



LEARN TO PLAY AND PLAY TO LEARN

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Junior VIPs Nursery Prospectus

Welcome to Junior VIPs Nursery and thank you for registering your interest with us.

We know how important your child is and aim to deliver the highest quality of care and education to help them to maximise their potential in a nurturing and stimulating environment which is both safe and secure. Your child will learn through play as they play to learn and follow the Early Years Foundation Stage (EYFS) curriculum that will help them progress, learn and achieve,

This prospectus aims to provide you with an introduction to Junior VIPs Nursery, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs.

We understand that your child is to start at nursery and that this is a very important stage in yours and their lives. We know you will have a lot of questions to ask and are always interested in your ideas. We will form a partnership with you to ensure your child's and family needs and concerns are met.

Junior VIPs Nursery aims to:

- provide high quality care and education for children aged 3 months to 5 years;
- 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.

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; and
- included at all levels.



Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention;
- has the chance to join in with other children and adults to live, play, work and learn together;
- is helped to take forward his/her learning and development by being helped to build on what he/she already knows and can do;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

The Early Years Foundation Stage

Provision for the development and learning of children from birth to 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 2014):

- *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.

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 Junior VIPs Nursery 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.

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. Junior VIPs Nursery 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

Learning through play – Learn to play and play to learn

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.

We believe that play underpins all development and learning for young children. We enable all children to participate, enjoy and achieve in rich play based activities which foster their physical, social, emotional and intellectual development.

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 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 are aware that children learn in different ways and at different rates and we work in partnership with parents as we recognise that parents are the prime teachers of their children.

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.

Ongoing assessment is an integral part of the learning process. We observe the children throughout the day and respond appropriately to help them make progress towards the Early Learning Goals. Assessment is based on our observations of what the children are doing in their day to day activities. We also take note of any information parents give us. We believe that an ongoing dialogue with parents is essential. Progress and achievements are reported to parents both informally and formally throughout the Early Years Foundation Stage.

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. We complete 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.

Records of achievement

We keep a record of achievement for each child. Your child's record of achievement helps us to celebrate together his/her achievements and to work together to provide what your child needs for his/her well-being and to make progress.

We will work in partnership with you to keep this record. To do this you and we 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. 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.

How parents take part in the setting

Junior VIPs Nursery 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 Junior VIPs Nursery a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff;
- contributing to the progress check at age two;
- sharing their own special interests with the children;
- taking part in events and informal discussions about the activities and curriculum provided by Junior VIPs Nursery;



- joining in community activities, in which the setting takes part; and
- building friendships with other parents in the setting.

Key person and your child

Junior VIPs Nursery uses a key person approach. This means that each member of staff has a group of children for whom he/she is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare that we provide is right for your child's particular needs and interests. The focus of planned activities flow from the child's needs through observational assessments. We plan activities on the basis of the children's developmental progress and interests working towards the Early Learning Goals.

When your child first starts at Junior VIPs Nursery, he/she will help your child to settle and throughout your child's time at Junior VIPs Nursery, he/she will help your child to benefit from our activities.

Junior VIPs Nursery's timetable and routines

We are open for 51 weeks during the year from Monday to Friday (8am-6pm) and we are closed on all bank holidays and the week between Christmas and New Year's Day.

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

We understand that as children feel safe and secure, this helps them to become confident learners. We promote children's learning through planned experiences and activities that are challenging but achievable. Children are encouraged to initiate activities which promote learning and enable them to learn from each other. We plan the indoor and outdoor environment carefully to provide a positive context for learning and teaching.

Through many first-hand experiences and creative and imaginative play activities, we give children the opportunities to learn through movement and all their senses. We give them time to explore their ideas and interests.



The day

We organise the day so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the day. Our overall approach to a child's learning and development is child initiated learning. Many of the activities we do with the children will be initiated by the child. We do this by using our observations of each child to find the next steps for the child which will develop their learning. These next steps are used in our weekly plans as fun activities for the children to do.

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

Snacks and meals

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

Clothing

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, clothes. Clothing that is easy for them to manage will help them to do this.

Policies

Our staff will explain our policies and procedures to you. Copies of these policies and procedures are available in the nursery hallway and by email.

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



Our staff and parents work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling Junior VIPs Nursery to provide a quality service for its members and the local community.

Safeguarding children

Junior VIPs Nursery has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices protect 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.

Fees

Our fees are as published and are payable in advance. Fees must still be paid if children are absent.

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

Starting at Junior VIPs Nursery

The first days

We want your child to feel happy and safe with us. To make sure that this is the case, our staff will work with you to decide on how to help your child to settle into the setting.

We hope that you and your child enjoy being members of Junior VIPs Nursery and that you both find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you about your ideas, views or questions.