

Information Guide

for parents and carers



Welcome to Apple Wood Children's Nursery

Apple Wood Children's Nursery (formerly the college Children's Centre) was established in 2001, is registered with Ofsted and achieved an outstanding report at its last inspection November 2006 and had a team of qualified and experienced staff.

Situated on the main college campus in Tennyson Avenue, the nursery occupies spacious purpose-built premises built to a high specification.

Opening times are Monday to Friday from 08.00 – 17.30 during college term time and the nursery can care for up to 54 children aged 2 months to 5 years. Priority is given to children of students and staff of the college. Private customers are welcome as spaces become available.

Our vision is to nurture children, enabling them to become confident with high self-esteem and provide them with the foundation for developing skills for the future.

We aim for parents to be full partners in their children's learning and to work closely with other professionals and agencies to be fully inclusive to provide the best possible outcomes for children.

We aim to provide an environment that children are excited to be in which allows them to move freely, building upon skills and to learn new ones in all areas of learning and development, giving them the tools to achieve their potential.



The Early Years Foundation Stage (EYFS) for parents and carers.

What is the EYFS?

The EYFS is a stage of children's development from birth to the end of their first (reception) year in school. The EYFS Framework describes how early years practitioners should work with children and their families to support their development and learning. It describes how your child should be kept safe and cared for and how all concerned can make sure that your child achieves the most that they can in their earliest years of life. It is based on four important principles.

Why do I need to know about the EYFS?

Children do best when parents and professionals work together. It is important to remember that you know more about your own child than anyone else. Practitioners should be asking you about your child and sharing information with you about your child's progress. Understanding what your child is doing when they are with others will help you to notice how well they are developing and learning. The part you play in their learning and the choices you make will make a difference to their future.

What are the EYFS principles?

Theme: A unique child

Principle: Every child is a competent learner from birth who can be resilient, capable, confident and self assured

Theme: Positive relationships

Principle: Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Theme: Enabling environments

Principle: The environment plays a key role in supporting and extending children's development and learning

Theme: Learning and development

Principle: Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and interconnected

Why are the years from birth to five so special?

The years from birth to five see the greatest growth and learning for all children.

- Good health
- To be happy
- To feel safe
- To be successful

Early learning is the key to your child's future and families make the greatest difference at this stage.

What can parents and carers do?

Parents and carers are their children's first teachers. When they are with you learning can happen at any time and anywhere, for example through:

- Being generous with praise and cuddles
- Reading things together
- Playing games, singing nursery rhymes
- Talking about what you can see in the park or on the street
- Counting the stairs as you go up and down

The key person

The key person is a named member of staff who has responsibility and more contact for a small group of key children. A key person is a point of contact and builds secure relationships with the child and their families.

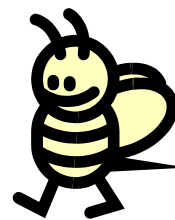
The key person works closely with the parents during their child's settling in period, so that the child becomes familiar with the room and feels safe and secure when their parents say goodbye.

The key person learns how to care for children's routines, toileting, dressing, eating, resting or sleeping are managed so that they are personal to each child and works with parents to observe, plan and record their child's individual care, learning and development.

Bumble Bees

2 months - 2 years

The aim of the Bumble Bees' room is to ensure the health and well-being of the babies and toddlers, by providing a restful atmosphere, good nutrition and emotional care in a calm, secure and hygienic environment.



The Bumble Bee's room is bright, warm and friendly with lots of toys and books for babies and young children, positioned at a level that enables them to make their own activity choices. Bumble Bees staff are attentive to the needs of the every child, working together with parents/carers to plan their child's individual care and development.

Ladybirds

2 years - 3 years

Ladybirds' room is a warm, cosy, calm and inviting environment. There is a large and varied selection of toys and equipment, such as books, sand, water, imaginative play, construction, arts and craft and outside play for children to choose from.



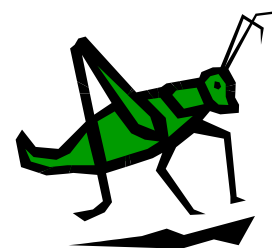
Daily activities and routines flow according to the individual needs of all the children, allowing time to explore and investigate using their own imagination and creativity to develop and learn new skills.

As a team we believe that learning is a shared process and that children learn most effectively when they have the support of a trusted and caring adult. We operate a 'key person' system where each person cares for a small group of children and works closely with their parent/carer, discussing the children's individual needs and development on a daily basis.

Grasshoppers

3 Years - 5 Years

Grasshoppers' room is exciting, interesting and well equipped with a very wide range of equipment and resources - inside and out - for the children to access freely.



All Grasshopper staff have a sound understanding and knowledge of child learning and development. Recognising that children progress at different stages, the staff work flexibly with the children, extending and supporting this spontaneous play. Through observation and assessment the key person plans activities, offering experiences to encourage individual children to extend existing skills and learn new ones.

Parents are encouraged to be active in their children's learning by staff who build close relationships, making them feel welcome, valued and involved.

Starting nursery

Nursery experience is often a child's first venture alone into the larger world outside the family and the home. What children experience and learn in nursery can create strong and lasting foundations on which to build in later life, so we believe it is essential that these first experiences are of the highest quality. By working in true partnership with parents we aim to provide a stimulating, challenging environment which is a warm, friendly extension of home, where children and adults can explore, have fun, play, talk and learn together, developing as happy, confident and independent individuals within their community.

Children's play

A high quality nursery is about much more than colours and shapes, numbers and letters. It's about learning to be independent confident, strong and curious. It's about developing children's natural joy and wonder at the world they live in.

It's about having a positive attitude, forming positive relationships and believing in your-self. If children can learn to 'have a go', learn from mistakes and try again, they will succeed in their future learning.

Young children learn by doing things for themselves, by exploring and investigating, watching and listening, talking and discussing, creating and communicating – in other words – playing.

Play is children's work and playing hard is very tiring! Your children may be really exhausted and perhaps a bit grumpy when they come home – please make allowances.

You'll want to know what your child has been doing with their time.

"What did you do at nursery today?"

"Don't know – nothing – just playing", are common replies!

Sometimes children make something, draw or paint, so you can see what they've done. Often their play has nothing to show for it the learning is invisible. Whatever they've done, please don't compare your child to anyone else, or put them under pressure to make something for you – it's so easy to knock their self-esteem.

Learning and development

So what have they really been doing and how will they learn if they are “just playing?”

Young children learn from everything around them – the people, the environment, the atmosphere, the routine, the experience. All of these elements of the nursery make up your child’s learning and development. All aspects of children’s growth and development are woven together, but it is interesting to look at the different areas of learning separately to understand how young children learn. The EYFS practice guidance has detailed information on the six areas of learning and development and supporting children from birth through various stages of maturity and development to the end of the reception year.

Personal, Social and Emotional Development (PSED)

Is about:

- Forming meaningful relationships with other children and adults
- Having respect for other people
- Being an individual and also belonging to a community
- Being able to express and cope with your feeling and emotions
- Becoming independent and helping others
- Being able to make choices and taking responsibility
- Developing a sense of fairness, what is right and wrong
- Understanding appropriate behaviour
- Respecting and being able to empathise with others
- Having feelings of wonder and joy
- Sharing and celebrating festivals, traditions and special occasions

Creative Development

Is about

- Representing and communicating your ideas and feelings in a variety of ways such as music, dance, language, role play, and imagination
- Expressing yourself through a wide range of media e.g. paint, clay, 3D materials
- Experiencing and enjoying beauty
- Imaging, expressing and creating
- Having original ideas and thoughts

Physical Development

Is about

- Developing confidence and independence through achievement
- Learning to use tools competently
- Learning co-ordination and control
- Building confidence, stamina. Energy and strength
- Learning to move in a variety of ways
- Expressing your-self through movement

Problem solving, reasoning and numeracy

Is about

- Appreciating pattern, and relationships
- Logical thinking
- Exploring and comparing shapes, quantities, height, etc.
- Finding ways to solve mathematical problems e.g. estimating, measuring
- Learning to use and understand mathematical language
- Understanding and using numbers

Knowledge and understanding of the world

Is about

- Exploring the local environment
- Finding out about the past
- Developing an understanding of travelling to other places, distance and maps
- Using technology – making models in a variety of ways
- Planning, making and designing things
- Exploring and solving problems
- Using ICT for a range of purposes
- Exploring, experimenting and having ideas
- Being curious – wondering why, how. What if?
- Understanding why and how things happen
- Observing carefully and closely
- Experiencing and changing materials
- Sharing the joy of finding things out with your friends

Communication, language and literacy

Is about

- Enjoying stories – sharing books with others, telling stories and making them up
- Being able to express your opinions and making your own choices
- Learning to recognize sounds, names, symbols all around them
- Talking, listening, discussing and recalling experiences
- Believing in yourself as a reader and writer and developing the skills to become one

Towards independence

Playing can be a very messy business – please dress your child in ‘play clothes’. Children do wear aprons, but accidents can happen. Children are also very active at nursery; please ensure they wear shoes that are secure, safe and comfortable for the day’s activities.

Dungarees and jeans can be difficult for young children who are struggling to become independent. Joggers, for example, are much easier to manage.

Please clearly name any items of clothing which your child is likely to take off at nursery, e.g. coats, wellington boots and jumpers.

Encourage your child to dress and undress even though it will take a little longer, especially taking off their coats, hanging them up and putting them on.

If your child needs to be changed for any reason and comes home in nursery clothes, we would appreciate them being returned as soon as possible.

Each time your child comes to nursery please bring a named bag containing the following items:

- Nappies and wipes or cotton wool, if preferred
- A complete change of clothes and if necessary, several changes of underwear
- Sun hat and sun cream
- Warm coat, Wellington boots, scarf and hat

Parents as partners

When your child comes to nursery we build on the foundations which you have laid and will continue to develop at home with your family.

You are the most important people in your children’s lives and always will be, so we need your help to ensure that your children progress and achieve success in reaching their potential.

Once your children are really settled at nursery, we hope you will be able to stay and help from time to time. Parents and other carers are always welcome in nursery at any time. You can help in so many different ways – talking with the children, joining in activities, sharing books with children, helping them on the computer, woodwork, baking, playing games, accompanying us on visits, or helping with jobs around the nursery – whatever suits you is great for us.

The partnership between the family and the nursery staff is crucial to children’s happiness and development.

Healthy Living

We feel that it is important to promote a healthy lifestyle right from the start. We encourage children to play outdoors with lots of opportunities to develop both their bodies and their minds.

Snack

Mid-morning and mid afternoon children are offered a drink of milk or water and a snack.

Snack can vary, but is always healthy. It could be cheese or fruit – apples, oranges, bananas, grapes, or raw vegetables, crackers or rice cakes. On special occasions families are welcome to bring in cakes that can be shared to your child's group.

Lunch

We believe that sharing a meal together is a very valuable experience for the children, and also an opportunity for them to try new foods. We therefore offer a healthy fresh cooked meal daily, prepared from fresh ingredients by our on-site cook. Alternatively you can provide a healthy packed lunch that we will keep fresh in the fridge.

Breakfast

Breakfast is available on request and you can choose from a selection of cereals, toast and fruit with fruit juice, milk or water.

Tea

Tea is available on request and you can choose from a selection of cold sandwiches, fruits, vegetables and desserts.

Outdoor play

Playing outdoors is essential for young children, not just for their growing bodies, but for the development of their minds too. Outdoors they have the opportunities for investigation, exploration, for creative experiences, for working together in imaginative play, for sharing and co-operation. The nursery provides waterproof suits to enhance children's outdoor experiences.

Illness

Sickness and diarrhoea

In case of 'tummy upsets' it is vital that stay at home for at least 48 hours following the last incident of sickness and diarrhoea to prevent it spreading to others.

Head lice

Please check your child's hair regularly and if you find any signs of head lice consult your GP treat your child, and inform the nursery. Your child is fine to come back to nursery once treated.

Asthma

Nursery staff need to know if your child has asthma, and if an inhaler is used, we need to keep one in the first aid box at nursery, labelled with your child's names and how to use it.

Childhood infectious diseases

There are lots of common infectious diseases which your children will invariably have at some time, perhaps at nursery. Please let us know as soon as you suspect an infection, or have a diagnosis, so that we can inform other parents. We can also advise you about minimum exclusion periods.

Medicines

The nursery can only give medicine that has been prescribed by a doctor, in date and with the child's own name on it. We can also give light pain relief such as Calpol and teething gel. Parents /carers will be required to complete a form giving the nursery permission to administer medicines.

Emergency closure

There may be occasions when the nursery needs to close due to a number of incidents such as severe bad weather. Any closures will be announced on KLFM and be published on the CWA web site (if CWA is closed Apple Wood will also be closed). No refunds will be given for short term emergency closures.

Complaints

Apple Wood Children's Nursery aims to provide the highest quality of education and care for all our children. We welcome individual children and families to a warm and caring environment enabling children to learn and develop as they play.

Our intention is to work with parents/carers and we welcome suggestions on how to improve every aspect of our service.

If you are feeling anxious about anything you should first talk to your child's key person and/or room leader. Should you not feel satisfied within a couple of weeks or the problem recurs, the nursery manager is always available to talk through any issues you may have. If you still feel your comments have not been heard, the College complaints system should be used to formalise the process. A complaints form is available in the nursery reception, where the procedure is outlined.

In some circumstances it may be necessary to involve Ofsted, who can be contacted at:

Royal Exchange Buildings
St Anne's Square
Manchester
M2 7LA
Tel: 03001 231231

Apple Wood Children's Nursery takes complaints seriously and will endeavour to deal with them promptly and fairly while respecting confidentiality.

Safeguarding

Apple Wood provides a welcoming environment in which children are safe from abuse and in which any suspicion of abuse are promptly and appropriately, responded to following the guidance as outlined in our Safeguarding and Child Protection Policy.

Policies and Procedures

Apple Wood's policies and procedures are available for parents/carers to read, on request.

Fees

The fees for the current academic year are as follows:

0 – 2 years	Staff	Student	Private	Breakfast	Lunch	Tea
Full day	£32.95	£32.95	£34.00	£0.50	Free	£0.75
Hourly	£4.50ph			£0.50	£1.10	£0.75
2 – 5 years	Staff	Student	Private	Breakfast	Lunch	Tea
Full Day	£30.95	£30.95	£32.00	£0.75	Free	£1.00
Hourly	£4.25ph			£0.75	£1.70	£1.00

**Payment is due for the first month at time of booking, thereafter monthly in advance, or proof of direct funding is required. Full half hour payments will be required in the eventuality of additional time being taken*

Please Note: Late collection of the child beyond the agreed time will be charged at the hourly rate for every 15 minutes beyond that time.

Registration

If you are interested and would like to take a look around the nursery, register your child or be placed on Apple Wood Children's Nursery waiting list, please contact the manager on 01553 777382 or 01553 815348 to arrange a visit.

Email: jgyles@col-westanglia.ac.uk



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The College of West Anglia

