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## **Prospectus**

### **Welcome to Benington Nursery**

We know how important your child is and we 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 us, 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.

### **Our setting aims to:**

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

### **Parents**

Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted; and
- involved

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 highly 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; and
- is in a setting in which parents help to shape the service it offers.

### **The Early Years Foundation Stage (EYFS)**

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. the framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

### ***How we provide for development and learning***

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

The Areas of Development and Learning comprise:

#### **Prime 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 children should be expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

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

### ***Personal, social and emotional development***

Our programme supports children to develop:

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

### ***Physical development***

Our programme supports children to develop:

- moving and handling
- health and self-care

### ***Communication and language***

Our programme supports children to develop:

- listening and attention
- understanding
- speaking

### ***Literacy***

Our programme supports children to develop:

- reading
- writing

### ***Mathematics***

Our programme supports children to develop:

- *numbers*
- *shape space and measure*

### ***Understanding the world***

Our programme supports children to develop:

- people and communities
- the world
- technology

### ***Expressive arts and design***

Our programme supports children to develop:

- exploring and using media and materials
- being imaginative

We can provide you with a booklet entitled ***What to Expect, When? A Parent's Guide***. The purpose of the 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 Early Years Foundation Stage (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. Please let us know if you would like to purchase a copy of the booklet. £3.00 each.

### ***Our approach to learning and development and assessment***

#### ***Learning through play***

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

#### ***Characteristics of effective learning***

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

- playing and exploring - engagement
- active learning - motivation
- 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 ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school.

### ***The progress check at age two***

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime learning and development: personal, social and emotional development; physical development; and communication and language; when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from ongoing 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**

The setting keeps a record of achievement for each child, called A Learning Journey. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's record of achievement 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 she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.

We use an online package called Learning Book, and you will be provided with a unique username and password to access, and contribute to, your child's Learning Journey.

### **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 invite 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.

### **Attendance**

We promote regular attendance to ensure that your child has the best access to the planned activities and experiences that we offer. **Please let us know if your child is going to be absent.**

The staff who work at our setting are:

| <b>Name</b>     | <b>Job Title</b>                       | <b>Qualifications</b>  |
|-----------------|--|--|
| Cheryl Latham   | Early Years Teacher<br>Manager & Owner | Early Years Teacher<br>BA in Early Years<br>Level 3 Award in Speech &<br>Language Support for under 5's<br>Let's Talk Tutor (Elklan) |
| Janice Spencer  | Deputy Manager                         | NVQ level 3 Early Years Care<br>and Education  |
| Steph Birnie    | Nursery Nurse                          | NVQ level 3 Early Years Care<br>and Education  |
| Leanne Costello | Nursery Nurse                          | Working towards a level 3<br>qualification   |

### **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 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;
- contributing to the progress check at age two
- contributing to their child's Learning Journey via the Learning Book online package
- helping at sessions in the setting;
- 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 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 qualifications in early years care and education, 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 ourselves up-to-date with best practice in early years care and education, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance. Learning events, looking at how adults can help children to learn and develop in their early years are held locally, watch out for information about these. Our local Children's Centre also provides parenting courses and support for families, please visit <http://www.hertfordandvillagescc.org.uk> for more information

## **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 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 day**

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**

The setting makes snacks and meals a social time at which children and adults eat together. We ask parents to either provide one or two pieces of fruit or raw vegetables for each session that their child attends, or pay 20p per session to enable us to provide different snacks from different food groups. The food will be shared between the children, encouraging healthy choices and independence. Water and milk are provided. If your child stays for lunch, we ask you to provide a packed lunch that is healthy and

nutritious. If you would like guidance on Healthy Eating, please let your key person know. Do tell us about your child's dietary needs and we will make sure that these are met.

### **Session Times & Fees**

Breakfast Club – 7.45am to 9.00am £6.00 (including breakfast), Monday to Friday

Early Drop Off – 8.30am to 9.00am £2.50 or from 8.45am £1.50, Monday to Friday

Morning Sessions – 9.00am to 12.00pm £14.00, Monday to Friday

Afternoon Sessions, either 12.00pm to 3.00pm £14.00, or, 1.00pm to 3.00pm £10.00 Monday to Friday

Lunch Club 12.00pm to 1.00pm £5.00 (parents to provide packed lunch), Monday to Friday

After School Club 3.00pm to 5.00pm £10.00, Monday to Friday

Benington Nursery is committed to providing a flexible service to meet both the needs of the children, and their families. We are in receipt of nursery education funding for three and four year olds; where funding is not received, then fees apply. Funding is also available for some 2 year olds, please speak to the manager if you think your child may be eligible.

### **Payment of fees**

Fees are invoiced half termly in advance. Fees are payable by the end of the first week of term, unless a parent is registered with a known Childcare Voucher scheme. Please ask the manager for more details. Due to the constant nature of the financial commitments of the nursery, it is not possible to issue refunds for sessions not taken due to illness or holidays, and if events such as nursery trips, sports days, Nativity etc are arranged during a session that your child normally attends, fees for that session are still payable.

### **Late payment of fees**

In order to keep administration costs to a minimum, and to maintain a high quality service, we do ask that parents ensure that fees are paid promptly. Fees should be paid by the end of the first week of each half term. If payment is not made a reminder will be sent, and payment should be made within 10 working days. If fees continue to be outstanding the parent will be charged a late payment of £25 and will be sent a further letter asking for fees to be paid within 10 working days or proceedings through the small claims court will be instigated to reclaim the outstanding amount. Parents will be asked to withdraw their child until the outstanding fee is paid. Any child who is receiving the Nursery Education Grant will be able to remain at the nursery for their funded hours. Should problems arise, parents should speak to the manager as soon as possible, so that a payment agreement can be made.

### **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 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 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.

## **Policies**

Extracts from **some** the setting's policies and procedures are enclosed with this prospectus, **full policies are available for you to see at the setting, please ask the manager**

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 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 the setting to provide a quality service for its members and the local community. Parents are welcome to view the policies at any time, and parents views are encouraged.

## **Safeguarding Children**

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm', and to be aware of children and families who may be at risk of radicalisation.

Our employment practices protect children against the likelihood of abuse in our settings 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 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.

## **Information Sharing**

We are obliged to share confidential information **without** authorisation from the person who provided it or to whom it relates if it is in the public interest. That is when:

- it is to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult; or
- not sharing it could be worse than the outcome of having shared it.

## **Uncollected Child**

In the event that a child is not collected by an authorised adult at the end of a session/day, we put into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified

practitioner who is known to the child. The child will receive a high standard of care in order to cause as little distress as possible.

- If a child is not collected at their expected collection time, we follow the following procedures:
  - The child's file is checked for any information about changes to the normal collection routines.
  - If no information is available, parents/carers are contacted at home or at work.
  - If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting – and whose telephone numbers are recorded on the Registration Form – are contacted.
  - All reasonable attempts are made to contact the parents or nominated carers.
  - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
  - If no-one collects the child within 30 minutes of their expected collection time and there is no named contact who can be contacted to collect the child, we contact our local authority children's social care team:

### **Missing Child**

Children's safety is maintained as the highest priority at all times, both on and off premises. Every attempt is made through carrying out the outings procedure and the exit/entrance procedure to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed. Please see the full policy for more details

### **Use of mobile phones and cameras**

We take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of mobile phones and cameras in the setting. Staff are only permitted to use their mobile phones in the office, in an emergency, and seek permission from the manager, ensuring phone use is transparent. Parents and visitors are requested not to use their mobile phones whilst on the premises. There is an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone where there are no children present.

### **Supporting Children With Special 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-ordinator is **Cheryl Latham**

We understand the importance of children's speech, language and communication development. Each child's ability will be screened using the **WellComm toolkit**, to ensure that any additional needs are identified early, and targeted support can be given. You, as parents, will be included in the support plan.

## **Valuing Diversity and Promoting Equality**

Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

## **Managing Children Who are Sick, Infectious, or with Allergies**

We provide care for healthy children through preventing cross infection of viruses and bacterial infections and promote health through identifying allergies and preventing contact with the allergenic substance.

- If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the manager calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.
- After diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed.

## **Achieving Positive Behaviour**

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development. We have a named person, Cheryl Latham, who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

## **What To Do If You Have A Concern About Nursery**

Our setting believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved. Please see the full policy, "Making a Complaint" available on the parents' Notice Board for more information and guidance.

## **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 offers a home visit, and settling in visits. The manager and your child's key person will devise a Settling-in Plan with you, at the home-visit, which will be reviewed as necessary.

### *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. Children's uniform is available for you to purchase, but is not mandatory. Please ensure that you bring a complete change of clothing in a named bag, each day, to be left on your child's peg. Please arrange for a pair of wellies, and slippers or plimsoles, to be left at nursery.

**Please name all items of clothing and footwear. Thank you.**