's applicable

Session name	times	0-2	2-3	3+
Breakfast	730-9	£7.50	£7.00	£6.50
AM (inc hot lunch)	9 -1	£21.00	£19.50	£18.00
PM (inc tea)	1-6	£19.00	£18.00	£17.00
School Day	9-4	£25.00	£23.75	£22.50
After school	3-6	£17.00	£15.75	£14.50
Full Day	7.30-6	£34.00	£32.00	£30.00

N.B: Please note that even if you only require part of a session, the *whole session will be charged.*

Additional Information for parents

The Nursery also runs a Breakfast Club for those parents who need an 'earlier start'. The children are offered a breakfast comprising cereal, toast, fruit, yoghurt, milk and water.

Subject to availability, places are available on a full-time or part-time basis and offer a selection of sessions to accommodate care needs.

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. Please do not hesitate to contact the nursery manager if you would like to arrange a visit.

The staff are always ready and willing to talk with you about your ideas and views and to answer any questions or concerns you may have

We look forward to welcoming you soon