



**Avoncroft Pre-School Nursery**

**Avoncroft Pre-School Nursery**  
**Partnership Of Natasha Harden and Heather Harden**

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## **Introduction**

Avoncroft Pre-School Nursery was established in 1984 at Avoncroft Arts Centre, which adjoins Avoncroft museum. Most of our children attending the setting come to us by recommendation.

In the summer of 2010, we applied and were given a grant by Worcestershire County Council to enhance the setting using money provided by the Capital Funding Programme to extend and update the premises.

The new improved building includes a ramped access, new entrance hall, cloakroom, kitchen, listening area and inside toilets. We are now able to offer places for 20 children per session to maintain the small, friendly, warm, cosy atmosphere, increasing over the summer term to 24 children when we are in the garden most of the time.

In April 2014 we applied for capital funding which helped modify the porch area, allowing an extra area for sand and water play.

In October 2014 we were allocated a grant by Worcestershire County Council to enhance the quality of the setting which consists of a wonderful outside structure to provide shade and additional learning environment for the children.

In March 2022 we started to improve our outdoor area. Part 1 of the renovations were complete in April 2022 and the final part of the renovations is due to be complete December 2023. The renovations include a new music stage area, bug/ nature area, play house, giant mud kitchen, ride on role play car, construction area, giant gazebo's, pirate ship sand pit, vegetable patch, water wall, reading pod, transparent painting boards, chalking area, wormery and magic door.



## Avoncroft Pre-School Nursery

### Our Vision

'Working together to give children and families the best opportunities in life'

At Avoncroft Pre-School Nursery our intent is that every child should have the best opportunities in life. We provide a small, safe, homely environment with experienced staff, large outdoor area (which they explore in all weathers) and bespoke activities to ensure all children enjoy themselves, expand their knowledge and achieve their goals. We work in partnership with parents to provide a high quality service where children flourish as a whole, have a sense of belonging and become strong independent learners, to help ensure their future success.

### Our Curriculum



Our curriculum is underpinned by the (EYFS) Early Years Foundation Stage. We use Development Matters and Birth to 5 Matters as a guideline to assess the children's development.

Our curriculum is delivered by highly qualified teachers/team with years of experience, who are caring and committed to do their very best for the children in their care.

Our curriculum offers a wide range of opportunities and experiences which brings learning to life and makes it memorable. We offer a well planned mix of adult directed and child-initiated play to ensure the best outcomes for our children.

Our curriculum can be accessed by all children and is differentiated/ tailored to support each child's individual needs, as every child is unique and learns at their own pace.

Our curriculum enables children to reach their full potential and become strong independent learners.

Our children leave us confident, resilient learners, well prepared for the next stage of their education.



## Avoncroft Pre-School Nursery

### • Community

At Avoncroft Pre-School Nursery we refer to ourselves as a family within a family. Our children are at the heart of all that we do every day. Warm and positive relationships between staff and children; consistency and routine; and strong relationships with parents are all features of the day to day practice that supports wellbeing and gives the children a sense of belonging. We have strong links with the wider community such as Avoncroft Museum and Avoncroft Art Society etc, which the children get to experience via trips and joint events. We hold termly events that families can join in with their children for example; Christmas concert, stay and plays, settling in visits, Easter egg hunt, Avoncroft craft exhibitions, garden party, Graduation etc.

### • Inclusive

At Avoncroft Pre-School Nursery we acknowledge that all children are unique and develop in different ways. We carefully assess the children's development, working in partnership with parents and other professionals to carefully tailor the curriculum and routines to support each child's individual needs to enable them to reach their full potential. We understand that all children come with a range of past experiences based on their own personal experiences. We value everyone's cultural background and teach the children how to celebrate each other's individuality and be respectful of others in the community.

### • Outdoors

At Avoncroft Pre-School Nursery we have a large outdoor area that we enjoy in all weather conditions. Our children are active, practical learners that learn on the go. Outdoor learning is a key aspect of our curriculum as it supports children's mental health, stimulates their imagination, encourages them to work together, and enjoy learning about the world around them by being inquisitive. Staff provide opportunities for the children to manage risks themselves and learn how to evaluate what is safe and not safe; for example, during Forest School, staff help children to decide how high they can safely climb. We also take advantage of our fantastic neighbouring surroundings by going on listening walks and local trips to the park, fields to see sheep/ lambs, Avoncroft Museum etc.

### • Opportunities

At Avoncroft Pre-School Nursery we believe in providing opportunities that the children may not get the chance to do or experience (cultural capital). We provide a range of experiences such as; French, Music and Movement, Cooking, Messy Play, Tiny Talk, Yoga/Pilates, Forest School, Beat Baby, Leapfrog Sport on a weekly basis. We also provide experiences to support and further out teaching such as; a dentist visit, lamb visit, librarian visit, emergency services visits, stay and plays, craft events etc. All outside professionals have a valid DBS and are always accompanied by a member of staff. All opportunities are carefully planned based on what the children already know and can do and are extended to further their learning in a fun way by being practical and active.

### • Independence

At Avoncroft Pre-School Nursery we value and promote independence. As part of the daily routine there are opportunities for the children to further their independence and become confident in their self-care such as sorting out their own belonging, putting on own shoes, toileting, washing hands, dressing themselves, pouring jugs and opening fruit at snack time, managing own risks in play etc. Our highly qualified team support the children by encouraging their independence and growing their confidence in doing small tasks.



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### • Challenging

At Avoncroft Pre-School Nursery, we offer a well planned mix of adult directed and child-initiated play to ensure the best outcomes for our children. We provide a continuous provision both indoors and outdoors which gives the children opportunities to lead their own learning through play. Our staff are highly trained and have high expectations for all children. We have created an environment that is stimulating and rich in language, allowing the children to reach their full potential. We work in partnership with parents and professionals in meeting the children's individual goals/ next steps. Celebrating their achievements together!

### • Enjoyable

At Avoncroft Pre-School Nursery we strive to ensure our environment and provision is safe, happy, challenging and fun. We create an atmosphere of trust, where positive relationships are formed and all children have the opportunity to reach their full potential whilst they learn through play.

## Early Years Foundation Stage (EYFS)

Our provision for children's development and learning is guided by The Early Years Foundation Stage. The framework supports an integrated approach to learning and care. It outlines a set of principles and commitments to deliver quality early education and childcare experiences to all children. The framework has seven areas of learning which is split into Prime or Specific areas of development.

The Prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The Prime areas continue to be fundamental throughout the EYFS. The Specific areas include essential skills and knowledge. Once the foundations of the Prime areas have started developing the Specific areas will develop.

## Prime areas of learning

### Personal, social and emotional development

This involves helping children to: develop a positive sense of themselves and others, form positive relationships and develop respect for others, develop social skills and learn how to manage their feelings, understand appropriate behaviour in groups and have confidence in their own abilities.

- Making relationships
- Sense of self
- Understanding Emotions



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### **Communication and language**

This involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.

- listening and attention
- Understanding
- Speaking

### **Physical development**

This involves providing opportunities for children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

- Moving and handling
- Health and self-care

### **Specific areas of learning**

#### **Literacy**

This involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials such as books, poems, and other written materials to ignite their interest.

- Reading
- Writing

#### **Mathematics**

This involves providing children with opportunities to: practise and improve their skills in counting numbers, calculating simple addition and subtraction problems and describe shapes, spaces, and measures.



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### **Understanding The World**

This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.

- People and communities
- The world
- Technology

### **Expressive arts and design**

This involves supporting children to explore and play with a wide range of media and materials. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

- Creating with materials
- Being imaginative and expressive

### **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 ways in which the children engage with their peers, adults and their environment are known within the Early Years as “Characteristics of Effective Learning” (CoEL).

### **Characteristics of Effective Learning**

The characteristics of effective learning describe factors which play a central role in a child’s learning and in becoming an effective learner. They underpin all 7 areas of learning and development. They represent processes rather than outcomes.

### **Playing and exploring – engagement**

Children investigate and experience things, and ‘have a go’.



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### **Active learning – motivation**

Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

### **Thinking creatively and critically - thinking**

Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We understand that all children engage with other people and their environment through the characteristics of effective learning. 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.

### **Special Education Needs and Disability (SEND)**

The setting works to the requirements of The Special Educational Needs Code of Practice and Disability Code of Practice 0- 25 years (2015). We promote inclusion and ensure the children with special educational needs, disability or medical conditions are not discriminated against in any way. The setting takes account of each child's individual needs in their care and where extra provision is required the Special Educational Needs Co-ordinator will carefully develop a provision map which outlines the extra adult support, teaching strategies, Individual Education Plans and resources for the child's individual learning requirement. Parents are actively involved in supporting their children's learning and when needed advice is given by outside agencies such as Speech and Language therapists. As a setting, we use the graduated response cycle (assess, plan, do review) to identify and track children with special education needs or disabilities.

Our Special Educational Needs Co-ordinator is: Natasha Harden

### **Parental Involvement**

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; involved.
- Included at all levels.



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### How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of the 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 and on-line using Tapestry.
- Contributing to the progress check at age two.
- Sharing their own special interests with the children.
- Joining in community activities in which the setting takes part.
- Building friendships with other parents in the setting.

The partners have a warm and friendly approach to the parents and children promoting an open-door policy that allows parents to pass on information at any time. Before the children first start nursery, during the settling in visits, parents complete a family contribution form with the keyworker to discuss the child's current developmental levels and potential next steps. 2 year old checks or developmental reports are sent out twice a year and parent consultations are available when requested. Keyworkers arrange meetings with parents if concerns arise to discuss next steps, referrals and joint strategies to support your child's learning.

The children's learning journal depicting their learning is on a on-line system called 'Tapestry'. This system allows us as a setting to document the children's learning, in relation to the EYFS and for parents add photographs from home. This has increased our communication with parents.

Parent feedback is really important to us. We send out questionnaires once a year asking for parents views on the setting and if they would want to change anything or if additional services are required. We also ask questions in the newsletter to get parent views.

We issue a newsletter every half term which is our main means of is communicating with parents about what we are doing in the curriculum and we use this to invite you to join in with our topics. This could include sending in food which represents different cultural beliefs, joining us on one of our outings e.g. Avoncroft





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Museum, Park, or helping us by collecting vouchers to help buy new equipment for the nursery. Last year we held a Christmas Concert, Easter Egg hunt as well as our annual Garden Party/barbecue.

### **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 high ratio of 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.
- Is in a setting in which parents help to shape the service it offers.

### **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 setting uses the Early Years Foundation Stage, 'Development Matters' and Birth to 5 Matters guidance 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.

### **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 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. Before the children first start nursery, during the settling in visits, parents complete a family contribution form with the keyworker to discuss the child's current developmental levels and potential next steps.



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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 areas of the EYFS: personal, social and emotional development; physical development; and communication and language; when a child is aged between 24 - 36 months. The 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. 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.

### **Tapestry**

We use Tapestry software to provide an online learning journey for your child which shows the evidence gathered to support all the learning and development your child has achieved while they have been at Nursery. This runs alongside all the areas covered in the Early Years Foundation Stage. All parents can access the Learning Journal in any way they choose and be able to contribute to their child's learning and development while at Nursery electronically if they wish.

As part of the on-going recording of our curriculum and for children's individual development records, staff regularly take photographs of the children during their play to support observations which are stored on a tablet and uploaded onto the tapestry system. Only cameras on the tablets supplied by the setting are used for this purpose, photographs taken are also used for display purposes within the setting. The photographs



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are then deleted off the tablet. We may also record events and activities on video. Photos/videos are stored on the setting's computer only; we only store images during the period your child is with us. If we would like to use any image of your child for training, publicity or marketing purposes, we will always seek your written consent for each image we intend to use.

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 pre-school we maintain the ratio of adults to children which is set as laid down by the Welfare Requirements for Day Care. We are proud of the high ratio of adults to children in our group

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.
- Allow the children to explore and be adventurous in safety.

### **Key persons 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 what we provide is right for your child's 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 the setting's activities.



## Avoncroft Pre-School Nursery

### Safeguarding Children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. All the staff have been trained in safeguarding children, the prevent duty, domestic violence, Operation Encompass and as a setting we have an Early Help offer to support families.

Our employment practices ensure 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.

Our Safeguarding Lead is: [Heather Harden](#)

Our Deputy Safeguarding Lead is: [Natasha Harden](#)

### E-Safety

As a setting we teach children about internet safety by making them aware of what safe use of technology looks like. We choose educational apps that help them to develop their skills. We have an e-safety policy which we follow and we share advice with parents on how to encourage safe online use at home.

### Early Help

At Avoncroft Pre-School Nursery we recognise the challenges that families face in bringing up children. There may be times when you need extra help and support.

Early help is a way of getting extra support when you or your family needs it, but getting it as soon as the difficulties start, rather than waiting until things get worse. Help can come from all kinds of services and organisations who work together to support your family. You might be using some of these services already, but we want to make sure they are providing the right support for you and your family's needs.

It could be that you're worried about your child's health, development or behaviour, or perhaps because you are caring for a disabled child. Maybe your child is affected by domestic abuse, drugs or alcohol. Maybe you have had a bereavement in the family or someone close to your child is ill, or there has been a disruption to your family life and you are worried about the effect on them.



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It could be that you yourself find times difficult and need advice with housing, debt, relationships or mental health issues.

If this is the case, please come talk to us. There are many ways our nursery can help and support you and your family.

Useful Links:

[NSPCC - Keeping Children Safe](#)

[Domestic Abuse Support](#)

[Childline](#)

[Harmony At Home](#)

[ERIC – Toileting Advice](#)

[Early Help Family Support](#)

[Help To Buy Food and Milk \(Healthy Start\)](#)

[Alcohol / Drugs abuse](#)

[Emotional Health and Wellbeing](#)

[Mental Health support](#)

[Starting Well Partnership](#)

[Child Tax Credit and Childcare Funding](#)

## Operation Encompass

We are pleased to say that we are an Operation Encompass nursery. Operation Encompass is a national scheme that operates jointly between Early Years Settings, schools and police forces. It means that as a nursery we will be notified when a child has experienced domestic abuse (seeing or hearing), prior to them arriving at nursery. All staff members have been trained but the designated key adult is Heather (Designated Safeguarding Lead), with back up of Natasha (Deputy Safeguarding Lead) when Heather is not available. We believe being a part of this scheme as a nursery will provide the best support to all our children and will be extremely beneficial for all those involved.



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### Staff Qualifications

Name	Job Title	Qualifications and Experience
Natasha Harden	Partner / Manager	BA (Honours) Early Childhood with Practitioner Options course and Early Years Professional Status  Early Years SENCO Level 3
Heather Harden	Partner / Manager	National Association of Maternal and Child Welfare (NAMCW), National and Vocational Qualification (NVQ3) and Diploma in Pre-School Practice Level 3
Tomomi Johnson	Trainee Deputy Manager	Foundation Arts in Early Years Degree
Sally Jones	Supervisor	BA Early Childhood and Early Years Professional Status
Sue Maneffa	Bank Staff	Early Years Professional Status Postgraduate Certificate in Leading Early Years Practice

### Session Times/ Session Activities

The group opens five days a week during school term times (38 weeks a year). Children may attend for a variety of session's dependant on their age.

We cater for children aged 2 years to school age.

Morning Sessions	(Monday – Friday)	9.00 to 12.00
Afternoons Sessions	(Monday – Friday)	12.00 to 3.00
All Day	(Monday – Friday)	9.00 to 3.00

We now offer additional hours (8.30 to 9.00 and 3.00 to 3.30). Please ask for details

We operate a fully flexible approach and tailor sessions to suit your need. We offer the government funded 15 or 30 hours a week dependant on your requirements.



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All children have access to a secure enclosed outdoor play area and children go on local walks or outings.

There are a variety of fun and rewarding extra activities provided throughout the week.

### Extra activities:

Monday AM	French	We have a visiting French Teacher, who helps develop the children's early language skills through fun experiences, stories, games, songs and dances. Engaging the children at this young age will create a curiosity and early love of learning foreign languages.
Monday PM	Music and Movement	The children explore their bodies through imaginative role play experiences, expressive movements to music from other countries. Exposing children to music during early development helps them learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression. For children and adults, music helps strengthen memory skills.
Tuesday AM	Pyjama Drama Spring and Summer Term	We have a visiting teacher from Pyjama Drama. The sessions encourages children to pretend, play and explore real and imaginary worlds by harnessing the power of their imagination. Through games, singing, dancing and imaginative adventures the children develop key skills such as; communication, co-operation, concentration, confidence and imagination.
Tuesday PM	Tiny Talk Autumn Term	We have a visiting British Sign Language teacher from Tiny Talk. Learning British Sign Language supports speech development, confidence and social skills. The children learn through action songs, stories and puppets.



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Wednesday AM	Cooking	The children explore a culinary (cooking) experience. We look at recipe cards, talking about amounts of ingredients and the five main food types / healthy options as well as having fun cooking different food every week. Cooking is a fantastic activity to do with young children: they can learn and practise a wide range of skills, and it gives them an understanding of food and where it all comes from. It is one of the most fun, therapeutic and interactive activities. The children develop a healthy relationship with food and get to take their cooking home.
Wednesday PM	Messy Play	The children explore an extra messy play activity. Through open-ended exploration of materials and their properties, it allows children to use their natural curiosity and engage their senses at the developmental stage right for them. They learn cognitive skills while they exercise motor, language, and social skills.
Thursday AM	P.E (Leap Frog Sports) Summer Term	We have a visiting sports teacher from Leap Frog sports. Learning a different sport each week, allows the children to explore different sports in a positive way. It allows your child to burn off energy in a positive and pressure-free environment. They will develop fundamental movement skills (balance, agility and co-ordination).
Thursday PM	Yoga/Pilates Autumn and Spring Term	We have a visiting Yoga/Pilates teacher. Yoga builds confidence and self-esteem, because children learn from playing and experimenting. It allows children to scaffold their physical and mental development stage by stage. It strengthens the children bodies improving their core body strength. As they progress in their physical and mental development yoga helps the children grow in confidence and self-esteem.





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Friday AM	Forest Schools	Forest Schools is an outdoor learning approach which aims to develop confidence and self-esteem through hands-on learning in an outdoor environment. Being outdoors allows children to observe changes of nature, the transformation of the elements and interdependence of all living things, giving the child a deep sense of belonging, allowing them to feel part of a wonderful, ever changing world. During this session the children explore the outside environment in all weathers, wearing waterproof trousers, coats and wellies.
Friday PM	Beat Baby	On Friday afternoons, we use our Beat Baby to increase the children's listening skills in a fun and imaginative way. Beat Baby is an activity that brings new life to language, literacy and emotional development to children. Beat Babies appealing nature means that children respond to them warmly, creating a positive environment in which learning can take place. The children develop language through rhymes, rhythms and songs.

On Tuesday and Thursdays it's our Rising Stars sessions for children over the age of 3, although we also have a small group of younger children attending. These sessions are designed to help support the children's school readiness. The children at the end of the year children leave us strong, independent, confident, resilient learners, well prepared for school making a smooth transition into the next stage of their education.

### **Routine**

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.
- Provide children with opportunities to learn and help them to value learning.



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### The session

We organise our sessions so that the children can choose from, 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 inside.

### Structure of each session

Each child and parent/carer is greeted by at least one member of staff, allowing opportunity for any matters to be discussed, and if necessary recorded in the communication book.

**Free Play: - The children choose** to play with any of a number of activities in the Nursery. There is always a craft activity, maths area including construction, literacy area, book corner, role play area and carpet area with small world toys for the children to explore. The nursery has a large selection of toys on display in labelled boxes.

This is a time for children to develop relationships and to talk about any events or experiences that may have occurred. They can select any activity or resource or initiate imaginative play.

**Activities:** - During the session children are able to explore a specific adult led activity, where care is taken to create situations where effective relationships can flourish. Children are encouraged to undertake activities, but we are sensitive to their individual needs and age. These activities are linked to the children's interests and the topics of the term.

**Snack Time:** - This is a social time in which children eat together. The children are encouraged to eat fruit (brought from home) and pour their own drink of milk or water provided by nursery. The children's independence is encouraged through washing own hands, pouring own drinks, choosing colour cup, opening snack tubs or tidying up after themselves. The children are encouraged to use good manners.



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**Tidy Time:** - This is a time where the children and staff work together in tidying up the toys. It is a time where children show respect for their toys and develop independence. The children enjoy special individual tasks to help the adults.

**Quiet Time:** - This is an important time as it ensures children have time to rest and recharge, supporting the children's well-being, behaviour and development. Children may choose a book from the Book Corner and read quietly on their own or with a friend.

**Story Time:** - This is a time where children listen too, join in or participate in a range of stories. The stories are chosen by the children, based on the topic of the term or linked to the day's activities. Story time helps develop the children's listening and communication skills, improve concentration and memory, bring experiences alive, create a sense of wonder and help sequence events.

**Show and Tell Time:** - This is a time where children are encouraged to bring an item from home or a picture on Tapestry. This helps link home with nursery. It provides the children with the chance to stand up in front of their peers and explain a personal topic or item they love. This builds up lots of confidence and helps children develop necessary, useful, and effective communication skills.

**Outdoor Play:** - The children go outside in all weathers to explore the garden or go on walks of the local area. The children explore the gardens; digging area, sand pit, giant chalk boards, music area, climbing frame, water wall, bug house, wormery, potion station, play house and mud kitchen along with scooters, bikes, balls and much, much, more. This allows children to develop confidence and self-esteem through hands-on learning in an outdoor environment. Being outdoors allows children observe the changes of nature, the transformation of the elements and the interdependence of all living things, giving the child a deep sense of belonging, allowing them to feel part of a wonderful, ever changing world.

**Song Time:** - This is an interactive time where the children sing nursery rhymes, participate in actions and join in with dancing experiences. This supports children's development because children who enjoy music, singing and rhyming on a regular basis tend to learn to speak more easily. They have more words to express themselves. They are more confident and creative.

**Home Time:** - Parents are greeted by at least one member of staff, allowing opportunity to discuss what the children have been doing during the day, any concerns and pass on information. The children pack their own belonging and go to meet their parents at the door.



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**Registration Time:** - This is a time where the children learn to sit and listen for their names. They answer the register to say they are in nursery.

**Lunch Time:** - This is where the morning sessions end's and the afternoon sessions begins. Lunch time is a social time in which children eat together. The children are encouraged to eat their pack lunch (brought from home) and drink from their drink bottles (containing preferably water). Parents are sent a link/ given guidance on to provide a healthy lunch box. The children's independence is encouraged through washing own hands, opening tubs and tidying up after themselves. The children are encouraged to use good manners.

**The structure of the afternoon session is the same as the morning for consistency except for the activities on offer.**

### Other Information

#### Settling into Nursery

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of authority, help, and friendship and to be able to share with their parents afterwards the new learning experiences enjoyed in the Nursery.

In order to accomplish this, we:

- Offer free settling in stay and plays over the holidays. We encourage parents to bring their children to as many as they can.
- Offer flexible settling in sessions if appropriate, to meet the needs of the individual families and children.
- Reassure parents whose children seem to be taking a long time settling into the Nursery.
- Encourage parents, where appropriate, to separate from their children for brief periods at first, gradually building up for longer absences.
- Make clear to families from the onset that they will be supported in the Nursery for as long as it takes to settle their child.

Children cannot learn or play successfully if they are anxious or unhappy. Our settling procedures aim to help parents to help their children to feel comfortable in the Nursery, to benefit from what it has to offer, and to be confident that their parents will return at the end of the session.



## Avoncroft Pre-School Nursery

### **Snack and Lunch**

Snacks (fruit) and lunch are provided by the parents. We try to encourage all children to eat fruit during each session and we make meal times a social time at which children and adults eat together. Although parents provide the food, we need to know about your child's dietary needs and any allergies/ intolerances and we will make sure that these are met. We provide milk or water at snack time. We ask for parents to provide a drink bottle for the children to use in between snack times.

### **Birthday**

Birthdays are celebrated with parent's consent. Parents can bring in sweets or cakes for the children to take home.

### **Illnesses**

In the interests of all the other children we ask that a child suffering from a contagious condition does not attend Nursery for the specified exclusion period. Some contagious conditions are; Chicken Pox, Measles, Impetigo, Scarlet Fever, Whooping Cough, Sickness or Diarrhea. It is very important that if your child is ill or has a temperature, keep them at home and inform Nursery.

### **Absences**

It is a legal requirement for us to monitor the absences from nursery. We ask if your child is sick to please inform us by text or phone call. If children are going to be absent due to holidays, we ask that you complete a holiday form. If your child misses more than one day we will phone to see why and if you need any help.

### **Parking**

The car park is on the left as you come down the drive; please do not bring your car to the door. For safety reasons, please walk the children between the Art Society building to reach the nursery. The car park is free and used by all members of the Art Society site.

### **Newsletters**

A newsletter is provided every half term. It gives updates on the nursery, information on what the children are going to be learning this term and what they learnt last term. It also gives upcoming events and information. If you have any queries, please do not hesitate to speak to a member of staff or phone us.



## Avoncroft Pre-School Nursery

### **Clothing**

We provide protective clothing for the children when they participate in forest school type activity on a Friday morning.

In order to feel free to explore and experiment with all kinds of materials, including messy ones, it is best to send children dressed in clothes, which are easily washable or not too new.

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 suggest no dungarees, braces or lace up shoes.

We ask parents to provide a pair of named wellingtons as the children go outside every day no matter the weather. Coats are needed too. We have spare coats, wellies, hats and gloves if forgotten. Uniform is optional. Polo shirts and sweatshirts can be purchased in either red or royal blue.



## Avoncroft Pre-School Nursery

### **Policies/GDPR**

Policies are available on-line on our nursery website and a paper copy is available at nursery to see on request.

The setting's policies help us to make sure that the service provided 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.

### **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 we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject [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 data subjects [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.