Diddydots Nursery

New Prospectus

(Sept) 2020

Diddydots Nursery

St Lawrence Village Hall

Main Road

St Lawrence, Essex

Contact:

Rachel Lipscombe

01621 778965

07875500777

or

07903585922

www.diddydots-nursery.co.uk

Sessional and Full day care for 18 month olds - 5 year olds

Registered with Ofsted and PLA

Diddydots Nursery aims to:

* provide high quality care and education for 2 - 5 year old children
* work in partnership with parents to help their children learn and develop
* offer children and parents a service that promotes equality and values diversity
* add to the life and well-being of the local community

We regard parents as members who have full participatory rights. These include rights to be:

* kept informed
* consulted
* involved
* valued and respected
* included at all levels

Membership of Diddydots carries expectations on parents for their support and commitment.

We aim to ensure that each child:

* is in a safe, stimulating environment
* is given care and attention
* is given the chance to join with other children and adults to live, play, work and learn together
* is helped to take forward their learning and development by being helped to build on what they already know and can do
* has a key worker who makes sure they are progressing satisfactorily
* is in a setting where parents are partners that help to shape the service we offer

We are guided by The Early Years Foundation Stage 2014, which originally became law in September 2008. This merged the Birth to Three Matters and the Curriculum Guidance for the Foundation Stage.

The four principles which shape the practice in our setting are:

|  |
| --- |
|  Every child is a **Unique Child,** who is constantly learning and can be resilient, capable, confident and self-assured. |
|  Children learn to be strong and independent through **Positive Relationships**. |
|  Children learn and develop well in **Enabling Environments**, in which their experiences respond to their individual needs and there is a strong partnership between practioners and parents and/or carers. |
|  **Children develop and learn in different ways and at different** |

Our children are learning about the world around them from the moment they are born. Diddydots offers care and education to continue this learning by providing all children with interesting activities that are age appropriate for their age and stage of development.

There are seven areas of learning, which shape the educational programs in our setting. All areas are important and inter-connected.

Three **prime** areas:

* Communication and language
* Physical development
* Personal, social and emotional development and

**Specific** areas:

* literacy
* mathematics
* understanding the world
* Expressive arts and design.

For each area, the practice guidance sets out the Early Learning Goals. These goals state the level of progress children should be expected to have attained by the end of the EYFS. We have regard to the areas and goals when we assess children and plan for their future learning.

**The prime areas:**

***Communication and language***

**Listening and attention**: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding**: children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

**Speaking**: children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

***Physical development***

**Moving and handling**: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Health and self-care**: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

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

**Self-confidence and self-awareness**: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.

**Managing feelings and behaviour**: children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships**: children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.

**The specific areas:**

***Literacy***

**Reading**: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Writing**: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

***Mathematics***

**Numbers**: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**Shape, space and measures**: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

***Understanding the world***

**People and communities**: children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**The world**: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Technology**: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

***Expressive arts and design***

**Exploring and using media and materials**: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative**: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

In planning and guiding children’s activities, Diddydots reflect on the different ways that children learn. The three characteristics of this effective teaching and learning are:

 **Playing and exploring** – children investigate and experience things, and ‘have a go’;

 **Active learning** – children concentrate and keep on trying if they encounter difficulties, enjoy achievements; and

 **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. On-going assessment is an integral part of the learning and development process. At Diddydots we observe the children to understand their level of achievement, interests and learning styles, and to then shape future learning experiences for each child. Parents and/or carers are kept up-to-date with their child’s progress and development. We address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

When a child is aged between two and three, we review their progress, and provide parents and/or carers with a short written summary of their child’s development in the prime areas. This progress check identifies the child’s strengths, and any areas where progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, we develop a targeted plan to support the child’s future learning and development involving other professionals (for example, our Special Educational Needs Co-ordinator) as appropriate.

We maintain the ratio of adults to children in the setting that is set through the 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; and
* allow the children to explore and be adventurous in safety.

Diddydots Nursery is open for 38 weeks each year.

Our opening times are:

Monday and Thursday: 8.00am - 4.00pm

Tuesday, Wednesday and Friday: 8.00am – 2.00pm

Our fees are £5.00 per hour.

Please check that times and prices are correct when registering your child.

We provide sessional and Full day care for 18 month olds - 5 year olds.

All staff at Diddydots Nursery have been fully CRB checked and hold or are working towards relevant childcare qualifications. Please see our All about us folder in our main reception area for information regarding all staff and their qualifications.

We recognise parents as the first and most important educators of their children. All 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;
* helping out during a session;
* sharing their own special interests with the children;
* helping to provide, make 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.

Diddydots has a parent rota which can be signed if you would like to help during a session. By doing this it will enable you to see the day-to-day life of Diddydots. You can join in by helping the children to get the best from their activities and maybe offer to share your own interests and skills with the children. Parents are welcome to drop in and see us at work and play or to speak to staff.

Your child will be appointed a key worker. This person will work with you to make sure that what we are providing is right for your child’s particular needs and interests. When first starting at Diddydots your child’s key worker will help them to settle in and throughout their time at with us they will help them benefit from our activities.

As well as gaining qualifications in early years care and education, the staff can access 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 in early years care and education, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance. The current copy of Under Five is available for you to read.

From time to time we will hold learning events for parents. These usually look at how adults can help children to learn and develop in their early years. Courses on similar topics are held locally by the Pre-school Learning Alliance; watch out for information about these.

We believe that care and education are equally important in the experience which we offer children. The routines and activities that make up the session are provided in ways that:

* help each child to feel that she/he is a valued member of Diddydots;
* 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.

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also 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. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided indoors.

The setting encourages the snack café to be a social time, when children and adults eat together. Diddydots encourages the children to choose and prepare their own snacks. We plan the menus for snacks so that they provide the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met.

We run Forest School sessions with limited spaces available and an inter-generational care program with a local care home. Please see separate handbooks for more information on these.

The 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 us to provide a quality service for its members and the local community.

We have 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 settings 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.

As part of our policy to make sure that we meet 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 Code of Practice (2001).

|  |  |
| --- | --- |
| Our Special Educational Needs Co-ordinator is: | Rachel Lipscombe |

|  |  |
| --- | --- |
| Diddydots is owned by: | Rachel Lipscombe |

The fees are payable monthly/weekly/daily/half-termly/termly in advance. Fees must still be paid if children are absent. If your child has to be absent over a long period of time, talk to Rachel Lipscombe.

For your child to keep her/his place at Diddydots, you must pay the fees. We are in receipt of nursery education funding for some two year olds and all three and four year olds. Where funding is not received, then full fees apply.

**The first days**

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle in. We have a policy about helping children to settle in and this is available from Rachel Lipscombe.

When children arrive each morning for their session please ensure outdoor footwear is changed. This stops the spread of mud and dirt onto our playmats.

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.

We hope that you and your child enjoy being members of Diddydots 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.