



# Prospectus 2023 - 2024

Manager: Sarah Siddons

# Early Years Prospectus

Lenham Nursery School's Early Years Prospectus for Parents

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Welcome to Lenham Nursery and thank you for your interest in us.

We know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best.

This prospectus aims to provide you with an introduction to Lenham 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. This should be read alongside our Childcare Terms and Conditions for a full description of our services.

## Lenham Nursery setting aims to:

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

## 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.

As a voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on you for your support and commitment.

The staff who work at our setting are:

Name	Job Title	Qualifications and Experience
<p><b>Sarah Siddons</b></p> 	<p>Manager</p>	<p><b>Ba Hons. Degree in Childhood Studies. Early Years Foundation Degree in Professional Studies. EDI Level 4 NVQ in Children’s Care, Learning and Development. CACHE Level 3 Diploma in Preschool Practice</b></p>
<p><b>Sue Shephard</b></p> 	<p>Deputy Manager</p>	<p><b>CACHE Level 2 Certificate in Pre-School Practice</b></p>
<p><b>Shirley Reading</b></p> 	<p>Practitioner</p>	<p><b>Ba Hons. Degree in Education Studies Early Childhood</b></p>
<p><b>Micaela Swallow</b></p> 	<p>Practitioner</p>	<p><b>CACHE Level 3 Diploma in Preschool Practice.</b></p>
<p><b>Pam Knott</b></p> 	<p>Practitioner</p>	
<p><b>Carolynn Siddons</b></p> 	<p>Practitioner</p>	<p><b>Working towards Level 3 Early Years Educator</b></p>
<p><b>Keeley Dighton</b></p> 	<p>Practitioner</p>	<p><b>Working towards Level 3 Early Years Educator</b></p>
<p><b>Monica Elvy</b></p> 	<p>Accounts Manager</p>	<p><b>CACHE Level 3 Diploma in Preschool Practice.</b></p>

## **Children's development and learning**

The Early Years Foundation Stage (EYFS) is being reformed and there is a new EYFS framework that all schools and settings will have to follow from September 2021. These national changes have been made to better support all young children's learning and development. It is also the aim that the new framework will better prepare children for the transition into key stage 1. There are some elements of the EYFS that have not significantly changed and some that have. Below are some of the key points from the new EYFS reforms that include relevant changes which parents, carers and children may notice or experience.

- Staff will be spending less time on large amounts of written observations and assessments for evidence collection. This means they can spend more time supporting and engaging with the children and their learning and development needs.
- Children will no longer be assessed against statements from an age band category. Instead, staff will use their experience and knowledge to monitor if a child's learning and development is on track for their age.
- The early learning goals at the end of reception have been changed to become more clear and easier to understand. Staff will use their judgements to assess if the children have met these goals at the end of the EYFS and inform parents and carers.
- There is an emphasis on improving children's language and vocabulary through increasing opportunities for conversations, reading of a wide range of books and holding discussions around activities in other areas of learning.
- Literacy and numeracy skills focused on in the EYFS have been adapted to better match up with the national curriculum that starts in year 1.
- There is no longer an exceeding judgement at the end of reception. Children will instead be challenged to have a greater depth and understanding of ideas.
- Safeguarding and welfare of children is still a priority, with the added mention of teaching children about the importance of good oral health and how to keep teeth clean and healthy

### **How could you help learning and development at home to support the new EYFS reforms?**

- Read stories daily to your child and use them as an opportunity to talk about the characters and events in the story. You could also discuss some of the details children have spotted in the pictures, such as the character's facial expressions.
- Have lots of conversations with your child throughout the day. Try and increase their vocabulary by using a wide range of vocabulary.
- Practise counting with your child and looking at small groups of items. Explore what happens to numbers when you put these small groups of items together, or split a larger group into two smaller groups.
- Support your child's early reading by practising phonic skills, such as recognising letter sounds and blending them together to read words. Also, support your child with their writing by checking they are forming their letters in the correct way and holding a pencil properly.



- Encourage your child to make healthy food and drink choices, especially related to sugar content and how this can affect teeth. Also, support your child to properly brush their teeth at least twice a day at home.
- Plan activities that allow your child to be active and develop their strength through large body movements as well as smaller, more precise movements.

### **What Will My Child Be Learning?**

The EYFS framework outlines seven areas of learning and development and educational programmes. There are three prime areas of learning, which are particularly important for your child's development and future learning:

- Communication and language
- Personal, social and emotional development
- Physical development

There are four specific areas of learning, through which the prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive and design

Early years practitioners also use your child's needs and interests to plan challenging and enjoyable activities and experiences.

### **How Will My Child Be Learning?**

The EYFS framework identifies the essential role of play in your child's development. It is through both child-led play and play guided by an adult that your child will develop confidence and relationships with others. Through play, EYFS practitioners will help your child to extend their vocabulary and develop their communication skills. The EYFS framework identifies three characteristics of effective teaching and learning:

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

A greater focus on teaching specific skills will occur as your child progresses through their reception year, which will help them to prepare for year one.

### **How Will I Know How My Child Is Doing?**

Each child in the EYFS has a key person who will work in partnership with you, sharing information about your child. EYFS settings may also use observations to share your child's key achievements. EYFS practitioners use their

professional knowledge to understand your child's level of development. If they have any concerns about your child's progress, they will discuss these with you.

Three formal assessments take place during the EYFS:

- Two-Year Progress Check (this will happen between the ages of 24 to 36 months)
- Reception Baseline Assessment (at the start of the reception year)
- Early Years Foundation Stage Profile (at the end of the EYFS)

Your child's Early Years Foundation Stage Profile will be shared with you at the end of the EYFS. This will inform you of your child's progress and whether they have met or are continuing to work towards their early learning goals (ELGs). There are 17 ELGs your child is expected to achieve by the end of the EYFS.

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, as well as volunteer helpers;
- has the chance to join in with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress;
- 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.

### **Working together for your children**

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements.

We also have volunteer parent helpers, where possible, to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

## **How parents take part in the setting**

Our setting recognises parents as the first and most important educators of their children. All of our staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff;
- contributing to the progress check at age two;
- helping at sessions of the setting;
- sharing their own special interests with the children;
- helping to provide and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting where appropriate;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities, in which the setting takes part; and
- building friendships with other parents in the setting.

## **Key person and your child**

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. 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. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from our activities.

## **Learning opportunities for adults**

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to date with thinking about early years care and education. We also keep up-to-date with best practice, as a member of the Pre-school Learning Alliance, through *Under 5* magazine and other publications produced by the Alliance. The current copy of *Under 5* is available for you to read. From time to time we hold 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 day in our setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and

- provide children with opportunities to learn and help them to value learning.

### **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. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom.

### **Snacks and meals**

We make snacks and meals a social time at which children and adults eat together. We ask you to provide snacks and meals that are healthy and nutritious. Please tell us about your child's dietary needs and we will support accordingly.

### **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.

### **Policies**

Our staff can explain our policies and procedures to you. Copies of which are available in the policy and procedures in the Conservatory.

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

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 our setting to provide a quality service for its members and the local community.

## **Information we hold about you and your child**

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data is we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and, where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects [you and your family] for no longer than is necessary for the purposes for which the personal data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

When you register your child with us we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

## **Safeguarding children**

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

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

## **Special Educational Needs**

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

Our Special Educational Needs Co-ordinators are; Sarah Siddons, Kayleigh Simmons

## The management of our setting

Our setting is a charity and as such is managed by a volunteer board of trustees - whose members are elected. The elections take place at our Annual General Meeting. The board of trustees make up the registered person with Ofsted and are responsible for:

- managing our finances;
- employing and managing our staff;
- making sure that we have, and work to, policies that help us to provide a high quality service; and
- making sure that we work in partnership with parents.

The Annual General Meeting is open to the parents of all of the children who attend our setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

Our setting has a parent support group. This group is made up of, and elected by, the parents of the children who attend the setting. In our setting we share with this group, some of the tasks involved in managing the setting.

## Fee Structure

Session Fees – *subject to change reviewed termly*

*“Jeremy Hunt says free childcare offer from age of nine months will cut childcare costs for families by nearly 60%” – The Guardian, 15<sup>th</sup> March 2023* **FEEE – Free Early Education Entitlement is accessed in line with our Fee/Session Structure.**

2-4 years	Sessions	Session fees including your FEEE entitlement between the hours 8am-11am and 1pm-4pm		Optional extras
Long day	8am-5.30pm	£42 <b>or</b> less 20% when paid through Tax-Free Child Account	Max 6 hr FEEE	Breakfast £inc Snacks x2 £inc Hot Lunch £inc Light Tea £inc -----
School day	8am-4pm	£24 <b>or</b> less 20% when paid through Tax-Free Child Account	Max 6 hrs FEEE	Breakfast £1.25 Snacks x2 £1 Hot Lunch £3.25 -----
Half day am	8am-12pm	£12 <b>or</b> less 20% when paid through Tax-Free Child Account	Max 3 hrs FEEE	Breakfast £1.25 Snacks x1 50p -----
Half day pm	12pm-4pm	£12 <b>or</b> less 20% when paid through Tax-Free Child Account	Max 3 hrs FEEE	Snacks x1 50p Hot Lunch £3.25
Unfunded 2 year old		£8.50 per hour		As above
Additional hours		£ 12 <b>or</b> less 20% when paid through Tax-Free Child Account		

FF2 / FEEE / EYPP	<i>FEEE places are limited and offered between 8am-12pm or 12pm-4pm using eligibility criteria for families, receiving some additional forms of government support.</i>
Tailored sessions	<i>For shared setting hours or needing additional funding hours per session, please ask the Manager <a href="mailto:lenhamnursery@btinternet.com">lenhamnursery@btinternet.com</a> or accounts Manager for details <a href="mailto:nurserylenham@gmail.com">nurserylenham@gmail.com</a></i>

The fees are payable termly in advance. Other invoice plans are available on request. Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time, talk to Monica Elvy who is the Nursery Accounts Manager or Sarah Siddons who is our Nursery Manager

For your child to keep her/his place at our setting, you must pay the fees. We are in receipt of Free Early Education Entitlement for two, three and four year olds; where funding is not received, then fees apply.

### Free Early Education for 2 Year Olds

KCC will fund eligible 2 year old children if;

- The family meet the criteria used to determine the eligibility for Free School Meals
- The family receive Working Tax Credits and have an annual gross income of no more than £16,190 per year. Working Tax Credits is based on HMRC's assessment of earnings under the previous tax year
- The child has a current statement of Special Educational Needs or an Education Health and Care Plan
- The child is entitled to Disability Living Allowance
- The child is looked-after by the local authority
- The child is no longer looked-after by the local authority as a result of an adoption order, a special guardianship order or a child arrangement order which specifies with who the child lives.

Funding is available for 570 hours per year, hours per week over 38 weeks. You have the option to split your hours between a maximum of two KCC registered childcare providers. If you wish your child to attend for more hours per week than they are entitled to, charges can be made. Funded hours can be taken in blocks of 3 hours. A maximum of six hours in one day.

To make an application on-line, please visit [www.kent.gov.uk/freefor2](http://www.kent.gov.uk/freefor2) or you can complete an application with your childcare provider or at a children's centre.

The information you will need:

- Proof of your child's date of birth (birth certificate / passport / red book)
- Your date of birth and National Insurance Number (NINO) or National Asylum Seeker Service reference number (NASS)
- Proof of Disability Living Allowance for your 2 year old (if applicable). This should be the most recent Award Notice.

### Free Early Education 3 and 4 year olds

Funding is available for 570 hours per year, 15 or 30 hours per week over 38 weeks. You have the option to split your hours between a maximum of two Ofsted registered childcare providers. If you wish your child to attend for more hours per week than they are entitled to, charges can be made. Funded hours can be taken in blocks of 3 hours. A maximum six hours in one day.

### **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; our staff will work with you to decide on how to help your child to settle into the setting. Our policy on the Role of the Key Person and Settling-in is enclosed with this prospectus, or is available on request.

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. Our staff are always ready and willing to talk with you about your ideas, views or questions.

***We look forward to working with you and your family.***