



**HAPPY DAYS NURSERY
ANNUNCIATION HALL
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Happy Days Nursery Early years prospectus

Our nursery:

- ✓ Provides high quality care and education for children below school age;
- ✓ Works in partnership with parents/carers to help children to learn and develop;
- ✓ Adds to the life and well-being of the local community; and
- ✓ Offers children and their parents/carers a service that promotes equality and values diversity.

Parents/Carers

Parents/carers 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.

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 volunteers;
- 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 nursery that sees parents/carers as partners in helping each child to learn and develop; and
- Is in a nursery in which parents/carers help to shape the service it offers.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (DCSF 2007). From September 2008 the Early Years Foundation Stage became law. This brings together Birth to Three Matters and the Curriculum Guidance for the Foundation Stage. Our provision reflects the four key themes and 16 commitments of the Early Years Foundation Stage.

A Unique Child

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support.

Keeping Safe: Being safe and protected, discovering boundaries, making choices.

Health and Well-being: Growth and developing, physical and emotional wellbeing.

Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key Person: Secure attachment, shared care, independence.

Enabling Environments

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together.

The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.

The Wider Context: Transitions and continuity, multi-agency working, the community.

Learning and Development

Play and Exploration: Learning through experience, adult involvement, contexts for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.

Areas of Development and Learning.

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:

personal, social and emotional development;
communication, language and literacy development;
problem solving, reasoning and numeracy;
knowledge and understanding of the world;
physical development; and
Creative development.

For each area, the practice guidance sets out 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 practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our nursery has regard to these matters when we assess children and plan for their learning.

Personal, social and emotional development

Our programme supports children to develop:

- ✓ positive approaches to learning and finding out about the world around them;
- ✓ confidence in themselves and their ability to do things, and valuing their own achievements;
- ✓ their ability to get on, work and make friendships with other people, both children and adults;
- ✓ their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;

- ✓ their ability to dress and undress themselves, and look after their personal hygiene needs; and
- ✓ Their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Communication, language and literacy

Our programme supports children to develop:

- ✓ conversational skills with one other person, in small groups and in large groups to talk with and listen to others;
- ✓ their vocabulary by learning the meaning of - and being able to use - new words;
- ✓ their ability to use words to describe their experiences;
- ✓ their knowledge of the sounds and letters that make up the words we use;
- ✓ their ability to listen to, and talk about, stories;
Knowledge of how to handle books and that they can be a source of stories and information;
- ✓ knowledge of the purposes for which we use writing; and
- ✓ Making attempts at writing.

Problem solving, reasoning and numeracy

Our programme supports children to develop:

- ✓ understanding and ideas about how many, how much, how far and how big;
- ✓ understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- ✓ understanding that numbers help us to answer questions about how many, how much, how far and how big;
- ✓ understanding and ideas about how to use counting to find out how many; and
- ✓ Early ideas about the result of adding more or taking away from the amount we already have.

Knowledge and understanding of the world

Our programme supports children to develop:

- ✓ knowledge about the natural world and how it works;
- ✓ knowledge about the made world and how it works;
- ✓ their learning about how to choose, and use, the right tool for a task;
- ✓ their learning about computers, how to use them and what they can help us to do;
- ✓ their skills on how to put together ideas about past and present and the links between them;
- ✓ their learning about their locality and its special features; and

- ✓ Their learning about their own and other cultures.

Physical development

Our programme supports children to develop:

- ✓ increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- ✓ increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- ✓ Their understanding about the importance of, and how to look after, their bodies.

Creative development

Our programme supports children to develop:

- ✓ the use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and
- ✓ their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

Our approach to learning and development and assessment

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our nursery uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

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/carers know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they 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 to the older hall or when they go on to school.

Records of achievement

The nursery keeps a record of achievement for each child. Staff and parents/carers working together on their children's records of achievement is one of the ways in which the key person and parents/carers 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.

Working together for your children

In our nursery we maintain the ratio of adults to children in the nursery that is set through the Welfare Requirements. We also have volunteer 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.

We are open 52 weeks a year

We are closed bank holidays

We are open for 5 days a week

We are open 8.15 – 5.45p.m.

Morning Session 8.15 – 12.30 p. m

Afternoon Session 1.30 – 5.45 p. m

Additional Lunch Session 12.30 – 1.30 p. M

We provide care for children between the ages of 1 year and 5 years

How parents take part in the setting

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

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- helping at sessions of the nursery;
- sharing their own special interests with the children;
- helping to provide the equipment and materials used in the children's play activities;
- being part of the management of the nursery;
- taking part in events and informal discussions about the activities and curriculum provided by the nursery;
- joining in community activities in which the nursery takes part; and
- Building friendships with other parents/carers in the nursery.

Joining in

Parents/carers can offer to take part in a session by sharing their own interests and skills with the children. For example, parents and carers have visited the nursery to talk about life in Italy, bringing in tadpoles to show to the children and involving the children in a discussion about the lifecycle of the tadpole to frog. Parents/carers are welcome to drop into the nursery to see and join in with the daily running of the groups or to talk to the staff.

Key persons 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 responsible. Your child's key person will be the person who works with you to make sure that what we provide is right for your child's particular needs and interests. When your child first starts at the nursery, she/he will help your child to settle and throughout your child's time at the nursery, she/he will help your child to benefit from the nursery's activities.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the nursery staff team take part in a programme of ongoing training to help them to keep up-to-date with new thinking and developments in early years care and education.

The nursery also keeps itself 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. The current copy of Under Five 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 the 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 nursery day

The nursery organises the day so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the day. The nursery caters for children's individual needs for rest and quiet activities during the day. Outdoor activities and the indoor soft-play area contribute to children's health, their physical development and their knowledge of the world around them.

Snacks and meals

At Happy Days snack and meal times are considered to be a social event, where the children can eat together. At the nursery we supply the children with healthy snacks, the parents/carers provide lunch boxes for the children attending the lunch session, and there is an option of ordering hot and cold meals through Zebedee's Lunchbox which also provides the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met. Please do not send any products containing nuts into the nursery as we have children attending with nut allergies.

Starting at the Nursery - 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 nursery. The nursery has a policy about helping children to settle into Happy Days: a copy is available to all parents/carers

Clothing

We provide protective aprons 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.

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

Policies

Copies of the nursery's policies and procedures are available for you to see at the nursery. The nursery's policies help us to make sure that the service provided by Happy Days 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/carers. The staff and parents/carers of the nursery work together to update the policies and parents/carers and staff have the opportunity to personally input into the review of the nursery policies. This review helps us to make sure that the policies are enabling the 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 nursery and we have a procedure for managing complaints or allegations against a member of staff. Our way of working with children and their parents/carers 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.

Our Safeguarding Coordinator is Cristy Beaver

Special needs

As part of the nursery's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The nursery works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001).

Our Special Educational Needs Co-ordinators are: Jodie Shortman & Laura Peskett

Equal Opportunities

Happy Days Nursery is an equal opportunity provider, no child or adult is discriminated against because of his or her skin colour, gender, religion, background, culture or size.

At the Nursery, we have a good range of multi-cultural equipment and books. We promote awareness whenever possible by providing positive visual images of people, all ethnic groups and inclusive of all aspects of our wider community.

At Happy Days Nursery we accept all children and have staff with experience of working with children with special educational needs.

Our Equal Opportunities Coordinator is Cheryl Shepherd

The Nursery Management

The manager is Michelle Evans. The nursery is owned and run by Hazel McLeod, Monika Macdonald and Caroline Marsland. Together we work towards ensuring the nursery has, and works to, policies in order to provide a high quality service.

Fees

The fees are payable two weeks in advance. Fees must still be paid if children are absent, this includes all Bank Holidays. If your child has to be absent over a long period of time, please talk to the Manager, Michelle Evans. For your child to keep her/his place at the nursery, you must pay the fees. We are in receipt of nursery education funding for three and four year olds; where funding is not received, then fees apply. Four weeks' written notice must be given for any child leaving the Nursery or reducing their sessions, if notice cannot be given, these sessions must be paid for in full. In the unlikely event of the Nursery being forced to close due to extreme weather conditions, for example, such as heavy snow, your session will be charged in full and an alternative session will be arranged with you.

Fee's for Children under Two Years

Morning Session: 8.15am - 12.30pm	£21.00
Afternoon Session: 1.30pm - 5.45pm	£21.00
Lunchtime Session: 12.30pm - 1.30pm	£3.00
Full day Session: 8.15 am – 5.45 pm	£42.00
Full week	£200.00

Fee's for Children over Two Years

Morning Session: 8.15am - 12.30pm	£19.00
Afternoon Session: 1.30pm - 5.45pm	£19.00
Lunchtime Session: 12.30pm - 1.30pm	£3.00
Full day Session: 8.15 am – 5.45 pm	£38.00
Full week	£180.00

We hope that you and your child enjoy your time at our nursery and feel involved in the ongoing events and activities at Happy Days. The staff team are always ready and willing to listen to your ideas and views; they will answer any questions and discuss ways of including your suggestions within the nursery activities.