

Welcome
to

Puss
'n'
Boots



Introduction

Welcome to Puss 'n' Boots Day Nursery

Situated in a beautiful setting, Puss 'n' Boots Day Nursery offers a 'home from home' Nursery for your children to enjoy, play, learn and have lots of fun within a safe and friendly environment.

Children aged two to five years have the opportunity to explore all the facilities within our open plan setting. They have high quality resources that they can access independently and share their experiences with others.

The Babies can enjoy a range of activities in our cosy, warm and safe environment from the age of 3 months to 23 months.

We offer a fantastic and spacious garden area which provides excellent facilities for the children to enjoy. This includes facilities for climbing and balancing within the trees, role play in the play house and tool shed, bug hunting and riding the bikes and cars to name but a few.

Ofsted quote 'The nursery provides a welcoming and homely atmosphere where children make good progress in their learning'

Our Philosophies

We aim to ensure that each child enjoys a safe, stimulating and secure environment.

We offer fun and exciting experiences which are appropriate to children as the wonderful individuals that they are.

We establish strong partnerships with all parents and carers involving them in all aspects of their child's time within the nursery.

Our staff team offer positive and enthusiastic encouragement engaging the children in enriching play.

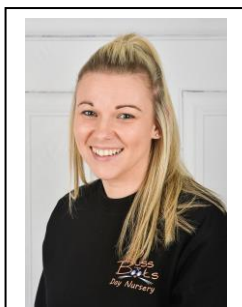
Puss 'n' Boots Day Nursery Team



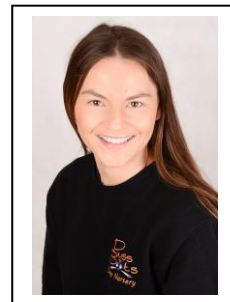
Fiona
Nursery Owner
Safeguarding Officer



Kirsty
Nursery Manager
Safeguarding and
Behaviour Officer



Rachael
Deputy Manager
2-5's Room Leader
Safeguarding Officer



Charlotte
Baby Room Leader



Courtney
2-5's Room Deputy Leader
Safeguarding Officer
SENCO



Hana
2-5's room Deputy Leader
Safeguarding Officer



Alice
2-5's room



Maria
2-5's Room



Megan
2-5's Room



Kathleen
2-5's Room



Chloe
2-5's Room



Meg
2-5's Room



Zoe
Baby Room and 2-5's Room



Sharon
Baby Room



Alice
Baby Room



Megan
Baby Room

2-5's Routine



8.30am - Children arrive & free play

9.15am - Tidy up, Circle time & toy choice

9.30am- Toddler Garden time

9.30am- Preschool group time

10.00am- Preschool Garden time

10.00am - Toddler group time

10.30am - 11.30am - Rolling snack & free play

11.30am- Story time and recall with the children (what they have enjoyed, would like to do in the afternoon)

11.30am - Nappies

11.45am - Lunchtime

12.30pm- Quiet time & sleeps

1.00pm - Free Play (1/2-day children leave/arrive)

1.45pm - Tidy up, Circle time & toy choice

2.00pm- Preschool Garden time

2.00pm- Toddler group time

2.30pm-Toddler Garden time

2.30pm- Preschool group time

2.45pm- Rolling snack and free play

3.40pm - Story time and recall with the children (what they have enjoyed, would like to do in the afternoon)

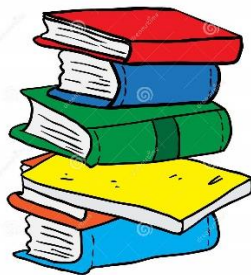
3.40pm - Nappies

4.00pm - Tea

4.30pm - free play

5.00pm- Tidy up & circle time

5.45pm- Nursery close



Baby Room Routine

8:30 - Babies arrive/free Play

9:15 - Tidy up

9:25 - Hand washing, snack time and register

9:45 - Garden time

10:45/11:00 - Inside activity/ free play/ circle time/ nappy change

11:25 - Washing hands and sitting at table

11:30 - Lunch time

12:00 - Free play/sleep time

1:00 - Home time for morning babies and arrival for afternoon babies

1:00 - Free play/activity time/sleep time

2:00 - Tidy up

2:10 - Hand washing, snack time and register

2:45 - Garden time

3:30 - Inside activity/free play/circle time/activity nappy change

4:00 - Tea

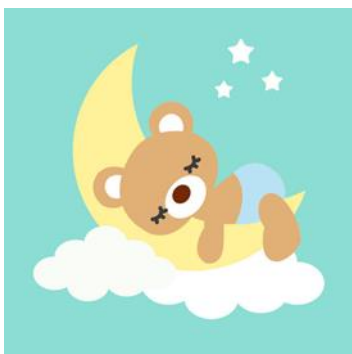
4:30 - Free play

5:15 - Tidy up

5:20 - Activity time/circle time

5:45 - Home time

Circle time = Rhyming, singing and stories



Things for my bag





Early years setting prospectus

Puss 'n' Boots Day Nursery

2 Lindsay Road

Branksome Park

Poole

BH13 6AR

Tel No 01202 768769

Our setting aims to:

- provide high quality care and education for children primarily below statutory school age;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of its local community; and
- Offer children and their parents a service that promotes equality and values diversity.

Parents

All parents are regarded as members who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- Included at all levels.

We expect parents' expectations as above are met in all aspects, as far as possible.

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children;
- has the chance to join 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 satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop;

Children's development and learning

The Early Years Foundation Stage curriculum for children from Birth – 60mths

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, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.

The setting provides a curriculum for the Early Years Foundation stage. This curriculum is set out in a document, published by the Department for Education called Statutory framework for the early year's foundation stage Setting the standards for learning, development and care for children from birth to five. We follow this guidance.

Children are born ready, able, and eager to learn. They actively reach out to interact with other people, and 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. The four themes of the Early Years Foundation Stage underpin all the guidance. Development matters shows how the themes and principles that inform them work together for all children in the Early Years Foundation stage. This is what we base the ethos of our nursery on and our mission statement which you are able to view as you walk into the nursery, these are:

Theme:

A unique Child

Principle:

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Practitioners put into practice:

- Understand and observe each child's development and learning, assess progress, plan for next steps
- Support babies and children to develop a positive sense of their own identity and culture
- Identify any need for additional support
- Keep children safe
- Value and respect all children and families equally

Theme:

Positive Relationships

Principle:

Children learn to be strong and independent through positive relationships

Positive relationships are:

- Warm and loving and foster a sense of belonging
- Sensitive and responsive to the child's needs, feelings and interests
- Supportive of the child's own efforts and independence
- Consistent in setting clear boundaries
- Stimulating
- Built on key person relationships in early years settings

Theme:

Enabling Environments

Principle:

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 and parents and carers.

Enabling environments:

- Value all people
- Value learning

They offer:

- Stimulating resources, relevant to all the children's cultures and communities
- Rich learning opportunities through play and playful teaching
- Support for children to take risks and explore

Theme:

Learning and Development

Principle

Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities

Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development

They foster the characteristics of effective early learning

- Playing and exploring
- Active learning
- Creating and thinking critically

Areas of learning and development- The areas of development are split into two different areas:

Prime areas – Personal, Social, Emotional development, Physical development and Communication and Language

Specific areas – Literacy, Mathematics, Understanding the World and Expressive Arts and Design

The three Prime areas are fundamental, work together and are move through to support development in all the others areas. Specific areas include essential skills and knowledge for children to participate successfully in society.

Each area of learning is then split into aspects

Personal, Social and Emotional development

This area of children's development covers:

- Building relationships
- Self-Regulation
- Managing Self

Communication and Language:

This area of children's development covers:

- Listening, attention and understanding
- Speaking

Physical development

This area of children's development covers:

- Gross Motor Skills
- Fine Motor Skills

Literacy

This area of children's development covers:

- Comprehension
- Word Reading

- Writing

Mathematics

This area of children's development includes:

- Number
- Numerical patterns

Understanding of the world

This area of children's development includes:

- People and Communities
- The world
- Technology

Expressive Art and Design

This area of children's development covers:

- Exploring and using media and materials
- Being imaginative

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

Working together for your children

In our setting we maintain the ratio of adults to children that is set though the 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.

We encourage children to take turns, share, be self-confident, listen to each other, treat each other with respect and value each other's religions and opinions. Our Golden rules help us to implement all the values!!

Staff are detailed within our staff structure.

We are open for 51 weeks of the year.

The times we are open are 8.30 am to 5.45 pm Monday to Friday.

We provide care and education for young children between the ages of 3 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 the staff see themselves as partners with you in providing care and education for your child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests, and progress with the staff.

- taking a keen interest in their child's development by looking through their child development folder, adding comments and supporting their child's next steps
- logging onto Tapestry system and viewing their child's observations and communicating with the team.
- sharing their own special interests with the children.
- helping to provide, make and look after the equipment and materials used in the children's play activities.
- taking part in events and informal discussions about the activities and curriculum provided by the setting.
- joining in community activities in which the setting takes part; and
- building friendships with other parents in the setting.
- Providing show and tell items, sharing holiday or cultural experiences and celebrating festivals or religions with the setting.

Joining in

We welcome parents contributing their own skills, knowledge, and interests to the activities of the nursery. We provide opportunities for parents to contribute, in whatever form this may take.

Key persons and your child

Our setting has a key person system. This means that each member of staff has a group of children for whom s/he is particularly responsible and will spend their key family time with. Your child's key person will be the person who works with you to make sure that what we provide is right for your child's particular needs and interests. When your child first starts at the setting, s/he will help your child to settle and throughout your child's time at the setting, s/he will help your child to benefit from the setting's activities. Your child's key person will show you your child's development and progress through their Tapestry account.

Children's Tapestry account – Tracking their Development

The setting keeps a Tapestry account for each child. Staff and parents working together on their children's Tapestry account is one of the ways in which the key person and parents work in partnership. Your child's Tapestry account 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 with you to keep this record. To do this you and s/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. You and the key person will then decide on how to help your child to move on to the next stage.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the setting staff take part in further training to help them to keep up to date with thinking about early years care and education.

From time to time the setting holds learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

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 session/day in the 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.

The session

We organise our sessions so that the children can choose from - and work at - a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. The setting caters 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. 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/s.

Snacks and meals

The setting makes snacks and meals a social time at which children eat together. We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met.

Policies

The nurseries policies are on the Puss 'n' Boots Website for parents to have access too. Copies of the setting's policies can be obtained from the nursery manager; these include Safeguarding Children policy, Whistle Blowing policy and a Behaviour Management Policy, amongst others.

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

The staff and parents of the setting work together to adopt the policies and they are reviewed on an annual basis. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

Safeguarding the Children

Here at Puss 'n' Boots Day Nursery, Safeguarding the children is our highest priority and all practitioners have a duty of care to make sure all children are kept safe here at nursery, in the outside world and at home.

On occasion practitioners may have a cause for concern about a child/family and this will be dealt with via our safeguarding policy and the safeguarding record will be kept.

Any safeguarding records on your child will be kept and if necessary, we will pass these documents onto other agencies including social services, a new setting or school. Parents are informed when we will be sharing this information unless it may put the child at significant harm and then this can be shared without consent. These records are kept confidential and can only be seen by the nursery safeguarding officers. Parents and Guardians may view these records at any time if they wish and must ask in writing to look at the files.

It is important to make clear to children, if appropriate, that any disclosure they make will be treated with sensitivity but may need to be shared with other professionals if it is considered necessary to protect the child or someone else from harm.

Special needs

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. Our Special Educational Needs Co-ordinator is set out within our staff structure.

The setting works to the requirements of the children's and families Act 2014 and The Special Educational Needs and disability Code of Practice (2014).

The management of our setting

The setting is owned and governed by Fiona and Scott Garvey.

Fees

The fees are payable monthly in advance. For your child to keep her/his place at the setting, you must pay the fees. We are in receipt of nursery education funding from the term after a child is 9 months old, where funding is not received, then fees apply. You may also be eligible for tax free childcare.

Starting at our setting

The first days

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. The setting has a policy about helping children to settle into the setting: a copy is enclosed in this prospectus.

Clothing

We provide protective clothing for the children when they play with messy activities.

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off - and putting on - outdoor clothes. Clothing that is easy for them to manage will help them to do this.

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



Settling-in policy

Statement of intent

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well being and their role as active partners with the setting.

Aim

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

Methods

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- We provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use settling in session's visits that are spread over three weeks. The first settling in session at which a child attends is to explain the starter pack that they will take home with them to complete and return the pack to the nursery on the second settling in session.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back but understand that sometimes when the child is distracted leaving without the child's knowledge may be appropriate.

- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left, so we expect that the parent will honour the commitment to stay for at least the first week.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting we discuss and work with the child's parents to create their Tapestry account.
- During their first settling in visit a member of staff will give you a starter pack. This will include a flower of development and we will ask you to complete it on your child's, Physical development, Communication and language and personal, social and emotional development. This will be used a 'starting point' for the key person to track your child's development over the first three months. Then the key person will complete observations of the child at the setting and also make a judgement if they have any concerns about any area of learning.
- A permission sharing form and routine information form is included too.