



Welcome to Clare House



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# Welcome



## From Jayne the Manager

Thank you for choosing Clare House

We are a very caring and loving family orientate Nursery dedicated to the well-being of every child in our care. Following the most up to date thinking on childcare and development we endeavour to provide the highest quality learning experience so our children can access the Early Years Foundation Stage under the guidance of qualified and experienced staff enabling them to reach their full potential.



The prospect of anyone, other than yourself or your close loved ones, looking after your child is very daunting and looking for the perfect place to do this can be an emotional experience. We understand this and want to do everything in our power to support you and help to put your mind at rest that when you leave them, they are happy and given the best care and support throughout their day.

Our team work tirelessly to provide a secure and stimulating environment, where children grow and learn through encouragement and enjoyment. We pride ourselves on our close relationships with parents and carers and consider this a fundamental part of your child's learning and development.

With your support, our excellent facilities and our fabulous team of passionate and highly qualified Nursery Practitioners, we can give your child the best and most enjoyable start to their future, whilst laying secure and lasting foundations for life.

Everything we do and hope to achieve at Clare House is based on understanding, trust and respect for the individual. This principle dictates how we treat each child, parent, carer and member of staff regardless of their position, personal background or circumstances. We seek to embrace the diversity that we are blessed with in our wider community.

We will assist anyone who requires additional help in order that they may achieve to their full potential while never being condescending towards them. We will set elevated, yet attainable goals for all the children, helping them achieve using a standard curriculum whilst letting them develop according to their own personalities and learning styles.

Communication and openness are stressed at all times allowing everybody to access the knowledge they need in order to achieve.

Each member of our community has the right to feel secure in their role, understanding what is expected of them in order to be able to develop to their own best ability and contribute all they can to the progression of the nursery as a whole. We will listen to all points of view and give a voice to those who cannot speak for themselves through knowledge of the individual and careful observation. These opinions will be responded to constructively as a base for the continuing improvement of the care & education we provide.

We recognise that developing professional, yet close personal relationships with each other helps us all work towards our common goal of helping the children grow into happy, loving and achieving young people.

*Please visit our website: [www.clarehouse.org.uk](http://www.clarehouse.org.uk). Log into our parent portal and follow us on facebook for regular updates.*

# Your Nursery journey

Jayne & Janet are always available as your first point of contact each day once your child starts at nursery. They are available in reception, just pop in, telephone or e-mail.

We operate an open door policy and welcome your questions and feedback.

Also in the reception area you will often meet Tetley the nursery dog who spends his time behind the desks unless he is having supervised interaction with children in the setting – we will gain your permission for this on our registration form.

*“The manager is a strong leader and dedicated to providing a high-quality provision”*

*“Staff are superb role models and highly sensitive to less confident children, helping them to develop excellent social skills extremely well”(Ofsted 2018)*

## Security

Ensuring that your child is safe and secure in nursery is paramount. Anybody entering the building, who is not a recognised person, will have their identity checked.

Only persons named on a child's registration form are able to collect unless we are notified in advance. Any person collecting a child from the nursery must know that child's personal password, which is created by the parent/carer when registering their child with us.

No unauthorised person has access to the nursery rooms without a staff member.

## Keyworker system

We aim for children to feel safe, stimulated and happy in the nursery and to feel secure and comfortable with all staff. We also want parents and carers to have confidence in both their children's well-being and their role as active partners, with the child being able to benefit from what the nursery has to offer. We aim to support parent/carer(s) and other carers to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of each child and their families.

Before starting at the nursery each child will have an allocated Key person, who is the member of staff with lead responsibility for the child. They will build an on-going relationship with the child and their parent/s and are committed to that child's well-being while in the setting. We understand that some children may develop a special relationship with another assistant, where possible we will change key person to suit the child's needs. A continuous 'back up' key person is also identified for each child so that they can fulfil the role in the absence of the main key person, for example, during annual leave or sickness.

*“Children form exceptionally close bonds with the staff and are extremely secure and confident”*

*“The excellent key-person system ensures staff meet babies' and children's physical and emotional needs extremely well. Children have excellent manners and their behaviour is exemplary”.*

*“Partnership working with parents and external agencies are inspirational and highly effective in meeting children's needs, particularly those children who have special educational needs and/or disabilities”*  
(Ofsted 2018)

## Our bespoke settling in package

Here at Clare House, we strive to ensure that every child's start at nursery is as calm and enjoyable as possible. To ensure this we offer a bespoke settling in package tailored to each individual child and family.

Your child's key person will work together in partnership with you so that your journey in the nursery is positive from the start.

At the first settling in session, we invite you to stay with your child so that they can familiarise themselves with the room they will be in and the key workers who will care for them, whilst still having a familiar face nearby.

During this time, we will discuss your child's stage of development with yourself using a document called, 'What to Expect, When?'. The purpose of this booklet is to help you as a parent/carer find out more about how your child is learning and developing during their first five years, in relation to the EYFS. Children develop more rapidly during the first five years of their lives than at any other time. This booklet has been written to help you as a parent know what to expect during these vitally important years by focusing on the seven areas of learning and development which are covered in the EYFS.

As your child becomes more comfortable in the nursery, you will be able to leave your child for short periods of time to build their confidence ready for a full session at nursery.

During your settling in visits, we will ensure that we understand your child's current routine, how your child likes to be comforted, if they have a special comforter, a favourite story or activity they like to do. Throughout your child's time at nursery, their Key Person will tailor activities to suit your child's interests.

## Enabling Environments

Starting with the child means observing to find out about what they like, dislike, need, want, are interested in and can do. From this we can plan activities and resources that are relevant to each child. A rich and varied learning environment, indoor and out, will support learning and development and provide children with the confidence to explore further. Providing children with a wider view of the world and the wider essentials in helping them make sense of what they see and hear.

## Nutrition

We are a healthy nursery and believe that nursery plays a crucial role in helping children to develop healthy eating habits that will stay with them for the rest of their lives.

We provide healthy snacks and ensure that children have access to fresh water throughout the day. All staff who handle food have a Level two in Food Hygiene.

## The Foundation Stage

The Early Years Foundation Stage is a framework that sets the standards for early years development, learning and welfare from birth to five years of age. It provides a structure to guide carers with providing provision. The Early Years Foundation Stage is comprised of four complementary themes:

### Unique Child

A recognition that each child develops in different ways, at different rates and each area of development is equally important. Respecting the diversity of individuals, promoting non-discriminatory practice. Not only keeping young children safe, but encouraging self-esteem and helping build resilience.

### Positive Relationships

Interactions with and between children and adults at nursery should always be respectful, providing positive role-models and demonstrating caring, respectful behaviour is very much part of supporting children in their learning.

Viewing parents and carers in a partnership role and working together will have a positive impact on children. Practitioners who are able to 'tune in' rather than talk at children will be more effective than any resources. The aim of a 'key person' is to build a special relationship with their children and families and help children be confident, self assured and independent.

Supporting children to reach their full potential is at the centre of everything we believe in here at Clare house nursery.

We don't believe in the typical behavioural management strategies such as the naughty step, stickers & wow boards.

We effectively guide and support children through developing an understanding of the effects their actions have on others

We talk openly about feelings and how they feel when things happen For example: When another child knocks down their tower or a toy is taken from them.

Children are encouraged to say, "stop" to the other child, therefore enabling children to become independent within their own self-regulation. We console and comfort the child and talk through their responses to support this.

For children to be able to reach this goal they need to feel secure, listened to and above all feel safe and loved. We as a staff team must have consistent expectations that are achievable and tailored for to meet the child : We must show confidence in guiding them in developing their own voice . To do this effectively we need staff whom have a solid understanding of children's holistic development and know how best to support and guide children through their developmental journey.

It is crucial that we get these early years right. But stand safe in the knowledge that we as a whole team will remain up to date with current neuro science training to enable us to support your child emotional brain in order to facilitate their access to the whole leaning environment.

All staff are fully supported and guided by our 4 qualified Neuro-science champions.

### Our Neuroscience Champions

Neuroscience is the study of how our nervous system develops and functions. It enables us to have a greater understanding of how our minds develop, what influences higher education functions and how to retain information. As 'Neuro Champions' and Early Years Practitioners, we use our knowledge of neuroscience to understand key issues in early childhood development.

### Development

Children's play is their learning! Consider your child when they are deeply involved in play, doing something they clearly enjoy — playing with blocks, role play, puzzles, exploring textures, mark-making — this is at it's highest level!

### Tapestry



All our children have an online learning journey that enables Key Persons to make curriculum-based observations that are uploaded at the click of a button and available for you to see instantly through your free online app Tapestry brings you closer to your child's development in nursery.

This system is hosted in the UK on secure servers. These servers conform to very high environmental standards and are proactively managed 24 hours a day. Each Tapestry account has its own database and the code itself is developed using hack-resistant techniques. Filenames are encoded for uploaded, videos and images, making Tapestry a safe and secure on-line Learning Journey tool. The benefits to yourselves from Tapestry being on-line means you will have secure access (via a website which you login to using your email address and a password) to your child's Learning Journey and, in addition to viewing our contributions, we encourage you to add to it by uploading photos and comments, or commenting on observations made by us.

## Parent Portal


Kindersoft our nursery management system operates a portal system for us to send you messages and information, and for you to track your invoices, payments etc.

## Off-road parking

Our large car park provides enough space for you to drop off and pick up your child safely. We ask that you drive carefully when entering and leaving the car park it only takes a moment for a child to run out

## Daisy Room - around 3 – 24 months



<b>Karen</b> Daisy Room Manager Foundation Degree in Early Years Neuroscience Champion First Aid Trained	<b>Jodie</b> Daisy Room Practitioner NVQ level 3 First Aid Trained	<b>Anna</b> Daisy Room Practitioner NVQ level 3 First Aid Trained
 <b>Sasha-</b> Daisy Room Practitioner Maternity leave		



Where it all begins! Karen has completed her neuroscience training so has an in depth understanding of the importance of getting it right for our babies during this important phase. At this time babies are exploring the world around them with all their senses and their whole bodies, so the resources and activities that we provide support and encourage their strong exploratory impulses. Our carpeted area

provides a soft environment for babies to crawl, roll, shuffle and wriggle whilst the messy play area has non-slip flooring, keeping children safe throughout their different types of play.

Our babies have regular access to outdoor provision, both in their own outdoor area and when taken for regular walks around the local community.

We have cots and beds for each baby in the sleep room and our own milk kitchen. Diaries are used to record your child's day/nappy changes/sleep, mealtimes and for parents to share their child's home routine. Some parents enjoy writing comments in their diaries about their weekend etc so please ensure this comes into nursery with your child each day.





## Mealtimes

Mealtimes are one of babies' most sensory rich experiences – new tastes, smells and textures, touching and feeling foods especially sticky, messy and wet foods is a great way to fully engage the senses

We encourage self-feeding skills at every meal right from the start. Finger feeding is one of the only safe early opportunities your little one will have to practice their finger coordination with very small objects and it is most often through the process of finger feeding that the pincer grasp emerges. Through self-feeding babies gain “visual Motor Skills” (hand eye coordination), refine sensory processing skills and independence whilst eating.

We plan play experiences that focus on children's social relationships to help support their growing sense of themselves and to encourage confidence and self-esteem. Children are supported in understanding that there are rules for being together with others by always encouraging patience and tolerance and modelling positive ways to treat one another. We introduce activities to meet their natural curiosity, growing energy and development, whether it's pouring at a water table, stacking tumbling blocks or playing with shapes and puzzles.

We encourage exploration and introduce skills such as:

- Sensory and tactile skills
- Gross motor skills
- Communication and language development
- Personal, social and emotional development

In an environment filled with encouragement, your child will experience the early success he or she needs to grow and develop independence.

We consider it essential that young children get frequent and regular opportunities to explore and learn in the outdoor environment. The babies have their own outdoor space at the rear of the building. This outdoor area also links with the 2 year old and the 3 & 4 year old gardens.

## Bumble Bee Room – around 24 – 36 months



**Sara**

Bumble Bee Room Manager  
NVQ level 3  
Neuroscience Champion



**Phoebe**

Bumble Bee Practitioner  
NVQ level 3  
Working towards Foundation  
degree in Early Years



**Kate**

Bumble Bee Practitioner  
Working towards level 3  
First Aid Trained



The Bumble Bee Team led by Sara who is also a Neuroscience Champion continue your child's nursery journey. They care for up to Twelve children from approximately 24 months to 3 years of age. The bumble bee room consists of different areas in line with all the different sections of the E.Y.F.S. The children have the opportunity to access outdoor provision all year round. We encourage large floor art and activities, all of our activities are planned around the individual interests and needs of each child on a day to day basis.

Between the ages of two and three, Toddlers take huge steps in their development. They are now much more physically able, they are keen to explore and imitate the world around them and they need more space, time and freedom to do this. Children are building friendships as well as their language development.

As those of you with children of this age will know, they ask A LOT of questions! We can learn an awful lot about what children are interested in by the questions they ask and are able to plan exciting and Stimulating activities based on the children's own interests.

We plan play experiences in the that focus on children's social relationships to help support their growing sense of themselves and to encourage confidence and self-esteem. Children are supported in understanding that there are rules for being together with others by always encouraging patience and tolerance and modelling positive ways to treat one another.



The staff support the children with toilet training and our toilet facilities (including a toilet and toilet training seats, potties and nappy changing facilities) have been designed to make this easier for both children and staff.

## Busy Bee Room – 3 – 4 years



**Viv**

Busy Bee Room Manager  
BA hons in Early Years, SENCO,  
Neuroscience Champion



**Sally**

Busy Bee Practitioner  
NVQ level 3  
First Aid qualified



**Sophie**

Busy Bee Practitioner  
NVQ level 3  
First Aid qualified



**Claire**

Busy Bee Practitioner  
NVQ level 3  
First Aid qualified



**Lauren**

Busy Bee Practitioner  
Working towards NVQ level 3  
First Aid qualified



By the time the children reach three years old, they have a much more skilled approach to play and exploration. Their role-play and social interactions are important in helping them to understand the world around them. Our role, as Practitioners, is to support children through their ideas and investigations. independence throughout the day.



In Busy Bee Room we care for up to 20 children per session and have four key workers who aim to build confidence and independence in readiness for starting school. Viv is the Room Supervisor in Busy Bee room working with the 3 & 4 year old children. Viv holds a and has many years childcare experience, she joined the setting in 2014. Viv is our lead SENCO and is very passionate about both her role and outdoor play.

We work as a team to open the world up to your child and support them in their learning and development. As part of our routine we like you to encourage your child/children to do the self registration with you upon entering the room – your child's key person will explain this to you.

The Busy Bee Room has defined areas of learning and activities are changed throughout the day depending on children's interests, requests and learning adventures. Children are regularly involved in musical activities, markmaking and writing activities as well as arts and crafts and opportunities to investigate, discover and experiment with their ideas. They are encouraged to make independent choices and develop their critical thinking.

They have their own cloakroom area ensuring that they have continuous access to their belongings, giving them important skills such as putting their coats and wellies on and hanging them back onto their own pegs independently. They also have free access to their toilets and are supported in learning important personal hygiene routines and independence skills, such as washing their hands after they have used the toilet and before every snack and mealtime. At mealtimes and snack-times, the children are provided with self-serve opportunities to promote physical development and independence skills.

*“All children make good progress in their learning. They develop effective skills that prepare them well for their next stage of development and school” (Ofsted 2018)*

## Outdoor Play Area

Over the last few years childcare has changed beyond recognition with the introduction of the Early Years Foundation Stage. The EYFS places strong emphasis on the importance and value of free access to outdoor play in all weathers. With this in mind our outdoor play areas are surfaced with Astroturf and can be adapted on a daily basis to fit in with the varying themes in the nursery. As well as the Astroturf there are soft play and paved areas with lots of space for them to play and learn in safe and secure environments. All rooms have their own outdoor areas.



## Sensory Room – The Hive

We have a separate sensory room for the children to explore using their senses. Multisensory rooms have been shown to enhance sensory development (hearing, sight, taste, smell and touch), increase hand/eye coordination, promote language development and encourage relaxation. There are flashing lights, soft lights, all sorts of textures, mirrors, wooden heuristic equipment and other items which can be included to meet the individual needs of each child.

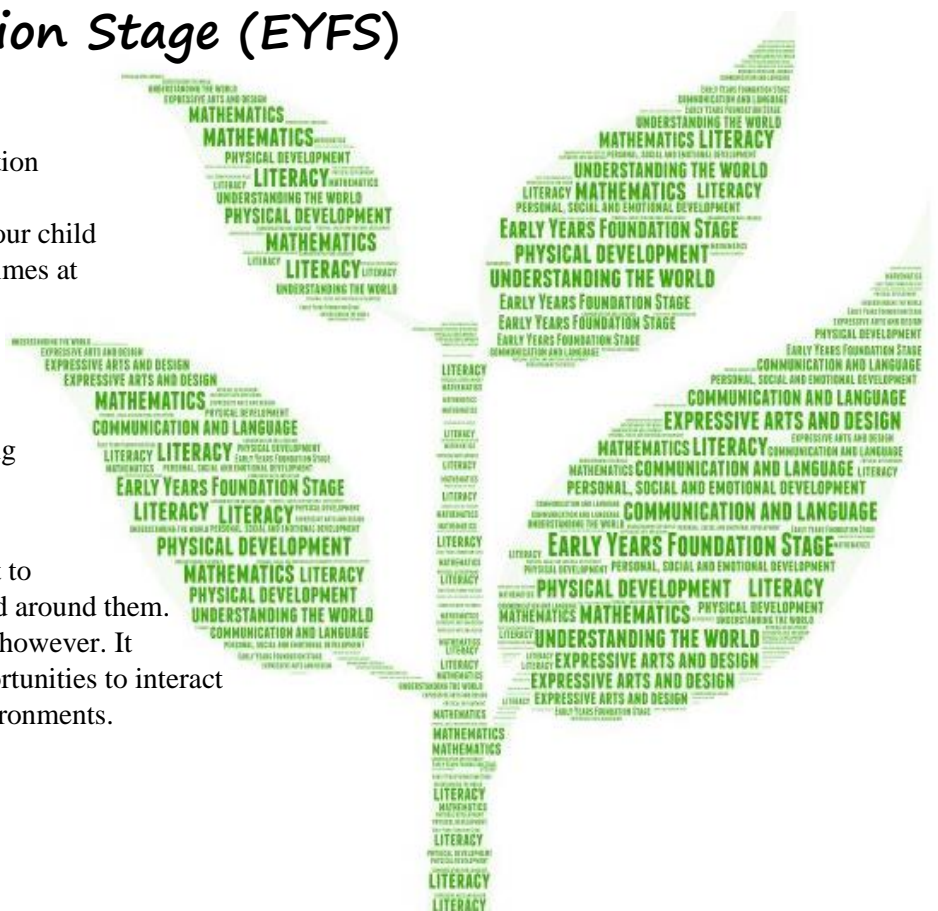


# Early learning.....

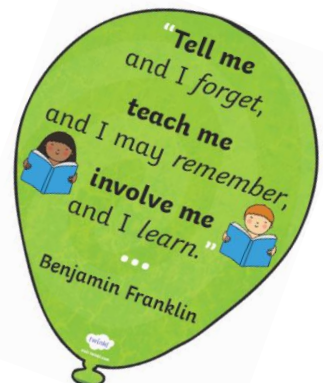
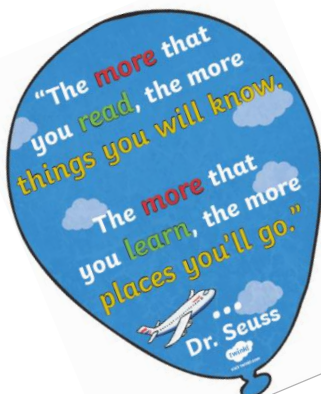
## Early Years Foundation Stage (EYFS)

The EYFS is a framework that supports children from birth to the end of the reception year in Primary School. The framework encompasses seven area of learning and your child will be observed at play throughout their times at nursery to ensure they are progressing towards the Early Learning Goals as defined by the EYFS. The ethos of EYFS is that children develop best whilst at play and we centre all our learning around this.

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.



*"Staff successfully capture older children's interests and extend their learning effectively"*





# In the Moment planning

Children learn and experience in the here and now and don't store up their questions and curiosities to ask tomorrow or the next day. It is at that moment of curiosity, interest or question that they are teachable, where the adult can step in with the answer or encouragement. By using this cycle on a moment-by-moment basis the adult will always be alert to individual children (observation), always thinking about what it tells us about the child's thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children's wellbeing and learning (planning for the next moment).



It is all about capturing the children's current interests at that particular time. There is no need to plan in advance as this form of planning is based on what the child is doing and practitioners interact with the child to build on this (in the moment). Practitioners have the necessary skills to identify the child's interests and know when and how to intervene and help move the child's learning on.



This type of planning is simple and effective as it allows those crucial moments to be captured and extended there and then rather than introducing these next steps in a week or two, it is child lead and real-time planning. Children's current interests are identified regularly and practitioners can plan and evaluate from day to day as opposed to week by week.

We have recently overhauled our planning process in favour of this system which brings you the parents into our planning structure by giving an in-depth insight into what your child's life is like at the nursery. We refer to this as 'in the moment planning' which ensures that the setting is more child-led, giving them free will when it comes to making choices. We have restructured the way we store play items and toys, so that children have power to choose when it comes to what to play with and how to play with it. This offers an enabling environment and allows children to explore and investigate using their own initiative. Observation, assessment and planning are all carried out by a moment-by-moment basis. This will however mean that there will be less information uploaded onto tapestry because the focus is on the child not on paperwork.

Each child will be a 'focus child' at least once a term, with observations on all children still being carried out. When your child is due to be a 'focus child', you will receive a parent consultation sheet to fill in the week before, as we value your understanding and knowledge of your child, and we would like you to share anything significant happening in your child's life at the moment. Working together, we will plan activities to meet your child's needs, and plan for their future learning and development.







Creativity flourishes when it is pursued for its own enjoyment. Art allows each child to explore their own dynamic of creating and understanding that no two pieces of art work will look the same as each child's personality will come through his/her work. Play is a vital part of children's learning, between the ages of

birth to 5 years children are filled with imagination, creativity and exploration. More times than often we tend to forget the importance of allowing children to express themselves through art, dramatic play or exploring the outdoor environment. As Early Childhood educators and parents/carers we need to provide time and space for children to find themselves as they begin to explore their senses and master their developmental skills. It is important that we create a physical environment that encourages exploration and freedom of creative expression.

At Clare House we provide children with open-ended materials which give room for children to explore their imagination in many ways; painting, drawing and sculpting are all processes used to create true art. If you give a group of children paint, will their paintings all look identical? of course not! Art, in its truest form, is an expression of our feelings, ideas and emotions, therefore art is unique to the individual and if the environment around them is flexible it encourages a level of creativity and imagination as they express their wonders.

OK...so what exactly does this mean to you? Well, think about the types of art you plan for the children - does the end result all look the same? If so...it is probably not art. In fact a great way to test to see if your art activities are focusing more on the process and less on the product is to look at the end result. If a parent whispers to you, "What is it?" then, guess what...it is process art. This also brings up an important point about art... Try not to ask your child "What is it?" however hard! But please next time you feel those words coming out, bite your tongue because your child will assume that because they put their heart and soul into it you already know what it is. Instead say something like, "Tell me about your creation" or ask "What do you like best about what you created?" This opens the door for them to share their ideas behind their art and is a wonderful way of building expressive language skills.



As a provider part of our job is to educate our parents and caregivers about the importance of process art. We hope that by putting this letter together that we have helped support your understanding of this subject. As you look around our nursery you will notice children's Art displayed proudly this is a great way for children to feel proud and for parents/caregivers to see their creations. (A photo of the child creating the art is also a wonderful thing to add.)After all, a picture is worth a thousand words!

Art is beautiful, unique and special. It is important that the art activities planned for children invite them to be free to express their ideas, thoughts and emotions in any way they desire!



# Nursery Information

## General

**Age of Admittance:** 3 months to 14 years.

**Opening Times:** 7:30 am to 6:00 pm Monday to Friday.

**Holidays:** We are open throughout the year except for public holidays and approximately one week at Christmas - exact details will be in the newsletter and displayed on posters each Christmas.

**Registration:** In order to reserve a place for your child at the nursery, please complete and return the registration form and terms and conditions.

**Payment:** Fees are due monthly in advance on the first of each calendar month. We ask that payments are made by bank transfer but if this is not possible we will accept card payments. None or Late payment of fees may result in your child's place being withdrawn with immediate effect. Please read our fees policy which is displayed in the reception area. Under normal circumstances, fees will be reviewed every September. However, we reserve the right to do this at any time.

**Fees are payable for every session booked, including sickness & holiday regardless of whether your child attends or not.**

No fees are charged when the setting is closed-i.e. Bank Holidays and the Christmas and New Year period. If we open during snow fees will be chargeable.

**Notice Period:** If you no longer wish to maintain your place at the nursery you will be required to give one calendar month's notice in writing and full fees will be charged for the notice period.

**Birth Certificate:** We ask you to bring in the original document for us to photocopy. This is to confirm your child's identity, date of birth and the parental responsibility and is also required for any government funding for which your child is entitled.

**Drop off:** If you arrive more than 5 minutes before your booked time you will be asked to wait in the reception area and if you are late you will be charged extra, so it's best to be on time.

**Collection:** We must insist that we are notified in advance if any other person, other than you, is collecting your child from nursery - this is for the safety of the child. If we have not been notified then we will not allow the child to leave without first telephoning for your consent. *Don't forget to check your child's tray for artwork or party invites*

**Late Collection:** Late collection of each child will be charged at £5 per 15 minutes, with a minimum charge of £5. These charges will be determined by staff records and the signing in and out procedure. An invoice will be issued and is payable on receipt.

## Baby Feeds and Changing

Whilst your baby is having bottle feeds we ask you to provide formula milk and bottles, clearly labelled to be made as and when required (water and formula to be kept separate please). These will be stored in our milk fridge.

Please provide sufficient nappies, wet wipes and nappy sacks for your child

## Use of dummies, bottles and cups

As babies get older they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds they are learning to make the quick mouth movements needed for speech. We sensitively balance babies and children's needs in the use of dummies, bottles and cups within our nursery. The more practice they get the better their awareness of their mouths and the better their speech will be. The overuse of a dummy may restrict these movements from taking place and therefore affect a child's language development in the longer term. If toddlers continue to talk with a dummy in their mouth this may lead to distorted patterns of speech because the teat prevents normal movement of the front of the mouth.

### Dummies

At Clare house we recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine. We will discuss the use of dummies with you as part of your babies' individual routine. We will also offer support and advice to discourage dummy use during waking hours at home and suggest ways which they can be weaned off their dummy through books and stories (when appropriate).



When discouraging the dummy we will:

- Work with you to ensure a consistent approach between home and nursery
- Have a designated place for the dummy to be stored so that your child knows where it is
- Ask children to take their dummy out of their mouth when talking
- Put their emotions into words and reassure them if they are insecure or worried
- Distract their attention with other activities and ensure they are settled before leaving them to play
- Offer other methods of comfort such as a toy, teddy or blanket
- Support them to find other ways of soothing and relaxing themselves
- Explain to them that they can have their dummy when they go home or at sleep time
- Praise them when they go without their dummy

### Bottles and Cups

Regardless of whether a baby has been breast or bottle fed, it is likely that if they are starting at nursery before the age of 12 months they may need to be bottle fed at some point during the day. This opportunity develops a positive, consistent and nurturing feeding routine with their key person and supports the development of an attachment and helps with settling into the nursery environment. We will only give a bottle containing milk or water.



Whether breast or bottle fed it is advisable for babies to progress to drinking from a cup alongside weaning from around the age of 6 months old. Long term bottle use can delay the ability to adapt from sucking to sipping making the progression more difficult and has also been linked to the development of disorders. Prolonged exposure to milk and sweet sugary drinks such as or squash from a bottle can lead to tooth decay. We will discuss the open cups with you and introduce them to the child at snack and meal the period from when they are 6 months old. We only provide free beakers and open cups, controlled flow beakers will not be given to any age



speech  
fruit juice  
use of  
times in  
flow  
children of

Further advice on bottle feeding and sterilisation, and healthy eating and drinking procedures can be found in the nursery's Food and Drink Policy

## Clothing and Personal items

We enjoy lots of messy play so please can you bring in at least 2 sets of clean clothes (no nice clothes and don't forget the pants and socks!) Also nappies, wet wipes, creams and nappy sacks for those still in nappies.

Please can you label cups, lunch bags/boxes, clothes etc. because we do get lots of identical items within the setting – the setting cannot accept responsibility for loss or damage to personal items

We ask that you do not bring toys in from home as they may get lost or broken. We are happy for children to bring in a soother such as a teddy or blanket if they need reassurance.

In winter please send in your child's wellies and a warm waterproof jacket and trousers. We are more than happy to store them here.

**On sunny days** please send your child with a named sun hat (you may prefer to bring one in and leave it in their tray). Nursery staff will ensure that children wear their sun hats when playing outside. Please **do not** send your child into nursery in a strappy top or dress, their shoulders need to be covered.



**Sun Cream:** As parents, it is **your** responsibility to ensure your child is kept safe in the sun. The following requirements are essential in order for staff to allow your child to play outside-

- **Please** ensure sun cream is applied to your child before you bring them to Nursery – this will give them the sun protection they will need for the immediate session.
- Inform a member of staff when dropping off your child at Nursery that you have applied sun-cream, if you do not let a member of staff know that it has been applied then we will assume it has been prior to arriving.

Staff will re-apply sun cream to your child if they are in Nursery all day - please note this only applies to children who are in from 9-3 or longer. Please supply a sun cream which is at least a factor 30 in named packaging which we will apply before the children go outside for the afternoon session. This cannot be kept in children's bags for safety reasons.

## Sickness

Any child suffering from a temperature, doubtful rash, sore throat or discharge from the eyes or ears should be kept at home until the symptoms have disappeared. We also ask parents to ask if attending a consultation with a doctor if the child is well enough to attend nursery. If antibiotics are prescribed it is nursery policy not to admit the child until they have been taking antibiotics for a minimum of 48 hours. If a child has sickness or diarrhoea then the exclusion period is 48 hours from the last episode.

**Absence:** It is important that we are notified if your child is to be absent from nursery.

**Treatment:** In the event of your child falling ill at Nursery you or the nominated persons will be contacted. The Nursery will endeavour to make contact with the above, but in the unlikely event that contact cannot be made, we will use our judgement in assessing whether the child requires their doctor or hospital treatment. In respect of this we ask parents to sign a consent form allowing treatment at the doctors or hospital to commence without parents being present.

**Medication:** The parent of any child who requires medicine must complete a medication form in nursery before this can be administered. Nursery staff can only administer medication prescribed by a doctor with clearly labelled instructions on dosage and times to be given, please refer to our Medication Policy for full details.

## Healthy eating and packed lunches

Our aim is to promote a healthy lifestyle within the nursery, as well as the physical outdoor exercise the children will gain on a daily basis we also know the food they eat also has a very positive impact on their future.

Whilst we cannot dictate what you provide for their child we encourage healthy lunchboxes we ask that you do not include nuts or nut based products in your children's lunchboxes – please check any pre-packaged foods are in date.

Ideas for healthy lunchboxes can be found on <http://www.henry.org.uk/homepage/resources/products-page/> and many other sites.

We provide a fruit snack with a choice of either milk or water.

All packed lunch boxes should be clearly labelled, and packed suitably e.g. child's closable lunch box.

Where possible lunch boxes are stored in a refrigerator.

Please avoid sending your child with fizzy drinks, milk, water or weak squash is preferable in line with healthy eating advice.



## By signing the Parent/Carers Declaration in the registration pack you:

**Are declaring** that you have read and are in agreement with the setting's Policies and Procedures (which are available to read in the family room) and agree to abide by the terms and conditions set out in them along with those contained in this prospectus.

**Have read** a copy of the current fees and safeguarding policy and agree with its terms and conditions.

**Understand** that all changes to rules/regulations and prices will be notified to parents via letters, newsletters and notices posted in the building and that the setting will endeavour to make sure that everyone is aware of any changes so those changes will be upheld in all circumstances.

**Understand** that if my child is unwell he/she should not be brought to the nursery and the nursery reserves the right to refuse to accept him/her until they are satisfied that he/she is not infectious



## Our fees

The setting is able to offer day care throughout the year, Monday to Friday, from the hours of 7.30am – 6pm, based on sessions as detailed below:

Please note that funding for 2, 3 and 4 years (both 15 & 30 hours) is also available within Clare House. If you require any more information on this then please do not hesitate to ask.

### Nursery Sessions

Available Sessions:	Under 3	3-5 years
Morning 09:00-12:00	£14.55	£12.75
Afternoon 12:00-15:00	£14.55	£12.75
Hourly extensions to sessions	£4.85	£4.25
Full day with 5% discount	48.38	42.39
Full week with 10% discount	229.17	200.81
Hourly rate for additional hours	£4.85	£4.25

### School's out Sessions

Term Time Sessions:	Price
Morning (7:30 start)	£6.00
Early Afternoon (4. 30 finish)	£6.00
Mid Afternoon (5.00 finish)	£6.50
Late Afternoon Session (6:00 finish)	£7.50
School Holiday Periods:	
Hourly Rate 7:30 to 6:00	£4.25

(From 23<sup>rd</sup> April 2019)

**We close on Bank Holidays and for one week at Christmas.**



# Fees Policy

## **Payment of Fees:**

Fees payable are as detailed above. The fees are inclusive of a healthy snack consisting of fresh fruit, cheese and crackers at the midway point of morning and afternoon sessions.

The setting is in receipt of Nursery Education Funding. Funded hours are available to children the term after their child turns three. You can claim 570 hours per funded year – 1140 for working parents (visit [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk) to check eligibility. You can claim a minimum of 3 hours and a maximum of 10 hours per day up to a maximum of 15(or30) hours per week. If you claim 15 or 30 hours per week this will be a term time only place (38 weeks of the year). If you wish your child to attend all year round grants will be allocated at 47.5/95 hours per month and additional hours are paid for at the current rate.

The setting can also accommodate 2 year funded children. There is a set criteria for claiming this, application forms and further details are available at the setting or [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk) where you can apply online.

To claim funding, the setting must have a copy of your child's passport or birth certificate, without these funding cannot be claimed and you will be charged for any hours your child attends.

Fees when a child is absent are payable, as running costs still need to be met by setting and the placement is booked for that child. In the event of a long term absence, in excess of 6 weeks, the Committee may waive fees; this is however at the Committee's discretion and dependent on circumstances.

Emergency Closure Days (due to unforeseen circumstances) are not subject to charge in accordance with Somerset County Council's 'Code of Practice'. In the event of an Emergency Closure the setting will waive the fees for that day or offer alternative sessions if possible.

## **Billing of Fees:**

The setting's administrator will issue an invoice at the end of each month for the following month. Invoices are payable monthly or weekly in advance. The invoice contains a monthly payment breakdown and a date for payment to be made. Payment can be made by card machine or bank transfer. Payments made by card machine must be paid to the administrator or senior member of staff who will issue a receipt for the amount paid. Bank transfer details are available from reception. An alternative payment plan can be arranged if required, ie Weekly, Fortnightly. If this arrangement is required parents are to contact the setting's administrator.

## **Late Payment of Fees:**

If fees are not paid by the latest date set out on the monthly invoice (or alternative pre-agreed payment plan) a reminder will be issued by the setting's administrator. Payment is to be made within 4 working days of this reminder, if payment is made no further charges or action will be taken. Failure to complete payment in the specified timeframe will incur a £10 administration charge and you will be informed by letter of the requirement to pay all outstanding fees within 7 working days of the date of the letter.

If payment is not received by the deadline laid down in the letter all unfunded hours attended by the child will be withdrawn with immediate effect and the setting will seek to recover unpaid fees via the setting's debt collection agency inclusive of costs.

A parent may request, in writing, for an extension to their fee deadline. This request is to be sent to Chard NNI's Committee and is at the Committee's discretion whether an extension may be granted. A request must include a proposed payment plan for it to receive consideration.

**Removal of Child from Clare House( under 5 years):**

Should you wish to remove your child from the Nursery, a notice period of 4 weeks term time, is required to cancel a child's placement. Failure to give adequate notice means the placement cannot be re-allocated and therefore you will be charged or funding will be claimed for all sessions. Only in exceptional circumstance and at the Committee's discretion will this period of notice be waived.

**Removal of child from School's Out (5 years – 14 years)**

Bookings for School's out are made on a week by week basis so as long as the setting is notified by 5pm on the Friday of the week prior to the child leaving there will be no further charge.

**Late Collection of Child Charges:**

Late collection of each child will be charged at £5 per 15 minutes, with a minimum charge of £5. These charges will be determined by staff records and the signing in and out procedure. An invoice will be issued and is payable on receipt.

If a parent has informed staff that they will be delayed, a 15 minute window will be allowed before charges come into effect. This should only occur in exceptional circumstances, and frequent occurrences will be treated as an abuse of this facility and charges will be incurred at a rate of £5 per 15 minutes.

-oOo-

# Information for parents and visitors about how we protect and support your children

## Standard Child Protection Procedures



Jayne and Karen are our Designated Lead Officers, if you have any concerns regarding the safety of a child or about a member of staff you may speak to either of them in the strictest confidence.

**“Child Protection is everybody’s business”.**

Chard NNI & Schools Out believes that, in conjunction with the wider community, we have a duty to ensure all children in our care are protected from harm and abuse in accordance with the law and government guidance. The law also requires us to ensure they too are protected from harm and abuse.

The manager & Staff in this setting follow a range of procedures based on three key commitments which are as follows.

- 1. Chard NNI & Schools Out is committed to building ‘a culture of safety’ in which children, young people and vulnerable adults are protected from abuse and harm in all areas of its service delivery.**
- 2. Chard NNI & Schools Out is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in ‘What to do if you think a child is being abused’ (HMG 2006) and ‘No Secrets (DoH 2000)**
- 3. Chard NNI & Schools Out is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering children, young people and vulnerable adults, through its curriculum, promoting their right to be ‘strong, resilient and listened to’.**

### **What this means**

We check all members of staff and volunteers before we employ them to make sure that no unsuitable person is able to work with the children in our care. We also ensure that members of staff are well supervised and that no unauthorised person can have access to the children.

You have a right to make a complaint if you feel we are not caring for your child in the best possible way; this will be investigated following our complaints procedure.

You have a right to inform Ofsted if you feel that your child or any other child is unsafe in our setting. Ofsted will investigate any allegation made against a registered provider and they will take appropriate action to make sure children remain safe in our care.

Any accident involving a child in our care will be brought to your attention with a full explanation given. It is also helpful if you inform staff if your child has had an accident at home. We keep a written note of this information.

We support parents' who are coping with stressful situations at home. We will act in accordance with the law and our own procedures if we believe a child to be at risk of 'significant harm'. This may entail working alongside other agencies to protect children.

We have a 'designated person' in our setting who leads on safeguarding matters - this person is Jayne Windsor.

### **Confidentiality and Data Protection – what this means for you**

When your child takes up a place at our setting, you will be sharing personal information about your child and your family with us. You are assured that any information you share with us is confidential to the setting, and is only shared with professionals outside of the setting on a strictly 'need to know' basis.

We believe in working in partnership with you. Your consent to share information will usually be sought. It will be explained to you what information we believe we need to share, with whom and for what purpose. For example if it appears your child has a hearing problem or any other developmental problem, you would expect us to find the right professionals to best help your child.

If we are concerned that a child may be experiencing undue stress or even abuse at home, or anywhere outside of the setting, we have a legal duty to share that information with a social care agency. Depending on the circumstances, we may seek your consent to share the concerns we have. In some circumstances we may still go ahead with sharing that information, even if consent has been refused, where we believe it is in the best interests of the child. The reasons for this are always recorded.

If we believe a child to be in danger of harm, we do not seek consent as we are required by law to share any information that enables a child to be protected. We will always record the reason when we do not seek consent to share information. You have a right to see your child's file; the manager will explain how to go about this.

### **Wider issues of child protection**

We have a range of procedures that guide all of our services to keep children safe.

Health and Safety procedures ensure the environment is safe; food is prepared and served hygienically and that children's health is maintained by having guidelines for infection control.

Our child protection procedures guide our members of staff in what to do if they have concerns about any child, young person or vulnerable adult. They also guide members of staff in what to do in other emergency situations, such as if a child goes missing or is not collected.

We have strict guidelines about the use of Information Technology, such as mobile phones, tablets, cameras and the internet to ensure that images of children are being used in appropriate ways. Your consent is always sought. Members of staff are not permitted to take photos of children on their mobile phones and are not permitted to have these with them when working with the children.

# Early Help

What is early help? Every family goes through challenging times at some point. Early help means working with you and your family so that small problems don't become big problems. Early help is for everybody, for families with children and young people of any age. And it's your choice whether to have it or not.

Why would I want early help? There are lots of reasons why people look for early help. It could be that you're worried about your child's health, development or behaviour, or how they're doing at school, or perhaps because you are caring for a disabled child. It may be that you're worried about money or housing and how that is affecting your family. Maybe your child or your family is affected by domestic abuse, drugs or alcohol or crime. Perhaps your child is a carer for other people, or maybe you've had a bereavement in the family that's made life a real challenge.

Where can I get early help? If you feel you and your family might need support to solve some problems, you can ask someone in your life that you trust about early help. This might be a teacher at your child's school, your GP, your health visitor, nursery practitioner or your housing support worker. If you find this difficult, you can always contact the early help support line to ask for advice (contact details are below). We'll work with you to find someone for you to talk to. Sometimes if someone is worried that you're having some problems, they might ask you if you would like to talk about early help.

What will happen when I ask for early help? The person you trust in your life will talk with you about the problems you're experiencing. They will ask what help and support you think you might need. This is called an early help assessment. Early help assessment is nothing to be worried about. It's just a conversation to work out how to help you stop small problems turning into big problem. You can talk about things that are going well and things that you're proud of as well as things that you're finding a challenge. This person will also talk with your child or children in your family to make sure they understand how they are feeling and anything they think they might want some help with. Together you'll agree what to write down so there is a record of what you talked about. What happens next will be different for every family. You might make a plan with the person you spoke with to sort out the problems. You might want to meet with other people who might be able to help. This is called a team around the family meeting. Or you might want to get a service (like family support or therapy or a children's centre) to give you the help you feel you need. These are just examples. You have control over what happens next and can say what you want. If you decide you'd like some help, the person you talked with will ask if they can share details of your conversation. You need to be happy with this and give your permission. This is to make sure the people who will be supporting you are able to do a good job for you and understand the journey you and your family have been on.

If you have any questions or concerns about this information please speak to one of the Designated Lead Officers .



## **Chard NNI & Schools Out**

### **Record Keeping – Children's Records**

**There are record keeping systems in place that meet legal requirements and that means of storing and sharing that information takes place within the framework of GDPR and the Human Rights Act.**

On taking up a place the parent completes a registration with the child's key person as follows:

#### **Basic details**

- Full name and name the child is usually known as
- Date of birth
- Names of parents (those who have parental responsibility)
- Names of any other significant adults in the home who do not have parental responsibility
- Home address, telephone and mobile number of parents/significant adults
- Details of contact telephone numbers for parents (work, college/university)
- Emergency contact name, address and telephone
- Any other carer who regularly collects the child
- Names and ages of other children in the family and other settings attended

#### **Welfare, health and special educational needs**

- Details of any illnesses, disabilities or allergies
- Whether there are any specific care and educational needs that arise from any of these conditions.
- Details of any medication that the child regularly takes
- Details of hospital consultant if applicable
- Health visitor's name and telephone number
- Social care worker's name and telephone number if applicable
- Reason for social care worker involvement
- Any other professional who has regular contact with the child/family

#### **Linguistic and Cultural needs**

- How does the family describe their child/family's cultural background?
- What is the family's religion?
- Specific care and educational needs arising from the child's culture and religion, e.g. skin care, dietary needs and preferences, festivals celebrated etc.
- What languages are spoken at home and/or by the child?
- What skills does the child have in their home language?
- What skills does the child have in English where this is not the home language?
- Will the child need a bilingual support plan?

#### **About the child**

An All About Me form is filled in with the parent or Responsible person. Within this form personal information can be received such as:

- The baby's feeding schedule? How does the baby feed and what is his/her appetite like? This information is transferred into baby's Diary and a routine file within Daisy Room
- What are the child's dietary likes and dislikes?
- How often does the child sleep?
- Does the child have any comforters?
- Does he/she need a comforter and what helps them go to sleep?
- What is the child's favourite hobbies, interests ETC ?
- What are your child's favourite things, to talk about?

### **On the registration form the parent signs some general consent forms:**

- Local outings consent
- Emergency treatment consent
- Administer a plaster if necessary
- Consent for the baby/child to be photographed or videoed for record keeping
- Information to be shared with other professionals
- Interaction with the nursery dog
- Agreement to our privacy and data protection statement

### **Storage of information**

- Children's paper based personal information is stored in cardboard document files which are kept in a locked filing cabinet in the setting's office which is always locked when not in use.
- Children's personal files are kept separately from their developmental record
- Correspondence in relation to the child is read, any actions noted, and filed immediately into the appropriate section.
- Access to children's files is restricted to those authorised to see them and make entries in them, this being the manager, deputy or designated person for child protection or other staff as authorised by the manager.
- Children's personal files are not handed over to anyone else to look at; this includes Children's Centre staff unless a sharing information form has been signed by parent/carer.
- Children's personal files may be handed to Ofsted as part of an inspection or investigation process.

### **Kindersoft**

- The setting uses KinderSoft a nursery management system, trusted by hundreds of nurseries up and down the country to assist in the day to day management of the nursery.
- Kindersoft is accessed from the settings computers which are password protected.

### **Tapestry**

- Each child will have a personal on-line Learning Journal which records photos, observations and comments, in line with the Early Years Foundation Stage
- Tapestry, is a system, which is hosted in the UK on secure servers. These servers conform to very high environmental standards and are proactively managed 24 hours a day. Each Tapestry account has its own database and the code itself is developed using hack-resistant techniques. Filenames are encoded for uploaded, videos and images, making Tapestry a safe and secure on-line Learning Journal tool.
- Parents/carers will have secure access to their child's Learning Journal and, in addition to viewing our contributions, they are encouraged to add to it by uploading photos and comments, or commenting on observations made by us.
- Once parents have completed the attached permission slip and provided us with an e-mail address we will set up an account.
- Parents/carers who do not have access to e-mail can access their online journal through the use of a nursery computer by appointment throughout the year. It is also possible to provide print outs of the Learning Journeys
- In order for a child's Learning Journal to be created parents give us permission by completing a consent form

# Parents Complaints procedure

Parents using Chard NNI & Schools Out may sometimes feel unhappy about an aspect of the service being provided. There is a fair way of dealing with issues as they arise in an informal way, but parents may wish to exercise their right to make a formal complaint. They are informed of the procedure to do this and complaints are responded to in a timely way.

Agencies working with the setting may also have a grievance or complaint to make. They are informed of the procedures and complaints are responded to in a timely way.

## Parents

- If a parent is unhappy about any aspect of their child's care or how he/ she has been treated, then this should be discussed with the child's key person. The key person will listen to the parent and acknowledge what they are unhappy about. The key person will offer an explanation and an apology if this is appropriate. (The issue, and how it was resolved is recorded in the child's file).
- If the parent is not happy with the key person's response or wishes to complain about the key person or any other member of staff, he/ she will be directed to the manager. Some parents will want to make a written complaint; others will prefer to make it verbally, in which case the manager should write down the main issues of the complaint using the template form from the Complaints Record and keep it in the child's file/complaints folders.
- The manager will investigate the complaint and provide time to feedback to the parent within 14 days. A written report of the investigation is kept in the child's file.
- If the parent is still not satisfied, or if the complaint is about the manager, the manager is asked to forward their complaint verbally or in writing to the Chair Person where LADO may be called.
- If the parent is still not satisfied, then he/ she is entitled to make a complaint to OFSTED. The manager will assist in any complaint investigation as well as in producing documentation that records the steps that were taken in response to the original complaint.
- The manager will ensure that parents know they can complain to Ofsted by telephone or by writing as follows:

**Ofsted National Business Unit,  
Piccadilly gate,  
Store Street,  
Manchester M1 2WD**

**Telephone: 0300 123 1231**