



Prospectus

2011

The Riverside Nursery School

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A place with space to learn

The Riverside Nursery School provides children with an early years experience that is centred on educating the whole child. We give children time and space in which to learn and develop and offer an adaptable environment where we encourage the children to make choices, and give them time to explore activities in both the indoor and outdoor environments throughout the year.

At *The Riverside* we value the teaching and learning opportunities available through the outdoor environment, which offers unique opportunities that cannot be replicated indoors.

The Riverside aims to:

- Enhance the development and education of children under statutory school age through an emphasis on using the outdoor learning environment.
- Provide a safe, secure and stimulating environment where the children are given the freedom to move between the indoor and outdoor environments when and if they choose.
- Work within a framework which ensures equality of opportunity for all children and families.

We offer your child:

- Activities and learning experiences that will follow the Early Years Foundation Stage curriculum.
- Opportunities to develop high self-esteem and the confidence to learn.
- Opportunities to meet their developmental needs through free flow between the indoor and outdoor learning environments as children learn by moving and moving needs space.
- A wide range of carefully planned activities with the emphasis on fun and learning.
- A dedicated team of fully qualified, caring staff.
- Opportunities for you and your family to be involved in your own child's progress.

★ *The Riverside* Nursery School has achieved accreditation through the Pre-school Learning Alliance

Staff

There is an adult to child ratio of 1:6 for children aged between 3 and 5 years and 1:4 for children 2 years 9 months to 3 years.

The regular staff at the nursery are:

Beverley Feeney	Nursery Manager & key person	Pre-school Learning Alliance Diploma in Pre-school Practice Children's Care Learning and Development Level 4 Foundation degree in Childhood Studies First Aid trained
Sally Normington	Deputy Nursery Manager & key person	Early Years Care & Education - Level 3 Qualified Teacher First Aid trained
Carla Tittley	Senior Nursery Nurse & key person Special Educational Needs Co-ordinator (Senco)	Cache Diploma in Childcare and Education - Level 3 First Aid trained
Polly Davies	Nursery Nurse & key person	Montessori Teaching Certificate Early Years Foundation Stage Certificate First Aid trained
Laura Cochrane	Nursery Nurse & Key person	Cache Diploma in Childcare and Education - Level 3
Lisa Maunders	Nursery Nurse & key person	Children's Care, Learning and Development - Level 3 First Aid trained
Antonia Sullivan	Nursery Assistant	Getting Started in Early Years - Level 1 First Aid Trained
Alison Paulley	Nursery Nurse & Key Person	Children's Care, Learning and Development - Level 3 First Aid trained

Staff will support the children's learning through assessment and monitoring of the children's progress and have a sound knowledge of how children develop and learn.

Session times

The Riverside Nursery School is open during school term time and offers education and care for children from the age of 2 years 9 months to below school age. Up to 30 children can attend each session. A healthy snack is provided during the morning and afternoon sessions.

Session times are flexible:

The morning begins at 8.30am and the day ends at 4.00pm from Monday to Thursday and is open until 12.30 on Friday. Please ask about the flexibility available for start and finish times. We can offer hours that cover the morning, afternoon and 'all day'. We do however request that each child attends for a minimum session time of 3 hours.

Morning sessions can be extended to include 'lunch' between 12 and 12.30 / 1.00 pm. Children bring their own packed lunch.

Fees

For children who are not in receipt of nursery education grant (non-funded)

Minimum session time 3 hours @ £4.50 per hour - £13.50

The following tables provide you with examples of the pricing structure

<u>Morning sessions (flexible)</u>		
8.30 to 12.00	3 ½ hours	£15.75
9.00 to 12.00	3 hours	£13.50
8.30 to 12.30	4 hours	£18.00
9.00 to 12.30	3 ½ hours	£15.75
9.30 to 12.30	3 hours	£13.50
9.30 to 1.00	3 ½ hours	£15.75

<u>Afternoon sessions</u>		
1.00 to 4.00	3 hours	£13.50

<u>All day sessions (flexible)</u>		
9.00 to 3.00	6 hours	£27.00
8.30 to 4.00	7 ½ hours	£33.75
9.00 to 4.00	7 hours	£31.50

For children in receipt of nursery education grant (funded)

We are registered with Hampshire County Council to receive Nursery education Grants and this is usually from the term following a child's third birthday.

The hours you require need to be agreed, in writing, at the beginning of each term and can not be changed once funding has been applied for. If your child attends more than one setting your entitlement can be shared between the settings, but only up to the maximum of 15 hours per week, term time only.

PLEASE NOTE: - From September 2010 new DCSF guidelines mean there will be a change to the restriction on the number of hours that can be claimed over two or less days as follows.

No. days attending per week	Max no. hours grant funded
Only one	10
Only two	12 ½
Three or more	15

If you want your child to attend nursery for only two days and you require more than 12 ½ hours over these two days then there will be a top up charge of £4.50 per additional hour.

If you take up more than 15 hours per week then additional hours will be charged for at £4.50 per hour.

- ❖ Please ask if you want more information about Nursery Grants.
- ❖ Please ask about reduced fees for siblings attending nursery at the same time.

Children's development and learning

What does the Early Years Foundation Stage mean for my child?

"The EYFS is a play-based framework that acknowledges that every child is unique and that they learn and develop at different rates and in different ways."

Beverley Hughes, Children's Minister

The Early Years Foundation Stage (EYFS) came into effect in September 2008. Ensuring the welfare and safety of children is a fundamental part of the EYFS. The standards made statutory by the EYFS will reassure parents that by using childcare they are doing the best thing for their child, who will be safe and well looked after. It also emphasises the importance of working closely with parents which will help to reassure them about the welfare of their child and also encourage them to get more involved with their child's development both at home and when they are at nursery.

The EYFS is based on four principal themes

- ☆ **A unique child** – every child is a competent learner from birth who can be resilient, capable and self assured.
- ☆ **Positive relationships** – children learn to be strong and independent from a base of loving and secure relationships with parents/carers.
- ☆ **Enabling environments** – the environment plays a key role in supporting a child's development.
- ☆ **Learning and development** – children learn and develop in different ways and at different rates.



All areas of learning are equally important and interconnected

What does this mean for children at The Riverside Nursery?

At The Riverside we follow the children's interests. If a child is not interested in an activity then they won't learn as they need to be actively involved. We want ideas to come from the children so they will get the most out of the experience because it's unique to them.

How do we do this?

There are a number of ways we can find out about children's interests and their unique needs - the Key Person system, observing children and listening to what they tell us they enjoy.

The Key person

- ☺ A key person will be assigned to each child and will make a difference as to whether potential problems are caught early on or not.
- ☺ We value the contribution from parents and carers. Your contribution through discussion with your child's key person about what your child is enjoying at home will help us to plan around their interests.

Observing children whilst they play

- ☺ As nursery practitioners we can recognise children's strengths and needs best by observing them whilst we are playing with them.
- ☺ So, no need for bureaucratic processes to distract us from the children. Short notes and examples of children's work put into their records is all that is needed.
- ☺ Stepping back and watching what children are doing to see what they are getting out of an activity and how they like to learn, will ensure they get the most out of activities that are available.

How do we decide what activities to do at nursery?

- ☺ We have a good range of continuous provision. These are the toys and resources that are available to the children every day both indoors and outdoors.
- ☺ The children will develop independence as they make their own choices about what they want to do.
- ☺ We will enhance this provision by adding resources that are relevant to the children's needs and interests at the time.
- ☺ Careful assessment of observations we have made, along with input from parents, will inform our planning of these activities.

The activities we do at The Riverside are child centred.

There are no 'tick lists' for children's development

- ☺ The milestones set out in the *Practice Guidance for the Early Years Foundation Stage* are to give nursery practitioners guidance and help to identify if a child may be having problems.
- ☺ Be assured, there is no obligation for any child to reach a particular standard and no 'ticking off' lists of 'goals' to be achieved.
- ☺ Children are not expected to do things at a set age, but at a rate that suits each child's development.
- ☺ Play is the important factor and for children to be having fun as this is how they learn best.

The EYFS will enable children to enjoy fun activities, teach them how to get along with other children and to develop their own personalities.

The Riverside Nursery School will work to promote each child's development across the six 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
- ☺ Creative development

Further information about the Early Years Foundation Stage can be obtained from;
Dcsf publications (2008) *Early Years Foundation Stage - Everything You Need to Know*
Dcsf. (2008) *Practice Guidance for the Early Years Foundation Stage May 2008*
Nottingham: DCSF Publications
www.dcsf.gov.uk/publications/eyfs

Starting at Nursery

Settling in

We want your child's experience at the Nursery to be a happy one. It is, therefore, important that parents and staff work together to help your child feel confident and secure in the Nursery. It may take longer for some children than others, and you should not feel worried if your child takes a while to settle.

What to wear

In order to feel free to explore and experiment with all kinds of materials, including messy ones, it is best to send your child dressed in clothes that are easily washable or not too new.

The children will spend time outdoors in all weathers it will be necessary for your child to bring suitable outdoor clothing such as warm/waterproof coats and wellies, or sun hats, depending on the weather.

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.

Policies

A full set of our policies are displayed at The Riverside Nursery School during normal session times. Please ask if you wish to have a copy to take away and we will arrange this for you. The policies help us to make sure that the service we provide is a high quality one and that being a member of The Riverside Nursery School is an enjoyable and beneficial experience for each child and his/her parents.

In particular, we would like to draw your attention to our Safeguarding Children and Child protection, Equality of opportunity and Achieving positive behaviour policies.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

We will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our safeguarding policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Children Policy.

Key commitment 1

The Alliance is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

Key commitment 2

The Alliance is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG 2006).

Key commitment 3

The Alliance is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Our employment practices ensure children against the likelihood of abuse in our setting 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.

Parents are normally the first point of contact.

- ♦ If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Children Board does not allow this.
- ♦ This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.

The person responsible for child protection in our setting is Beverley Feeney

Special needs

As part of our policy to make sure that the provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001).

Our Special Educational Needs Co-ordinator is

Carla Titley

Achieving positive behaviour

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Valuing diversity and promoting equality

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- ♦ provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- ♦ include and value the contribution of all families to our understanding of equality and diversity;
- ♦ provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- ♦ improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- ♦ make inclusion a thread that runs through all of the activities of the setting.

Admissions Policy and procedure

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

- ♦ We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- ♦ We ensure that information about our setting is accessible, in written and spoken form and, where appropriate, in more than one language.
- ♦ We arrange our waiting list in birth order. In addition our policy may take into account the following:
 - the vicinity of the home to the setting; and
 - siblings already attending the setting.
- ♦ We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- ♦ We welcome fathers and mothers, other relations and other carers, including childminders.
- ♦ We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of their gender, special educational needs, disabilities, social background, religion, and ethnicity or from English being a newly acquired additional language.
- ♦ We enable children and/or parents with disabilities to take part in the life of the setting.
- ♦ We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
- ♦ We make our Equal Opportunities Policy widely known.
- ♦ We consult with families about the opening times of the setting to ensure we accommodate a broad range of family needs.
- ♦ We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- ♦ Spaces at nursery will be offered to children in the following order and are subject to availability;
 1. funded children at nursery attending less than 15 hours per week
 2. unfunded children already attending nursery for less than 15 hours per week
 3. funded children on the waiting list in order of date of birth
 4. funded children at nursery who attend 15 or more hours per week
 5. unfunded children on the waiting list

Management and Administration

The Riverside Nursery School is privately owned by Beverley Feeney who is the Registered Person responsible for the day to day organisation.

Terms and conditions of registration

- ♦ A registration form must be completed in full and signed before a place at the Nursery can be considered.
- ♦ Fees are payable in advance on a half-termly basis. You will be notified in writing what your payments will be at the beginning of each term.
- ♦ Parents are expected to drop-off and collect their children within the times agreed at the beginning of each term.
- ♦ The Riverside Nursery School reserves the right to charge a fee at the current hourly rate for earlier drop-off and late collection of children.
- ♦ The Riverside Nursery School reserves the right to charge an administration fee of £10.00 for over due accounts.
- ♦ Fees will not be refunded for any periods of sickness, holidays, or days absent from the nursery.
- ♦ One month's notice is required if a place is to be terminated.
- ♦ If your child becomes ill during a Nursery session, Nursery staff will contact the parent/guardian or the emergency contact indicated in the registration form. Any child who has been sent home from Nursery will not be readmitted for at least 24 hours. If your child is suffering from a communicable illness your child should not be brought to Nursery until such time as the infection has cleared.
- ♦ Anyone other than the recognised parent/guardian will not be permitted to collect the child unless prior arrangements have been made.