



# RAINBOW CORNER DAY NURSERY PROSPECTUS

**Registered Charity  
1041396**

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Our Latest OFSTED inspection was Good. This report can be viewed on our web site or hard copies are available from the office

**Rainbow Corner Day Nursery is on a No Smoking site**

PLEASE RETAIN THIS DOCUMENT FOR YOUR FUTURE REFERENCE

***Alternative formats of all nursery publications can be made available on request; these include other languages, large print, braille, audiocassette, computer disk or e-mail.***

## Rainbow Corner Day Nursery

Debbie Hemmins and Maureen Walker set up Rainbow Comer Day Nursery as a community day nursery in July 1984 in the Icknield School and Community Centre, with the support and co-operation of the School and the local Community, which still continues today.

In 2000, having outgrown the allocated space within the school, the management committee, staff and parents raised £65,000.00 through a major fundraising campaign, District Council grants and a New Opportunities Lottery grant to lease and refurbish The Anne Brown Centre.

The nursery is registered with and inspected by OFSTED and complies with the Statutory Framework. We are members of the Pre-school Learning Alliance; we are also part of the Early Years Partnership and have good links with our local childrens centre and other local under 5's providers.

The Nursery is run by a volunteer management committee of parents and local residents who employ a manager to run the nursery on their behalf.

The nursery is open to all families from the local community and also has a few priority places for staff from the Icknield Community College, Watlington Primary School and other Oxfordshire County Council staff.

Rainbow Corner offers a full day care service for working parents as well as wrap around care for school-aged children aged 4 – 7 years.

This bright and cheerful building houses a baby play and sleep area, pre-school learning room, large play area, toilets, fully fitted kitchen, two outside play areas, office and staff room. In 2010, thanks to a huge fundraising effort we were able to add a new large playroom, milk kitchen and additional storage areas as well as a covered outdoor area and reburshised garden.

The whole of the building is full of children's art and craftwork to provide the children with a sense of pride and belonging.



2014 saw 30 years of Rainbow. We celebrated this with a family fete with past and present parents. This raised funds to improve our outdoor areas to create an even better space in which children can play and explore.

Whilst your child is in our care they will be involved in a wide range of activities, which will nurture their physical, emotional, social and educational, needs, but most of all we aim to provide a very safe, warm, friendly and fun-loving place in which to leave your child.

### ***Our Mission statement is to:***

- Provide friendly high quality care and education in a safe and stimulating environment 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
- Give parents the opportunity to take full or part-time employment in and around the local community or to give their child social contact and pre-school education away from home
- Give your child individual attention as well as encouraging social skills as a member of a group
- Give children generous care and attention, with a high ratio of qualified staff
- Give children the chance to join with other children and adults to play and learn together
- Help children take forward their learning & development by building on what they already know & can do
- Give all children & their family a key person who makes sure each child makes satisfying progress
- To see parents as partners in helping each child to learn and develop
- Give parents the opportunity to help shape the service it offers.

### ***Staffing***

The Manager, Debbie Hemmins is qualified in childcare and managing the Day Nursery and is assisted by Sandra Hope, Assistant Manager. Susie Grove, co-ordinates our Early Years Foundation Stage and she is assisted by Becky Spicer, Pre-school leader and Amanda Saunders, Under 2's room leader and our other dedicated and qualified staff.

The Nursery is very aware of the importance of training and all staff are encouraged and supported in taking new and up to date training. We employ our staff using the safer recruitment process and provide staff and volunteers with an induction programme.

Students from the Icknield and other local schools and colleges also help in the nursery from time to time as part of their personal development they are always supervised by qualified staff.

For further information with regard to staffing please see our staff and employment policy.

### ***Ratios***

In our setting we maintain the ratio of adults to children set out in the Welfare Requirements.

- to meet this aim we use the following ratios of adult to children:
- children under two years of age: 1 adult: 3 children; children aged two years of age: 1 adult: 4 children and children aged three to seven years of age: 1 adult: 8 children.
- our pre-school room accommodates children two to five yrs our ratio is 1 adult: 6 children for this room.
- we also employ extra members of staff 9 am – 3 pm & 8.45am – 2pm to cover staff planning time and breaks.

### ***Learning opportunities for adults***

As well as gaining qualifications in early year's childcare and education, the staff continue to take part in new training to help them to keep up-to-date with new initiatives. The setting also keeps itself up-to-date

with best practice in early years care and education through publications produced by the Pre-school Alliance, area managers meetings and other sources.

From time to time the setting holds educational events for parents, these usually look at how adults can help children to learn and develop in their early years. We work closely with the local children's centre and they also hold courses on similar topics locally, this information is available on our notice boards.

### ***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.

As a community based, voluntary parent managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment.

### ***How parents take part in the setting***

Our setting 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 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 their child's online learning journal with Tapestry;
- being part of the fundraising or management committee;
- sharing their own special interests with the children;
- attending the AGM
- helping to provide, make and look after the equipment & materials used in the children's play activities
- taking part in events and informal discussions about activities & 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. Parents have visited the setting to play musical instruments, read stories, cook or do gardening and share pictures of experiences. We welcome parents to drop into the setting to see it at work or to speak with the staff.

### **The Importance of Play at Rainbow Corner Day Nursery**

Play underpins the EYFS. It also underpins learning and all aspects of children's development. Play takes place indoors and outdoors and it is in these different environments that children explore and discover their immediate world. Through play, children can

- Have the opportunity to explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate knowledge gained from their experiences,
- Develop language skills and communicate with others,

- Learn how to be on their own, or co-operate with others,
- Develop confidence, manage anxiety and become resilient,
- Develop their independence, make choices and investigate their own questions,
- Practise new ideas and skills in different contexts,
- Take risks and make mistakes,
- Think imaginatively and creatively
- Solve problems on their own or with others,
- Begin to make sense of the world,
- Learn how to identify, communicate and control their emotions and behaviour.

For most children their play is natural and spontaneous although some children may need extra help from adults. Adults help to create an enabling environment; providing time, space and appropriate resources to inspire play and fire children's imaginations. They understand that each child is unique and learns in different ways. They observe play and join in when appropriate, watching and listening before intervening. They provide positive relationships and safe but challenging environments that support and extend learning and development.

At Rainbow Corner Day Nursery we are committed to providing the best possible opportunities to support children's play, learning and development. Our environment, both indoors and outdoors, is set up to take account of the age, interests and individual needs of our children as well as the 7 areas of learning and development in the EYFS. We aim to make all of the resources accessible and encourage children to choose their own resources, therefore allowing them to follow their own interests, make links with their personal experience and take responsibility for their learning. Children are encouraged to make choices and think critically through independent play in a one to one, small group or larger group environment. Whenever possible, opportunities to incorporate real life experiences into children's play and discovery will be used e.g. snowfall, summer walks or a visitor from the community.

Our staff are highly skilled in tailoring their interactions with the children to extend learning and development in the moment. They carefully observe, assess and plan what to do before intervening. This may be to make suggestions, ask questions, model language, develop a skill or extend thinking. Sometimes we will initiate activities that we know will engage children and support a particular area of their development, but more often we will join them in what they choose to do.

### **Outdoor Play**

The opportunity to play outside, throughout the year, in all different kinds of weather, is as important as playing inside. Nearly everything that is provided inside can be provided outside and some of the best learning happens outside. For many children, the learning that happens outdoors is the most important and most effective. Children can be more physical outside, developing skills such as running, jumping, balancing and climbing. They can also explore nature, get dirty and make lots of noise! The benefits of this include healthier, happier, more confident and more physically competent children. We thrive on enabling movement as it is a child's most natural form of expression and should be an essential part of their everyday experience. The growth and development of the brain, body and feelings are inseparable and in

today's world where children no longer have the freedom to wander, make a noise, and enjoy boisterous play as they once did, it is even more important.

At Rainbow Corner Day Nursery we ensure that children have access to outdoor play every day, all year round. A daily health and safety check of the garden area and equipment is carried out before taking the children out and any defects are removed. We ensure that children are provided with sun hats and sun protection during the summer period and warm, waterproof clothing in the winter.

### Taking Risks

At Rainbow, we encourage children to take risks within the boundaries of a safe environment. This helps all children to find out about themselves and their capabilities. It also helps develop self confidence, independence and lays the foundations for a healthier life. We endeavour to create an atmosphere where children can learn to take risks in a controlled setting, where they can experiment and explore what their bodies can do, where they can ask questions and make judgements about their own capabilities and limitations. Children who learn in their early years to make their own decisions, rather than simply doing what they are told to by others, will be in a stronger position to resist pressures and make informed decisions for themselves later in life.

Practitioners make it safe by:

- Supporting children to develop a sense of their own boundaries and manage personal risks.
- Discussing with children about how to keep themselves safe.
- Establishing and displaying expectations for behaviour.
- Observing the children and identifying those who need greater challenge or specific support.
- Talking to the children and supporting decisions.
- Carrying out health and safety checks, assessing risk versus benefits, removing hazards.

Because of our belief in the importance of play, we aim to

- Provide accessible, flexible resources to stimulate and inspire play
- Provide an exciting, enabling environment to engage and challenge
- Follow the children's lead whenever possible, tailoring adult interactions to meet individual needs
- Structure our day to enable the best possible play opportunities
- Take every opportunity to develop children's learning through play at the moment the opportunity arises.

Parents can support us by

- Providing children with appropriate clothing for both indoor and outdoor play. This may be physical, wet and messy!
- Ensuring that staff are aware of any particular beliefs, issues or needs they may have
- Celebrating and sharing children's achievements and interests
- Understanding that when children take risks, even in a safe environment with careful adult support, accidents may happen.

## ***Our approach to learning, development and assessment***

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.

At Rainbow Corner, we use the Statutory Framework for the Early Years Foundation Stage (DfE 2014) to guide the development and learning of all children aged 0-5 years. Our provision reflects the four key themes which underpins the framework:

### 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 well-being.

### 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, and 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, and 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.

The EYFS is broken down into 7 areas of learning. All are of equal importance and are inter-connected. Within the 7 areas there are 3 prime areas, areas of learning from which all other learning builds upon and 4 specific, through which the prime areas are strengthened and applied. For very young children and babies, practitioners will focus more heavily on the prime areas.

The 7 areas are identified below with examples of what these areas include:

### ***Prime areas:***

#### **Communication and Language**

##### *Listening and attention:*

- Children listen actively in a range of situations
- Children respond to what they hear

##### *Understanding:*

- Following instructions
- Answering how and why questions

##### *Speaking:*

- Children express themselves effectively
- Using correct tenses when talking about events
- Develop narratives and explanations by connecting ideas

## **Physical Development**

### *Moving and Handling:*

- Control of large and small movements
- Move safely and confidently in a variety of ways
- Handle tools and equipment effectively

### *Health and self-care:*

- The importance of good health and physical exercise
- Ability to manage own basic hygiene and personal needs

## **Personal, social and emotional development**

### *Self-confidence and self-awareness:*

- Confidence to try new activities
- Confidence to speak in a familiar group
- Say when they do and don't need help

### *Managing feelings and behaviour:*

- Talk about own and others' behaviour and feelings
- Work as part of a group and follow rules

### *Making Relationships:*

- Play co-operatively, taking turns
- Show sensitivity to the needs of others

## **Specific Areas:**

### **Literacy**

#### *Reading:*

- Read and understand simple sentences
- Use phonic knowledge
- Demonstrate an understanding of they read

#### *Writing:*

- Give meaning to marks
- Use phonic knowledge to write simple words

### **Mathematics**

#### *Numbers:*

- Count reliably with numbers from 1-20
- Place numbers in order
- Notice differences in quantities

#### *Shape, space and measures:*

- Use everyday language to talk about weight, size, position, time and money
- Recognise, describe and re-create patterns

### **Understanding the World**

#### *People and communities:*

- Talk about own families
- Know about differences and similarities between themselves and others

#### *The World:*

- Know about differences and similarities in relation to places, objects, materials and living things
- Make observations of animals and plants and talk about what they see and changes that occur

#### *Technology:*

- Investigates toys/real objects with buttons, pulleys etc.
- Operates simple ICT equipment such as cameras and computers

## **Expressive arts and design**

*Exploring and using media and materials:*

- Sing songs, make music, dance
- Safely use a variety of materials, experimenting with colour and texture
- Being imaginative:
- Engages in imaginative role play
- Makes up rhymes and stories
- Uses toys and objects as props

## ***Learning through play***

At Rainbow we understand that purposeful play is key to a child's learning. We use the EYFS to plan a range of activities to engage each child at their stage of learning. We also respond to children's own interests and allow them to take the lead in their own playful learning. We reflect on the different ways that children learn and take on board the characteristics of effective learning as stated in the EYFS:

**Playing and Exploring** – engagement

**Active Learning** – motivation

**Creating and thinking critically** – thinking and linking ideas

## ***Art & Craft***

We know parents enjoy receiving pictures and craft items their child has made in nursery this is a very good way for your child to learn about colours, shapes and counting as well as experiencing many other aspects of the curriculum, but please remember not all activities have an end product, Just because your child hasn't brought home a picture doesn't mean they haven't done anything that day! However, your child may come home with something unidentifiable to adult eyes but it is our policy to praise children's efforts to build their self esteem and the process of experimenting and creating is where learning generally happens!

## ***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; Tapestry online journal is a key tool in this process. 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 use a 'focus week' process to ensure children are regularly observed and their next steps are planned for effectively. We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of the children's 'All about Me' records of achievement, the 2 year check and required tracking information. 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 areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 30 - 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.

## ***Records of achievement***

The setting keeps a record of achievement for each child partly in a paper folder and partly online journal. 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's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage. All the above records are kept in nursery or online, parents are welcome to contribute to these online records at any time and the paper folders are sent home twice a year for parents to read and comment on, you are also welcome at these times to book a 10minute appointment with your child's/children's key person. Your child's key person or room leader will be happy to show you these records and discuss your child's development/care with you at any time during the year.

For children under 2 years there is the addition of a daily diary, which goes to and from home and nursery each day, both parents and Nursery staff write in all details for that day.

## ***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. Wherever possible 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. All staff will give loving and high quality care to all children.

## ***What your child will need***

### **All Children**

A small bag,  
A spare set of clothes,  
Soft indoor shoes (in winter)  
Outdoor shoes/boots (all year)  
Coat (all year)

### **Babies.**

The same as for all children, plus  
Bottles; for health & safety these  
should be made up and clearly labelled  
with permanent marker

**PLEASE LABEL ALL ITEMS CLEARLY THANK YOU** The nursery cannot be held responsible for lost items there is a lost property box in the lobby.

## ***What they should wear***

In order for your child to feel free to explore and experiment with different kinds of materials, including messy ones, you are advised to send your child in easy-to-wash practical clothes. We provide sun hats and high factor sun protection during the summer months but request that all children have protection applied each day prior to attending nursery. For further information please refer to our sun protection policy.

We provide protective clothing for the children when they play with messy activities. 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.



### ***Opening times***

Our Setting offers various types of care:

- Sessional,
- Full day and
- Extended day.

We are open for 48 weeks each year, 5 days each week.

Our opening times are:

Long day 8 a.m – 6 p.m,

Short day 8.30 a.m – 4.30 p.m,

Sessions 8 a.m – 1 p.m or 1 p.m - 6 p.m.

Due to our close relationship with Watlington Primary School we are able to offer a morning drop off and collection service for your child if you wish for them to attend the foundation unit. We also have a limited number of spaces for wrap around care for children who attend Watlington Primary School. For further information please contact us.

In the interest of children's well-being we do not accept children for less than two sessions or one whole day.

Please note that you must strictly adhere to your child`s/children`s delivery and collection times.

Please see non-collection of children and late collection policies

### ***Nursery Closure dates are***

2 wks at Christmas,

1 wk at Easter

1 wk at the end of August & bank holidays.

Exact dates are published on the website and on the annual holiday date list which can be found in the nursery lobby.

## ***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
- provide children with opportunities to learn and help them to value learning.

## ***The day***

The setting organises the day so that 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 setting caters for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

## ***Snacks and meals***

The setting makes snacks and meals a social time at which children eat together. We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will do our utmost to accommodate.

## ***Rainbow Corner food***

All food purchased will be to the highest standard available within our budget. Hygiene and Nutrition will be taken seriously at all times with planning, preparing, serving and cooking.

The menus ensure that your child gets a healthy balanced diet that we hope they will enjoy. The Nursery will do its best not to use too many packaged foods that contain colourings or preservatives.

We will not add sugar or salt unless needed and will whenever possible use as many fresh foods and homemade meals as possible. The nursery holds a Healthy Choice award.

For further information please refer to our food and drink policy.

### **Fresh Vegetables**

Fresh seasonal vegetables will be used when ever possible, eg. carrots, cauliflower, broccoli, green beans, cabbage, courgettes, onions, salad, frozen vegetables peas, carrots, sweetcorn etc will be used when fresh vegetables are unavailable.

### **Ice cream toppings**

Sauces, fresh fruit, hundreds and thousands, grated chocolate, dried fruit etc.

### **Cakes & Biscuits**

These will be homemade when ever possible and include gingerbread, flapjack, jam sponge, chocolate brownies, carrot cake, banana loaf, pineapple cake, apple cake, fruit loaf, lemon, etc.

### **Snack times**

The children will also receive a mid morning snack of toast and milk and a mid afternoon snack of fresh fruit and squash or water. Water will be provided at both meal times and throughout the day.

## Cooking Activities

Whenever possible the children will help make some of the above and some of the meals as part of their cooking lessons. This we hope will help the children learn about food and try new things.



## Babies

Wherever possible the babies will be given the same as the other children, if this is not possible, they will be offered one of the following.

These will be pureed or mashed to suit the child's stage of development

cheese pasta, sweet potato and minced chicken, courgette and carrot bake, light bolognese, cauliflower cheese, scrambled egg and toast fingers, cheese and potato pie, puree / mashed vegetables, Tuna / pasta bake, fish pie, shepherds pie and thick homemade soup.

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. The staff are always ready and willing to talk with you about your ideas, views or questions so please do not hesitate to chat to them.

***Please see a sample menu over the page***

## Sample Menu

WEEK ONE	MAIN MEAL	VEGETARIAN	DESSERT	TEA	VEGETARIAN	DESSERT
MON	Fish Fingers mash potato and vegetables	Veggie Fingers	Fruit crumble	Croissants with Cheese cubes & apple	/	Yogurt
TUE	Turkey & leek Pie with boiled potatoes & vegetables	Cheesy leek and vegetable pie	Mousse	Tuna & sweetcorn pasta bake	Cheesy & Sweetcorn pasta bake	Crispy cakes with dried fruit
WED	Sweet and Sour Pork rice and Vegetables	Sweet and Sour vegetables	Banana upside down pudding	Cheese sandwiches savoury popcorn & veg/salad sticks	/	Homemade mousse
THU	Roast Chicken roast mini potatoes and vegetables	Herb roast tofu	Yogurt and fresh fruit	Spaghetti shapes and toasted muffins	/	Milk jelly
FRI	Creamy cheese & bacon tagatelli with vegetables	no Bacon	French pear tart with custard	Home-made chicken Soup and garlic bread	Vegetable soup	Ginger bread shapes
WEEK TWO						
MON	Cauliflower/broccoli Cheesewith crispy bacon and garlic bread	no Bacon	Jam roly poly and Ice cream	Welsh eggs with veg sticks & yoghurt dip	/	Mousse
TUE	Spaghetti bolognese (Beef) with vegetables	Vegetable bolognese	Home-made Fruit cheesecake	Chicken & salad wraps and Grapes	Salad Wraps	Rice Pudding
WED	Chicken fricassee Rice & vegetables	Vegetable fricassee	Fruit Fool & Sponge fingers	Bacon and cheese Muffins & Veg sticks	Cheese & herb muffins	Warm banana custard
THU	Fish pie with mashed Potatoes & vegetables	Cheesy mash and vegetables	Fresh fruit salad & Biscuits	Sausage roll, houmous and salad sticks	Quorn sausages	Homemade Fruit Yogurt
FRI	Sausage burger, chips and vegetables	Homemade veggie fritters	Yogurt	Ham pitta bread with salad sticks	Veggie pate pitta bread	Flapjack & dried fruit
WEEK THREE						
MON	Beef burgers potato wedges and baked beans	Homemade veggie burgers	Rice pudding with jam	Brown bread & banana double deckers	/	Hot chocolate drink and cookies
TUE	Salmon fishcakes potato dauphinois & vegetables	Carrot & potato cakes	Sponge pudding with chocolate sauce	Chunky cheese straws cheese cubes and pineapple	/	Yogurt and dried fruit
WED	Chicken kotgoriwith rice and vegetables	Vegetable kotgori	Yogurt	Hotdogs with homemade tomato sauce	Quorn sausages	Lemon tart
THU	Vegetable and cheese plat sweet potato mash	/	Orange milk jelly	Fish fingers & spagetti hoops	/	Fresh fruit salad
FRI	Turkey lasagne Salad and french bread	Aubergine & mushroom lasagne	Banana custard	Muffin pizza salad sticks	/	Homemade fruit fool
WEEK FOUR						
MON	Sauage and bean hash with vegetables	Quorn sausages	Apple amber and natural yogurt	Mini ploughman's with pickles	/	Fairy cakes
TUE	Vegetable korma rice and Popadoms	/	Yogurt	Ham and pineapple pizza & salad sticks	Pineapple pizza	Fresh fruit & popcorn
WED	Home-made fish cakes, chips and vegetables	Veggie cakes	Scotch pancakes with fruit fool	Cheese scones raisins and dip	/	Homemade chocolate mousse
THU	Lamb meat balls grated vegetables and spaghetti	Homemade veggie balls	Fruit trifle	Home-made soup & french bread.	/	Ice cream and healthy toppings
FRI	Turkey & vegetable stir fry and noodles	Vegetable stir fry	Lemon meringue pie	Beans on toast with grated cheese	/	Yogurt
WEEK FIVE						
MON	Chicken casserole couscous & vegetables	Bean casserole	Yogurt	Salmon puffs, cucumber & yogurt dip	Veggie puffs	Homemade ginger cake & fresh fruit
TUE	Tuna pasta bake with vegetables	Tomato pasta bake	cinnamon toast with banana & maple syrup	Chicken & vegetable kebabs dip & tortilla chips	Veggie fingers	Mousse
WED	Thick homemade vegetable soup cheese topping & door step bread	/	Fresh Fruit sponge with cream	Warm vegetable/mushroom Quiche & salad	/	Fresh fruit and chocolate buttons
THU	Cheese and potato pie with gammon and vegetables	No Gammon	Fresh fruit salad	Sausage, beans and bread and butter	Quorn sausages	Banana muffins
FRI	Savoury mince boiled potatoes & vegetables	Savoury veggie mince	Chocolate bread and butter pudding	Toasted ham and cheese fingers	Toasted cheese fingers	Yogurt

<b>Daily routine for the under two's</b>	
8-9:20am	Meet, greet and settle children/parents
9:20am	Tidy up time everyone together
9:30am	Wash hands ~ Toast and milk time ~ everyone sitting together
10:00am	Sleep/bottles for appropriate children
10-11:30am	Art ~ free play and garden play, The children are free to choose from a variety of activities set up in the main room, garden and art area to meet their age and stage of development.
10:30am	Main nappy change time
11:00am	Drink time & snack time
11:40am	Tidy up time everyone together.
11:45am	Story/ singing.
11:55am	Hand washing and lunch time.
12:30-1pm	Sleep time ~ Free play for none sleepers ~ Say goodbye to morning session children ~ Meet, greet and settle afternoon children ~ Free play/rest time ~ a variety of activities set up in the main room.
2:50pm	Tidy up time everyone together.
2:55pm	Wash hands. Fruit time everyone sitting together
3:20pm	Free play and 18 – 24 month focused activity ~ The children are free to choose from a variety of activities set up in the main room ~ garden and art area to meet their age and stage of development
3:30pm	Main nappy change time
4:15pm	Tidy up time everyone together
4:20pm	Story/ singing
4:30pm	Hand washing and tea time ~ Say goodbye to children going home
5:00pm	Free play/rest time ~ a variety of activities set up in the main room
6:00pm	Home time
<b>Daily routine for Pre-school</b>	
8:00 am	Meet, greet and settle children/parents. Indoor free play ~ The children are free to choose from a variety of challenging activities set up to meet their individual needs and stage of development.
8.50 am	School drop off
9.05 am	Tidy up time
9.15 am	Bird group/Circle time, to include singing hello, counting children, day of the week, visual routine and talking about what we are going to be doing for the day.
9.30 am	Wash hands/Breakfast time (A selection of cereal and toast)
10.00 am	Indoor/outdoor free play - The children are free to choose from a variety of activities set up to meet the children's individual needs and stage of development.
10.30 am	Nappy time

11.05 am	Tidy up time
11.15 am	Focused activities (Group activities for the over 3s and under, working on new skills, exploring and discovering)
11.45 am	Bird group/focused activities
12.00	Wash hands/lunch time
12.30	Rest time with quiet activities and TV/nappy time
1.00 pm	Say goodbye to the morning children and greet afternoon children ~ Sleep time for those requiring it ~ Free play ~ Main room open with a variety of challenging activities set up to meet their individual needs and stage of development ~ An extension of the activities already provided in the garden room and garden open weather permitting.
2.30 pm	Children woken from nap time
2.35 pm	Tidy up time
2.45 pm	Bird group (story time)
3.00 pm	Wash hands/fruit/snack time (school children to use quiet room 3-4.30)
3.30 pm	Free play in garden/garden room/ nappy time
4.15 pm	Tidy up time/ quiet time, singing/story
4.30 pm	Wash hands/Tea time
5.00pm	A chance for parents to talk to key people or other staff members~ Free play in garden room/quiet room and garden (weather permitted)
6:00pm	Home time

Staff will carry out spontaneous observations and activities considering the individual needs of each child within the group. Children are encouraged to help tidy up at appropriate times.

Throughout the day staff will carry out spontaneous observations and activities considering the individual needs of each child within the group setting. Children are encouraged to help tidy up at the appropriate times.



## ***Policies***

Copies of the setting's policies and procedures will be enclosed with your confirmation details, however copies are available for you to see prior to this if you desire.

The setting's 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/Carers.

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

Children's rights and entitlements  
Safeguarding children and child protection  
Looked after children  
Uncollected child  
Missing child  
Use of mobile phones and cameras  
Acceptable use of ICT  
Sun Protection  
Late collection of children  
Social Networking  
Whistle blowing  
Employment  
Student placement  
Recruitment of ex-offenders  
Secure storage, handling, use, retention  
& disposal of disclosures & disclosure information  
Flexible working  
Induction of staff & volunteers  
First Aid  
The role of the Key Person & Settling in  
Staffing  
Administering medicines  
Managing children who are sick, infectious or  
with allergies  
Recording and reporting of accidents & incidents  
Nappy changing

Food and drink  
Food hygiene  
Promoting positive behavior  
Health & safety general standards  
Maintaining children's safety & security on  
the premises  
Supervision of children on outings & visits  
Risk assessment  
Fire safety and emergency evacuation  
Animals in the setting  
No-smoking  
Staff personal safety including home visits  
Lock down  
Valuing diversity and promoting equality  
Supporting children with special educational needs  
British Values  
Admissions  
Parental involvement  
Children's records  
Providers records  
Transfer of records to school  
Confidentiality and client access to record  
Information sharing  
Working in partnership with other agencies  
Making a complaint  
Attendance to Watlington Primary Foundation  
Reserves  
Short term emergency closure

## ***Complaints***

We endeavour to resolve complaints on a personal level with the parent and Manager but there is also a complaint book on the notice board in the lobby if the parent would like to put a complaint in writing, this will then be taken to the Management committee. For further information please refer to our complaints policy.

## ***Settling your child into nursery***

Your child's key person along with the other members of staff, will help to settle your child into the nursery and it's routines in the least traumatic way possible for both you and your child. We encourage parents to visit with their child prior to their start date to meet their key person and other staff members and to have close contact with the group as a whole. For further information please refer to our settling in policy.

## ***Illness***

Please ring for advice if you are unsure

- 1) Any child with **sickness &/or Diarrhoea** must be kept at home for at least 48 hours after the last bout.
- 2) Any child with a **contagious disease** must be kept at home for the recommended period.
- 3) Head lice or worms must be treated before the child returns to nursery.
- 4) Any child with a mild cold may attend the nursery providing they do not have a high temperature requiring regular doses of pain relief, medication or one to one attention.

The above guidance keeps your own child's illnesses to a minimum as well as keeping the other children and staff fit and well. For further information please refer to our policy for managing children with allergies or who are sick or infectious.

## ***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 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. We have 3 books in place for recording accidents, medication and a Parent/home accident and incidents these are completed by parents and staff at appropriate times.

We have a doorbell system and our staff meet & greet parents and visitors personally, we must strongly emphasise the need for parents and visitors to **close all doors** behind them to ensure the safety of all nursery children.

If you have safeguarding concerns about a child please follow this links [www.oscb.org.uk](http://www.oscb.org.uk) or [www.nspcc.org.uk/what-you-can-do/report-abuse/](http://www.nspcc.org.uk/what-you-can-do/report-abuse/)

All our staff hold DBS checks and current safeguarding certificates and all qualified staff are paediatric first aid trained.

## ***Special Educational Needs and Disability***

Our Special Educational Needs and Disability Co-ordinator is Susie Grove assisted by Becky Spicer & Trudy Meakins.

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. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs and Disability Code of Practice 0 – 25 years (2015).

## ***Toilet training***

When you feel your child is ready for toilet training, please discuss this with your key person so that we can adopt a consistent approach.

For children who are being toilet trained, it is best for them to have something easy to remove to encourage independence skills; please also provide plenty of extra spare clothes when your child is training, please do not expect this to happen over night as it can be very different away from home.

## ***Behaviour Management***

The nursery has a policy of not using corporal punishment. We use consistent direction and quietening down periods with adult supervision. For further information please refer to our behaviour policy.

## **Professional agencies**

Nursery liaises with other professional agencies when required including the local Health Visitor, Early Years Inclusion Teachers, Physiotherapists, Speech and Language therapists etc.

## **Management of our setting**

A parent management committee - whose members are elected by the parents of the children who attend the setting - manages the setting. The elections take place at our Annual General Meeting all parents are welcome to join the management committee. The committee is responsible for:

- managing the setting's finances;
- employing and managing the staff;
- making sure that the setting has, and works to, policies that help it to provide a high quality service
- making sure that the setting works in partnership with the children's parents.

The Annual General Meeting, which is held in March, is open to the parents of all of the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

## **Fees**

The fees are payable monthly in advance. For your child to keep her/his place at the setting, you must pay the fees with in **7 days** of receiving the invoice. All fees must be paid for regardless of sickness, holidays, bank holidays & unexpected absence. We are in receipt of nursery education funding for two, three and four year olds; where funding is not received, then fees apply. We require two whole nursery working months notice for permanent cancellation or change of place, or normal fees will be charged. Full terms and conditions must be signed on commitment to securing a place. If any parent has financial difficulties at any time please feel free to discuss this in confidence with the manager or chairperson. Our local children's centre offers support in many areas including information on Universal credit, Childcare Choices [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk) and other employment/financial issues.

See list of administration charges, fees and membership enclosed.

## **Administration fees**

A fee is charged to cover the administration of booking and securing a place.

## **Membership**

We ask for a membership donation when you join and then annually (in September) this helps the Nursery to replace and update equipment. The Management Committee will review fees periodically.

