

Welcome

A note from Company Director – Ruth Morrison

**Thank you for choosing to view
The Village Nursery and Pre-school.**

We are a very caring and loving community-based Nursery; dedicated to the well-being of every child in our care. From opening in 2014, we have ensured from the beginning that we have the highest quality resources and facilities so our children can access the Early Years Foundation Stage, under the guidance of qualified and experience staff, to develop to 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.

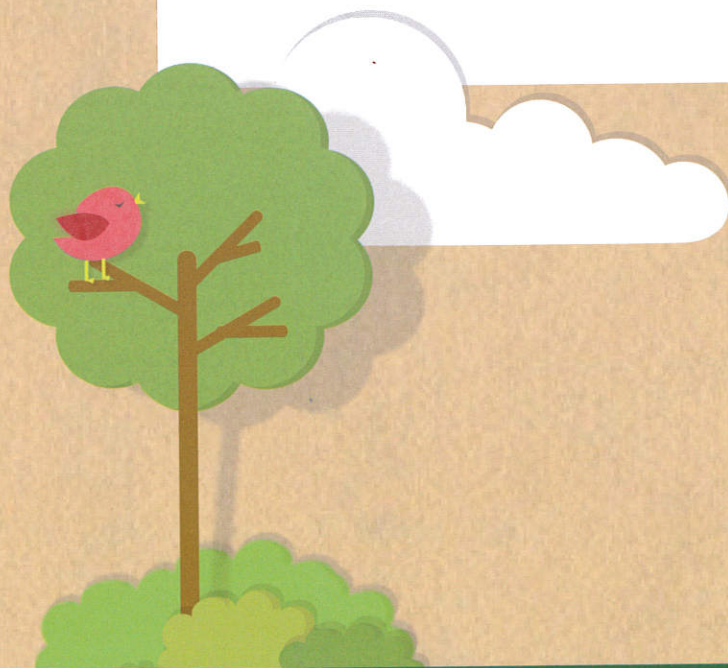
Please visit our website:

www.thevillagenursery-geecross.com

for more information. Like us on Facebook

www.facebook.com/villagenurserygeecross

for regular updates.



Our Rooms

The Baby Room

Around 3 - 16 months

Where it all begins! During this important phase, babies are exploring the world around them with all their senses and their whole bodies and so the resources and activities support and encourage children's strong exploratory impulses.

"Staff's understanding and knowledge of child development and how children learn are phenomenal. Babies demonstrate high levels of curiosity and thoroughly enjoy exploring the environment and investigating the resources on offer. They are extremely motivated to become mobile as they rapidly move towards the toys and equipment that excite them."

Ofsted, 2017

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. We adopt a no-shoes policy for cleanliness and the safety of our babies.

There are baby changing facilities and a food prep area to ensure that staff do not need to leave the room and are supervising the children at all times.

Sensory Room

Our sensory room provides opportunities for children to gain confidence by doing things that interest them at their own pace. This room is designed to help children to use all their senses and is particularly valuable for children with sight or hearing difficulties. Sometimes the room is used as a base where children can hear a special story, with light effects or torches that they can control for themselves.

Outdoor Learning

We believe that babies sleep better at night if they've had some fresh air and sunshine during the day; they need the opportunity to use their whole bodies to develop their gross motor skills. Our babies have regular access to outdoor provision, both in the Waddler outdoor area and when taken for regular walks around the local community. We provide waterproof all-in-one suits for our babies so they can explore the environment whilst keeping warm and dry on cooler, wetter days.

Feeding Time

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 skills), refine sensory processing skills and independence whilst also enjoying a range of home-cooked, healthy, well-balanced meals cooked on sight by our fabulous chef (Please see our menu for information on our delicious dishes).





The Waddler Room

Around 14 - 24 months



Waddlers are extremely busy people! Language development, new found pretend play, independence, developing control over their own bodies, learning to be together, emotional highs and lows and repeated patterns of play, are just a few skills that these little learners are working on.

“Key persons are extremely caring, attentive and nurturing and demonstrate genuine affection for the babies and children that they care for. Care practices are excellent and make an extremely positive contribution to children's emotional security, health and well-being.

Ofsted, 2017

We plan play experiences in the Waddler Room 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 Waddler Room have their own outdoor space at the rear of the building. This outdoor area also links with the gardening area, where children can dig, plant and grow fruit and vegetables throughout the year.



The Toddler Room

Around 22 - 36 months



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 Toddler Room 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 in the Toddler Room 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.

The Toddler Room also have their own outdoor space at the side of the building. This outdoor area also links with the gardening area, where children can dig, plant and grow fruit and vegetables throughout the year.

"Children's behaviour is exemplary. Staff provide them with clear and consistent boundaries. Children develop a mature understanding of the difference between right and wrong."

Ofsted, 2017



The Preppies Room

Around 34 - 48 months



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.

"The environment is rich, imaginative and stimulating. Staff provide children with an extensive range of challenging activities and the quality of teaching and interaction throughout the nursery is outstanding."

Ofsted, 2017

Our Preppies Room is a large area located on the first floor with continuous outdoor provision on their own roof terrace. Our older rooms focus on learning through a variety of child-initiated, adult-initiated and adult-led experiences as well as a balance of more structured learning opportunities.

Children have a more structured routine within this room and use a visual timetable of the day to support them to develop independence throughout the day.

Their cloakroom is situated inside their room ensuring that they have continuous access to their belongings, giving them independence to learn important skills such as putting their coats and wellies on and hanging them back onto their own pegs with support where needed.

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.

Each day, the children can choose from a range of learning opportunities set up within the environment, both inside and out. The practitioners support each child through focused learning and help build skills that prepare them for when they transition into our Pre-school Department. These include:

- Mathematics
- Social and creative skills
- Physical Development
- Phonics
- Write Dance
- Dough Disco
- Mark-making and writing opportunities



The Pre-school Department

3 – 5 Years



Our Pre-school Department was built in the summer of 2017 and opened in September ready for the introduction of the Government Funded 30 Hours Free Education Entitlement. It has been meticulously planned with 'school-readiness' at the heart of everything we do. Highly-qualified and experienced Pre-school Practitioners provide a more structured education through a variety of child-initiated, adult-initiated and adult-led experiences as well as a balance of more structured learning opportunities.

The Pre-school Department 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, mark-making 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.

We are proud to offer the same quality as a school nursery would but with smaller class sizes in a flexible way to suit your working hours.

Please see our section on Free Entitlement Funding for more information on accessing your 15 or 30 government funded hours within our Pre-school Department.

Our Nursery Owner's experience of teaching Early Years impacts greatly on our Pre-school Department. As well as planning exciting activities based on the children's own interests to motivate and inspire them during the learning process, the staff also plan and deliver daily phonics sessions from the Letters and Sounds Phonics Programme that is taught in most schools to give the children an excellent start to their Primary Education.

Children's early reading skills are also supported through regular shared-reading sessions and children take home a library book and home-reader, from our reading scheme, when they are ready. They also have access to equipment, such as Numicon, to support early mathematical development and their own computer to develop important ICT skills.

“Teachers from feeder schools comment that children who have attended the nursery and started in Reception class have an excellent range of skills, abilities and attitudes that gives them a firm foundation for future learning.”

Ofsted, 2017



Our Facilities

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 writing 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.

Each room has security cameras and screens linked to our intercom system to monitor who is entering the building. No unauthorised person has access to the main building and children's rooms without a staff member releasing the doors and allowing them access.

All rooms are fitted with CCTV cameras to ensure the safety of all the children and staff; the cameras are only used internally and the nursery management team are the only ones to have access to this. The CCTV footage will be used in the event of any incidents or accidents where necessary and can be shared with the parents.

A manager on duty is present in the building at all times.

Off-road parking

Our large car park provides enough space for you to drop off and pick up your child safely. The car park is solely for the use of parents, staff and visitors of The Village Nursery and Pre-school only and this is continually monitored by CCTV, ensuring that staff are aware of who is entering the grounds of the nursery throughout the day.

Outdoor Areas

Our outdoor play areas are designed to provide the children with the space to play and learn in safe and secure environments. The Waddlers, Toddlers, Preppies and Pre-schoolers all have their own outdoor areas, whilst the babies can access all areas throughout the day as well as going for regular walks in our local community using our double buggies.

Nutrition

We are very proud of our Nutrition and Oral Health Award of Carers of the Under Fives and the highest 5-star rating for Food Hygiene.

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

Our on-site chef prepares and cooks all meals fresh that day using the finest ingredients. We provide at least four servings of fruit and vegetables every day and ensure that children have access to fresh water throughout the day. All staff who handle food have a Level two in Food Hygiene.

Turtle Kiddy bus

Our Turtle Kiddy Bus enables staff to take children out and about in our local area safely and comfortably.

The EYFS places strong emphasis on the importance and value of daily outdoor experiences for children's learning and development and our Turtle Kiddy Bus enables our children to get regular opportunities to explore and learn in the outdoor environment.

Extra-curricular activities

Our rooms enjoy a variety of extra classes from outside organisations, such as football, music and dance, baby sensory and sports sessions throughout the week. They also benefit greatly from regular cooking and baking sessions with our on-site chef.



Parents Guide to the EYFS

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:

A 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.

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.

Learning and 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!



KEY PERSON

Every child is allocated a Key Person prior to starting the nursery. The role of a Key Person is to help your child to settle in and to build up a relationship with you so you feel you can discuss your child's progress and development at any time you like. Your child's Key Person will also be responsible for ensuring that records are kept up to date.

Our bespoke settling in package

Here at The Village Nursery and Pre-school, 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 with The Village Nursery and Pre-school 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.



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, ParentZone. ParentZone brings you closer to your child's development in nursery. You will see a timeline of your child's day at nursery, you can view photos, videos and notes on your child's daily activities as well as book extra sessions, settle bills and update contact information straight from your phone.

The Management Team and Key Persons regularly track and report children's progress to ensure that children are making good progress and receiving the best support possible. You will be invited into nursery throughout the year for parent consultations to discuss your child's progress and overall well-being and will also receive regular written reports.

Free Entitlement Funding

Two-Year-Old Funded Places

We offer a small number of government funded places for two-year-old children.

These can be accessed through your Health Visitor or when appropriate Social Services Department.

Please speak to the Manager about our Free Entitlement Funding timetable to see which session time will suit your needs the best.

Three – Five - Year-Old Funded Places

As you may be aware, from September 2017 the government introduced 30 hours' free childcare for families with 3 and 4-year olds who meet eligibility. The Village Nursery and Pre-school offer 30 hours' free childcare as affordable part-time and full-time packages to suit that may save you thousands on your yearly childcare costs.

of any relevant benefits. This information helps HMRC decide whether the parent (and their child) are eligible for 30 hours. At the start of the application process, parents create a Government Gateway account if they don't already have one. If parents encounter any problems with the application process or accessing the childcare account, they should direct their queries to the childcare service Customer Interaction Center on 0300 123 4097.

Who Qualifies For 15 Hours Of Funding?

All children aged 3 and 4 years will continue to be eligible for 15 hours of government funded childcare for 38 weeks of the year (570 hours).

At the end of the application process, parents will have a childcare service account. In the "secure messages" section of their account, parents receive messages regarding their eligibility. If parents are eligible for 30 hours, they will be given an 11 digit 'eligibility code' for their child. They are then asked to take this code (along with their National Insurance number and child's date of birth) to their provider to claim their 30 hours' place. These codes normally start with '5000'.

Who Qualifies For 30 Hours Of Funding?

Children of a single parent who work, on average, a weekly minimum equivalent of 16 hours a week at national minimum wage or national living wage and does not earn more than £100,000 per year. Children of a couple, BOTH of whom work, on average, a weekly minimum equivalent of 16 hours a week at national minimum wage or national living wage minimum of 16 hours a week with neither independently earning more than £100,000 each.

However, there are a small number of cases where parents might have a temporary code starting with '11'. More Information can be found at the following website:

How Will Parents Apply For 30 Hours?

As part of the application process, parents are asked to enter personal details including name, address and National Insurance number and the same details for their partner (if they have one). They are also asked whether they expect to meet the income requirements over the coming three months and whether they are in receipt

www.childcarechoices.gov.uk

www.gov.uk/government/publications/30-hours-free-childcare-eligibility

www.gov.uk/childcare-calculator

The funded sessions total 1140 hours per academic year, per child. The Village Nursery and Pre-school offer the 30 hours over 38 weeks or 'Stretched' over 47 weeks of the year.

