



The Rocking Horse
Montessori Nursery

10.1 The Rocking Horse Early Years Information (Prospectus)

8 Lansdowne Road, Tunbridge Wells, Kent, TN1 2NJ

Telephone: 01892 532704

Email: rocking.horse@hotmail.co.uk

Website: www.therockinghorsenursery.com

Welcome to The Rocking Horse and thank you for registering your child with 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 The Rocking Horse, 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.

Our nursery 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 nursery who have full participatory rights. These include a right to be:

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

Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children.
- 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 nursery that sees parents as partners in helping each child to learn and develop; and
- is in a nursery in which parents help to shape the service it offers.

The Early Years Foundation Stage

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2017):

- *A Unique Child*
Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- *Positive Relationships*
Children learn to be strong and independent through positive relationships.
- *Enabling Environments*
Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.
- *Learning and Development*
Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision 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 nursery helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

- *Prime Areas*
 - Personal, social and emotional development.
 - Physical development.

- Communication and language.
- *Specific Areas*
 - Literacy.
 - Mathematics.
 - Understanding the world.
 - Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

The *Early Years Outcomes* (DfE 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. 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

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

Physical development

- moving and handling; and
- health and self-care.

Communication and language

- listening and attention;
- understanding; and
- speaking.

Literacy

- reading; and
- writing.

Mathematics

- numbers; and
- shape, space and measure.

Understanding the world

- people and communities;
- the world; and
- technology.

Expressive arts and design

- exploring and using media and materials; and
- being imaginative.

Our approach to learning and development and assessment

Learning through play

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; and
- creating and thinking critically - thinking.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

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

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime areas of learning and development - personal, social and emotional development; physical development;

and communication and language - when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Your child's Learning Journey

We keep a record of development for each child and update their unique story every six weeks. All their paperwork is kept together in their Learning Journey folder at nursery. This folder is available for you to look at at any time and will be yours to keep when your child leaves. Together we celebrate her/his achievements and work together to provide what your child needs for her/his well-being and to make progress across the EYFS.

Your child's key person will work in partnership with you to keep this record. To do this you and she will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. Together, we will then decide on how to help your child to move on to their next steps.

Working together for your children

We maintain the ratio of adults to children in the nursery that is set by the Safeguarding and Welfare Requirements. We have a supernumerary person each day to ensure we give time and attention to each individual 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.

The staff who work at our setting are:

Name	Job Title	Qualifications and Experience
Linda O'Brien Enhanced DBS Checked	Owner and Manager	Montessori Diploma Level 3 Qualification, Leadership and Management qualification, supports all designated staff responsibilities.
Giselle Pridmore Enhanced DBS Checked	Manager	Level 3 Childcare Qualification, Special Needs designated person, Paediatric First Aid Certificate
Lisa Luxford Enhanced DBS Checked	Deputy Manager Key Person	Level 4 degree Paediatric First Aid Certificate; Designated Safeguarding Lead
Charlotte Halfacre Enhanced DBS Checked	Key Person	Degree PGCE in Early Years. Paediatric First Aid Certificate
Ruth Callendar-Bankes Enhanced DBS Checked	Early Years Assistant	Level 2. Cache Foundation in Caring for Young Children. Certificate in Childcare and Education.
Katy Williams Enhanced DBS Checked	Early Years Assistant	Paediatric First Aid Certificate, GCSE Childcare. Equal Opportunities designated person.
Sarah Kingston Enhanced DBS Checked	Early Years Assistant Office administrator	Paediatric First Aid Certificate; Data Protection designated person. Secretarial/Admin Qualifications.
We are open for	39 weeks each year.	
We are closed	13 weeks each year	
We are open for	3 days each week	
The times we are open are	8.30-2.30 on Mondays, Tuesdays and Wednesdays	
We provide care and education for	Children between the ages of 2 and 4 years	

How parents take part in the setting

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

- exchanging knowledge about their children's needs, activities, interests and progress with our staff;
- contributing to the progress check at age two;
- sharing different talents and experiences with the children;
- sharing their own special interests with the children;
- joining in community activities, in which the nursery takes part for example church Christmas concert, sports day and family picnic, open evenings and parent meetings
- building friendships with other parents in the nursery.

Joining in

Parents can offer to take part in a session by sharing their own interests and skills with the children.

We welcome parents to come into the setting at any time to speak with the staff.

Key person and your child

Our nursery 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 work 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 nursery, their key person will help your child to settle and throughout your child's time at the nursery, 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.

The nursery's timetable and routines

Our nursery believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in our nursery are provided in ways that:

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

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 classroom.

Snacks and meals

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

Facebook

Please check our Facebook page for updates on activities and pictures of children's beautiful artwork.

Policies

Our staff can explain our policies and procedures to you. Copies of which are available for you to view at any time in the nursery office and on-line via our website.

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

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

Safeguarding children

Our nursery 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 educational needs a child may have. We work to the requirements of the Special Educational Needs Code of Practice (2014).

Our Special Educational Needs Co-ordinator is Mrs Giselle Pridmore supported by Mrs Charlotte Halfacre.

The management of our nursery

The nursery is owned and managed by Mrs Linda O'Brien. Mrs Giselle Pridmore is the Deputy Manager.

Starting at our nursery

The first days

We want your child to feel happy and safe with us. To make sure that this is the case, our staff will work with you to decide on how to help your child to settle into the nursery. Our policy on the Role of the Key Person and Settling-in is available from the nursery.

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