



## **About our Nursery**

Welcome to Bluebell Nursery at Langley School and thank you for registering your child with us.

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

This document aims to provide you with an introduction to Bluebell Nursery, our routines, our approach to supporting your child's learning and development and how we aim to collaborate with you to best meet your child's individual needs. This should be read alongside our Childcare Terms and Conditions for a full description of our services.

### **Our setting aims to:**

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

### **Parents**

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
- 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 ratio of qualified staff to children, as well as volunteer helpers.
- 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.
- 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 five 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 2021):

- *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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners, parents and/or carers.
- *Learning and Development*
- Children develop and learn 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 (SEND).

### **How we provide for learning and development**

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 Learning and Development 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.

We assess children and plan for their learning by creating a curriculum that is ambitious and meets every child's needs. Our educational programmes support children to develop the knowledge, skills and understanding they need for:

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

- self-regulation
- managing self
- building relationships

#### *Physical development*

- gross motor skills
- fine motor skills

#### *Communication and language*

- listening, attention and understanding
- speaking

#### *Literacy*

- comprehension
- word reading
- writing

#### *Mathematics*

- number
- numerical patterns

#### *Understanding the world*

- past and present
- people, culture, and communities
- the natural world

#### *Expressive arts and design*

- creating with materials
- being imaginative and expressive

### **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 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. It is the foundation upon which we have built our own bespoke ambitious curriculum.

### *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
- creating and thinking critically - thinking

We aim to provide for the characteristics of effective learning by observing how a child engages with learning and being clear about what we can do and provide to support each child to remain an effective and motivated learner.

### *Assessment*

We assess how young children are learning and developing by observing them. We use information that we gain from observations of the children, to understand 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] may make periodic assessment summaries of children's achievement based on our on-going observations. These help us to build a picture of a child's progress during their time with us and form part of children's records of achievement/learning journeys. We undertake these assessment summaries at regular intervals, as well as at 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 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observations conducted as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

### **Records of achievement/learning journeys**

We keep a record of achievement/learning journey for each child on the Tapestry system. Your child's record of achievement/learning journey 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 in partnership 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 progress. Together, we will then decide on how to further support your child's learning and development.

### **Working together for your children**

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We also have volunteer parent helpers, where possible, to complement these ratios. 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.
- allow the children to explore and be adventurous in safety.

The staff who work at our setting are:

<b>Name</b>	<b>Job Title</b>	<b>Qualifications and Experience</b>
Mrs Meganne Smith	Bluebell Nursery Manager Early Years Practitioner	Bachelor's degree in childhood studies. Has worked in childcare for 16 years.
Mrs Kym Carey	Bluebell Nursery Manager Early Years Practitioner	BTEC in Caring Services (Nursery Nursing BTEC National Diploma) Level 3. Has worked in childcare for 27 years.

Mrs Yvette Fitt	Early Years Practitioner	Advanced Level 3 Diploma in Specialist Support in Teaching and Learning. (LSIS). Has worked in childcare for 27 years.
Miss Bethany Metcalf	Early Years Practitioner	NVQ level 3 in Childcare. Has worked in childcare and nurseries previously.
Miss Amie Goldsmith	Early Years Practitioner	BTEC Level 2 First Diploma in Children's care, learning and development and is working towards Level 3 Diploma for the Early Years Workforce online. Has Nieces and Nephews also previously worked as an Early Years agency worker.
Miss Emily Morris	Early Years Practitioner	NVQ level 3 in Childcare. Has worked in childcare and nurseries previously.
Miss Leah Bailey	Early Years Apprentice Level 2	completing L2 apprenticeship with Norfolk County Council. Has siblings to whom she has looked after.
Ms Kim Farrow	Early Years Practitioner	NVQ level 3 in Childcare. Has worked in childcare and nurseries previously.
Miss Emma Dickens	Early Years Practitioner	NVQ Level 3 in Childcare and Education. Previously worked as a living in Nanny
Miss Lauren Lappage	Early Years Level 2 Practitioner	Completed the Early Years Apprenticeship Level 2 With Norfolk County Council.

We are open for

48

weeks each year.

We are closed for	4 weeks of the year	
We are open for	5	days each week
The times we are open are	8:00 am till 18:00pm	

We provide care and education for young children between the ages of:

6 Months and 4 years.

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### **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
- helping at sessions of the setting
- 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.
- being part of the management of the setting, where appropriate
- 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.
- building friendships with other parents in the setting

### **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 collaborates 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. If your child's Key person is absent their key person buddy will be available.

### **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.

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

### **The day**

We organise 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. We cater for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to all areas of children's learning and development including their health, their physical development, and their knowledge of the world around them.

### **Snacks and meals**

We make snacks and meals a social time at which children and adults eat together. We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs, particularly any known allergies or food intolerance and we will plan accordingly.

### **Clothing**

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.

### **Policies**

Our staff can explain our policies and procedures to you. Copies of which are available on the school website. Our policies help us to make sure that the service we provide is of high quality and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

### **Information we hold about you and your child.**

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data is [I/we] collect is:

1. processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]





- managing our finances
- employing and managing our staff
- making sure that we have, and work to, policies that help us to provide a high-quality service.
- making sure that we work in partnership with parents.

Our EYFS Governor is Dr Kim Goodby

## **Fees**

Please see separate Fees Schedule. Fees must still be paid if children are absent without notice for a short period of time.

For your child to keep her/his place at the setting, you must pay the fees. We are in receipt of nursery education funding for three- and four-year-olds; where funding is not received, then fees apply.

## **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 collaborate 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 enclosed with this document or is available from our Nursery Managers.

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 to respond to any questions.