The Woodland Nursery Prospectus

Welcome to The Woodland Nursery and thank you for registering your child with us.

We know how important your child is and we aim to deliver the highest quality of care and education to help them to achieve their best.

This prospectus aims to provide you with an introduction to The Woodland Nursery, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. This should be read alongside our Policies and Handbook for a full description of our services which can be found online at: www.thewoodlandnursery.co.uk/policies

Our setting aims 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; and
- offer children and their parents a service that promotes equality and values diversity.

Parents

You 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.

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 low ratio of 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 Early Years Foundation Stage

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2014):

- ***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:

- *Prime Areas*
  - Personal, social and emotional development
  - Physical development
  - Communication and language

- *Specific Areas*
  - Literacy
  - Mathematics
  - Understanding the world
  - Expressive arts and design

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* (DfE 2021) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

- making relationships;
- self-confidence and self-awareness; and
- managing feelings and behaviour.

Physical development

- moving and handling; and
- health and self-care.

Communication and language

- listening and attention;
- understanding; and
- speaking.

Literacy

- reading; and
- writing.

Mathematics

- numbers; and
- shape, space and measure.

Understanding the world

- people and communities;
- the world; and
- technology.

Expressive arts and design

- exploring and using media and materials; and
- being imaginative.

Our approach to learning and development and assessment

Learning through play

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves, and activities planned and led by practitioners.

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 Early Years Foundation Stage as:

- playing and exploring - engagement;
- active learning - motivation; and
- 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 will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our on-going 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 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 areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Progress Reports

Here at The Woodland Nursery, we strive to find effective ways to document and plan for your child's learning and development. We have found that Tapestry, an online journal system, is a great, easy to operate and efficient tool to do this. By using Tapestry, we can share with you, observations, photo's and video's of your child's time with us. We can link each observation to the Early Years Foundation Stage (EYFS) Development Matters, which shows clearly, what your child has achieved. We can link the observations to the Characteristics of Effective Learning, which shows how your child learns, their dispositions and attitudes towards new activities and challenges. Over time, as we add more and more observations and assessments, Tapestry will build a story of your child, showing how your child is developing and the progress they are making throughout their time with us. It's not just us that can upload observations, you can too! If you're on holiday, getting up to something exciting, want to share some news, or an achievement with us, then you can simply log in and do this whenever you wish. Another great thing about Tapestry, we can create accounts for your whole family, this means grandparents, aunts and uncles can all take delight in being involved in your child's learning.

Working together for your children

We maintain a lower ratio of adults to children than is set by the Safeguarding and Welfare Requirements. Our ratios are 5:1 so five children to every one member of staff. 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.

The staff who work at our setting are:

Name	Job Title	Qualifications and Experience
Tracy	Founder and Nursery General Manager. Designated Safeguarding Officer and SENCo	Tracy has a Level 5 Children, Young People and Families Manager qualification with distinction and a Forest School Leadership level 3 qualification. She has many years' experience in the Early Years sector and is also a Qualified Paediatric First Aider.
Keith	Co-Founder, IT Specialist and Forest School Early Years Manager	Keith has a Level 3 Early Years Educator qualification and is also a Qualified Paediatric First Aider.
Andreea	Forest School Early Years Manager	Andreea has a Level 3 Early Years Educator qualification with distinction. She is also a Qualified Paediatric First Aider.
Amal	Forest School Early Years Practitioner	Amal has a Level 2 Early Years Educator qualification. She is also a Qualified Paediatric First Aider.
Esther	Forest School Early Years Apprentice	Esther is working towards a Level 3 Early Years Educator qualification. She is also a Qualified Paediatric First Aider.
Charlee	Forest School Early Years Practitioner	Charlee has a Level 2 Early Years Educator qualification with distinction. She is also a Qualified Paediatric First Aider.

Laura	Forest School Administrator and Support Practitioner	Laura has a Forest School Leadership level 3 qualification and has worked as a Forest School leader for several years. She is a Qualified Paediatric First Aider.

Scarlett	Forest School Early Years Apprentice	Scarlett is working towards a Level 3 Early Years Educator qualification. She is also a Qualified Paediatric First Aider.

Kidbrooke Park site:

- We are open for 39 weeks of the year
- We are open for 5 days a week, Monday to Friday
- We are closed during school holidays and all UK bank holidays

Blackheath (Farjeon Road) site:

- We are open for 48 weeks of the year
- We are open during school holidays
- We are open for 5 days a week, Monday to Friday
- We are closed for 2 weeks at Easter, 2 weeks at Christmas and all UK bank holidays

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All our 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 our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff;
- contributing to the progress check at age two;
- sharing their own special interests with the children;
- helping to provide and look after the equipment and materials used in the children's play activities;
- 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.

Joining in

Parents can offer to take part in a session by sharing their own interests and skills with the children. For example, parents can visit the setting to play an instrument for the children, show pictures of a local event held in their neighbourhood, or show the children a special collection that they have.

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

Key person 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 the childcare that 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 our activities.

Learning opportunities for adults

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to date with thinking about early years care and education. We also keep up to date with best practice, as a member of the Early Years Alliance. From time to time, we hold 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 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 our 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 take part in a variety of child-led and adult-led activities. The children are 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.

Snack and lunch time

Our snack and lunch time is a social time at which children and adults eat together. Our morning snacks consist of fruit and vegetables only and lunch will need to be provided by the parents. Please see our packed lunch policy for further information.

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.

For mild or warm weather, we recommend:

- Waterproof jacket
- A long-sleeved t-shirt
- Long trousers (waterproof in wet weather)
- Closed toe shoes
- Socks
- A sun hat
- Sun cream (please use all-day or 10-hour sun cream) and insect repellant (to be applied at home)

For cold weather we recommend:

- A warm winter coat
- Thermal underwear
- A long-sleeved jumper or fleece
- Long waterproof trousers
- Wellies or waterproof boots
- Warm socks
- A warm hat
- A scarf
- Waterproof gloves or mittens

Please see our website www.thewoodlandnursery.co.uk/kit-list for discounts and offers available on clothing.

Policies

Our staff can explain our policies and procedures to you if requested. Copies of these are available on our website: www.thewoodlandnursery.co.uk/policies

Our policies help us to make sure that the service provided by our 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.

Our staff and parents 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 our setting to provide a quality service for its members and the local community.

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 a member of staff.

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

Special needs

To make sure that our 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 Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015). Our Special Needs Co-ordinator is Tracy.

The management of our setting

The setting is owned and governed by Tracy, Keith and Adrian.

Fees

Blackheath site:
Please see the *Blackheath* page on our website for all charges and fees. Fees must still be paid if children are absent for a short period of time (ill health, holidays etc.). If your child must be absent over a long period of time, talk to Tracy who is the owner. For your child to keep her/his place at our setting, you must pay the fees.

With regards to the Government entitlement at Blackheath, we can offer both 15- and 30-hour government funded places. Should you be interested in securing a funded place for your child, please contact the nursery via email for further details: blackheath@thewoodlandnursery.co.uk.

Kidbrooke Park site:
Please see the *Kidbrooke Park* page on our website for all charges and fees. Fees must still be paid if children are absent for a short period of time (ill health, holidays etc.). If your child must be absent over a long period of time, talk to Tracy who is the owner. For your child to keep her/his place at our setting, you must pay the fees.

With regards to the Government entitlement at Kidbrooke Park, we can offer both 15- and 30-hour government funded places. Should you be interested in securing a funded place for your child, please contact the nursery via email for further details: kidbrookepark@thewoodlandnursery.co.uk.

Starting at our setting

The first days
We want your child to feel happy and safe with us. To make sure that this is the case, our staff will work with you to decide on how to help your child to settle into the setting. Our policy on the Role of the Key Person and Settling-in is available from our website: www.thewoodlandnursery.co.uk/policies

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you about your ideas, views or questions.

This prospectus will be reviewed annually.

Signed:	Tracy Paskins
Position:	Nursery General Manager
Review date:	October 2027