



DAY NURSERY
LOWFORD • SOUTHAMPTON

PROSPECTUS

Noah's Ark Early years Prospectus

Welcome

Our Setting aims to:

- Provide high quality care and education for children below statutory school age;
- Work in partnership with parents to help children to learn and develop;
- Add to the life and well-being of the local community; and
- Offer children and their parents a service that promotes equality and values diversity.
- To create a calm, organised, nurturing and inviting environment for children, to feel safe and secure, and to be able to learn at their own pace, through their chosen play.

Setting Premises

We operate from a large room, in a community centre building. The main room is carefully sectioned in to different areas of learning, Maths Area, ICT Area, Writing Area, Small World Play Area, Construction Area, Book Corner, Arts and Crafts Area, Investigation Area. From the room, the children can also access the secure outdoor play area throughout the day. WE have an area sectioned off for under 2's to play safely and a cosy sleep room for them to take naps. We also have a public play park and field, which we visit in small groups on outings. We also have a mini bus for outings further afield.

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

Learning

We aim to ensure that each child:

- is in a safe, stimulating and nurturing environment;
- is given generous care and attention, because of our ratio of qualified staff to children.
- has the chance to join in with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure each child makes good progress;
- is in a setting that sees parents as partners in helping each child to learn and develop

The Early Years Foundation Stage

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2012):

- ***A Unique Child***
Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- ***Positive Relationships***
Children learn to be strong and independent through positive relationships.
- ***Enabling Environments***
Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.
- ***Learning and Development***
Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

- ***Prime Area***
 - Personal, social and emotional development.
 - Physical development.
 - Communication and language.
- ***Specific Areas***
 - Literacy.
 - Mathematics.
 - Understanding the world.
 - Expressive arts and design.



For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

The *Early Years Outcomes* (DfE 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

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

Physical development

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

Communication and language

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

Literacy

- reading; and
- writing.

Mathematics

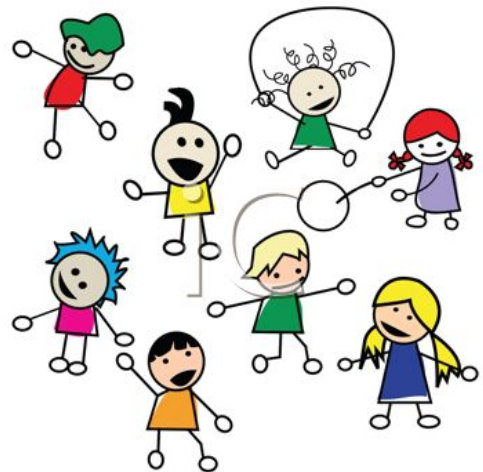
- numbers; and
- shape, space and measure.

Understanding the world

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

Expressive arts and design

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



Our approach to learning and development and assessment

From the very beginning we have always been inspired Montessori we have created calm, organised and nurturing environment where children will be encouraged to access activities of their choosing and become independent learners.

Recently we have embarked on a exciting journey to become a Curiosity Approach setting. The Curiosity Approach® is a modern day approach to Early Childhood. Taking parts from Reggio, Steiner, Te Whāriki with a sprinkle of Montessori. It's a beautiful recipe book of wonderful ingredients, carefully mixed together with experience, passion and a love of Early Childhood. It's baked together in a mindful oven of loveliness that needs thoughtful practitioners and professionals to be mentally present, thankful and forever curious about their career with little children.

The room is organised in different sections to encourage different areas of learning. The children will be able to complete tasks at their own pace, and move on to other activities and areas of their own interest. The adult role will be to interact with the child and further their development by taking part in the activity the child has chosen to do, rather than encouraging them to take part in an activity they have little interest in. There is also a strong use of natural materials and authentic resources to encourage the child's knowledge of natural environment and world.

We have a secure garden area which we use to encourage further interest in nature, by planting and growing fruit and vegetables, and flowers. We have created a bug hotel, to encourage bugs in to the garden to explore further.

The children are together in one room of mixed age groups so that they can learn from each other, and build on their social interactions.

The garden will be open throughout the day, so children can explore as they wish, and adults will support them.

Outings take place, to visit the local community, parks, shops and library, to further encourage children's interest in the outside world.

Learning through play

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

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- playing and exploring - engagement;
- active learning - motivation; and
- creating and thinking critically - thinking.

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

Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We record the children's progress on Tapestry which in an online learning Journal. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our on-going development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different group or when they go 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 observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Learning Journey (Tapestry)

We keep a learning Journey for each child. Your child's 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 stage of progress. Together, we will then decide on how to help your child to move on to the next stage.

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; and
- allow the children to explore and be adventurous in safety.



The staff who work at our setting are:

Name	Job Title	Qualification
Angela	Operations Manager/Director	Level 3
Becci	Setting Manager	Level 5
Beth	Deputy Manager	Level 3
Tiff	Pre- School Lead Practitioner	Level 3
Janine	Practitioner	Level 3
Elaine	Practitioner	Level 3
Hollie	Practitioner	Level 3
Tash	Practitioner	Level 3
Sonia	Practitioner	Level 3
Lorraine	Practitioner	Level 3
Carolyn	Practitioner	Level 3
Sophie	Apprentice	Level 2
Claire	Practitioner	Level 3
Rachel	Lunchtime Assistant	Unqualified
Jodie	Lunchtime assistant	Level 2
Emily	Kitchen Manager	Food hygiene level 2
Jessie	Bank staff	Unqualified
Trish	Bank staff	Level 3

We are open for 51 Weeks a year
Bank holidays, 1 week over the
Christmas period and 2 inset
We are closed days per year
We are open for Monday-Friday



The times we are open are 7.30am-6.00pm

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

6 months and 5 years

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of 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
- sharing their own special interests with the children;
- helping to provide and look after the equipment and materials used in the children's play activities;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities, in which the setting takes part; and
- building friendships with other parents in the setting.

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. We work 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.

The setting's timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in our setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

Our Day

We organise our day 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 in the indoor playroom.

Snacks and meals

We make snack and lunch time a social time at which children and adults sit together. We provide healthy Breakfast, and snacks and lunch and tea, on a 3 weekly rota, these are displayed on the parents notice board. If you choose you are welcome to provide your child with a lunch box and snacks, if you prefer. Please tell us about your child's dietary needs and we will plan accordingly.

Clothing

We provide protective clothing for the children when they play with messy activities. Although we do ask that you "dress your child for mess", so that special clothes do not get spoilt. We use the garden in all weathers, so please provide appropriate clothing for the weather conditions each day, including wellies. 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. Please also provide a change of clothes, in a named bag.

T. Shirts and Polo Shirts with our logo on are available to purchase, sizes available 2yrs, 2-3yrs,

3-4yrs. T-shirts £6.50 and polo shirts £9.00. Hoodies £14, sweatshirts £12, draw string bags £5.

Policies

Our staff can explain our policies and procedures to you. Copies of which are available on the parents notice board, and website.

Our policies help us to make sure that the service provided by our setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

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

Our Safe Guarding Lead is: Becci and Angela

Special needs

The management of our setting

Our setting is a privately run, we are responsible for:

- 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
- managing the setting.

special needs a child may have. We work to the requirements of the Special Educational Needs Code of Practice (2001).

Our setting SENCO is: Janine Fricker

Starting at our setting

We will arrange settling in sessions for your child to attend to spend time with their Key Person.

We look forward to welcoming you to Noah's Ark Day Nursery

