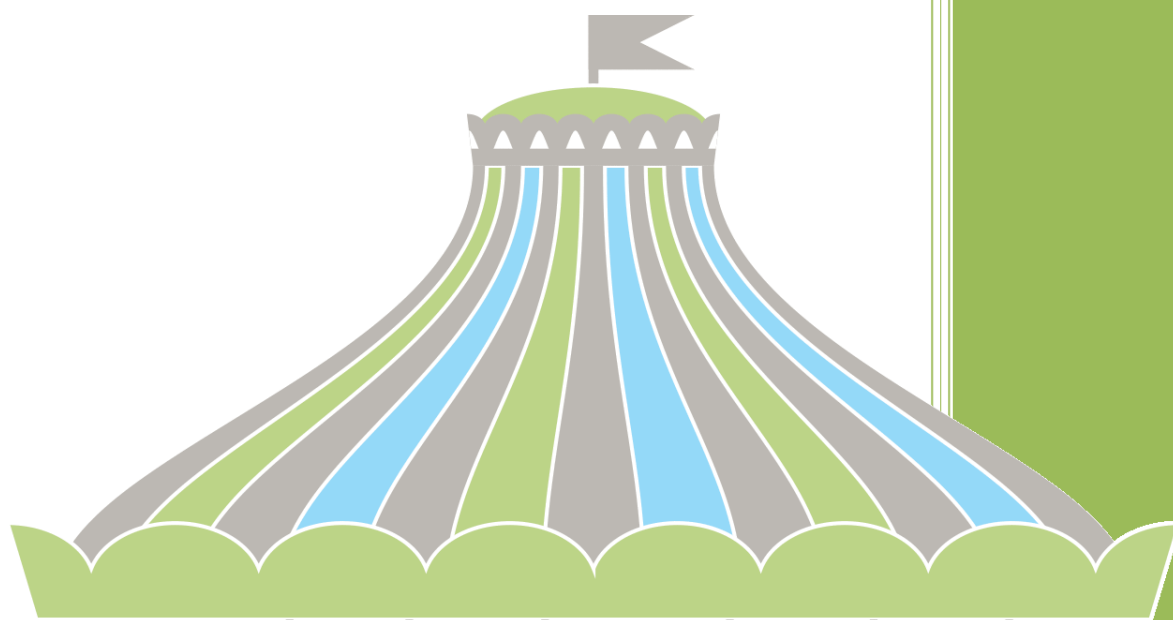


Welcome to

2019



Carousel  
Nursery

Information for Parents and  
Carers



# Welcome

We are a small, family run, nursery offering, who have been established in the Deepings for 35 years. We have a home from home environment, for children aged 2 to 5 years old, and are open for 51 weeks a year.

## *Our key information*

Name of provider	Carousel Nursery	
OFSTED registration number	EY495257	
Address	c/o Linchfield CP School Crowson Way Deeping St James Peterborough PE6 8EY	
Tel No.	01778 348303	Email <a href="mailto:info@carousel-nursery.com">info@carousel-nursery.com</a>

### Opening times

We are open for	51	Weeks each year.
We are closed	Weekends, bank holidays and between Christmas and New Year	
We are open for	Monday to Friday	days each week
The times we are open are	8am – 5pm	

# Supporting you

## *Our partnership with you*

Our aim is to work in close partnership with you, in order to compliment your approach to caring for your child, particularly when learning new skills. We know that the more we work in partnership with you, the more your child will learn and achieve in nursery. We will do all we can to ensure you feel that nursery is as close to an extension of home as possible.

## *Listening and sharing*

We operate an 'open door' policy, this means you can pop in at any time you like or telephone to see how your child is getting on. You will be invited to a progress evening to share news on your child's development which we hold twice a year, along with a written review agreeing your child's next steps.

## *Home learning bags*

We are passionate about fostering strong links between nursery and home. One way we can help you to progress your child's development at home is from time to time to send home a home learning bag. In the bag you will find an activity or story to share with your child.

## *Library lending service*

In the cloakroom you will find a basket of books, please feel free to borrow a book to enjoy and share at home with your child.

## *Key person*

Your child will be allocated a key person within the first 2 weeks of starting nursery with a person your child has formed a natural attachment with. Your child's key person will ensure that the childcare we provide meets your child's needs and interests. The key person will be

responsible for observing your child's progress and planning next steps to ensure your child is making progress and developing.

### *What to bring*

Please could you make sure you pack for your child:

- A pair of slippers or indoor shoes
- A spare change of clothes
- Wellies on wet days
- Sun cream and sun hat on summer days
- Nappies, cream and wipes if required
- Lunchbox if required
- A drink

Please could you make sure that items are named – Thank you.

## **Your child's day**

**Early drop off:** Between 8am and 8.45am we offer an optional breakfast and free play activities

**Morning:** The morning session starts with registration time, where the children will talk about the day, month, weather etc. After registration the children are able to access lots of exciting resources through continuous provision both indoors and out. Our resources are designed to enable children to play and explore, discover and grow, learn and understand. Activities are planned based on children's interests and are encouraged to build their confidence and understanding through praise, recognition and support.

**Snack time:** During the morning session a snack is provided, and a cup of milk or water is offered, the weeks snack menu is displayed in the cloakroom.

**Singing and story time:** From 11.30am we enjoy singing and sharing books, including instruments and action rhymes, group stories or independently looking through books.

**Lunchtime:** We sit down at 12 noon with our friends and the nursery team to enjoy our lunchboxes together brought in from home.

**Sleep time:** Usually after lunch our younger children are offered as sleep if they need to. We will always endeavour to enable your child to sleep when they want to, we will work with you to establish a routine that meets your child's needs.

**Afternoon:** After lunch we enjoy a quiet activity, this can include mindfulness, a yoga session or look through books independently. After the register is taken again a free choice of indoor or outdoor play is given and activities planned in both areas.

## **The Early Years Foundation Stage**

The provision for children's development and learning is guided by the Early Years Foundation Stage (DfE 2014). Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage.

### *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 year's 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 of 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.

## **How we record your child's development**

We use Tapestry to document each child's progress and learning by recording observations through photos to build an online learning journal which you can

access at any time. This allows you to be kept up to date with your child's learning and progress and allows you to add observations to their journal.

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

### *Learning through play*

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the Development Matters in the Early Years Foundation Stage guidance to plan and provide a range of play activities, which help children to make progress in each of the areas of learning and development. In some of these activities, children decide how they will use the activity, and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities, information from 'Development Matters' the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

### *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 Development Matters the Early Years Foundation Stage guidance 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.

### *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. The key person is

responsible for completing the check using information from ongoing observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

## **Policies**

Copies of the setting's policies and procedures are available for you to see at the setting, they are also displayed on our website to download. 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.

The team of the setting work together to adopt these policies. All the team have the opportunity, to take part in the annual review of our policies and procedures. This review helps us to make sure that the policies are enabling the setting to provide a quality service.

## **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 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.

A copy of our 'Safeguarding Children & Child Protection' policy can be found in the foyer.

Our designated safeguarding staff member is Charlotte Larreta.



# Children with additional needs

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 Special Educational Needs and Disability Code of Practice (2014).

Our Special Educational Needs Co-ordinator is Charlotte Larreta

## The management of our setting

The setting is owned and governed by Charlotte Larreta

# Complaints

Carousel nursery takes all complaints / concerns seriously and all issues will be responded to, verbally or in writing where appropriate.

1. In the first instance your complaint / concern should be made to a member of the Carousel team who will respond to it immediately
2. If you are not satisfied with the outcome, you can request contact details to speak with the Owner/s of the setting
3. If your complaint / concern is still not resolved to your satisfaction, you should write to OFSTED early years, at the following address:-

OFSTED  
National Business Unit  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

Tel: 0300 1231231