



ChipMonks

@ Giggleswick Day Nursery

2013

Prospectus

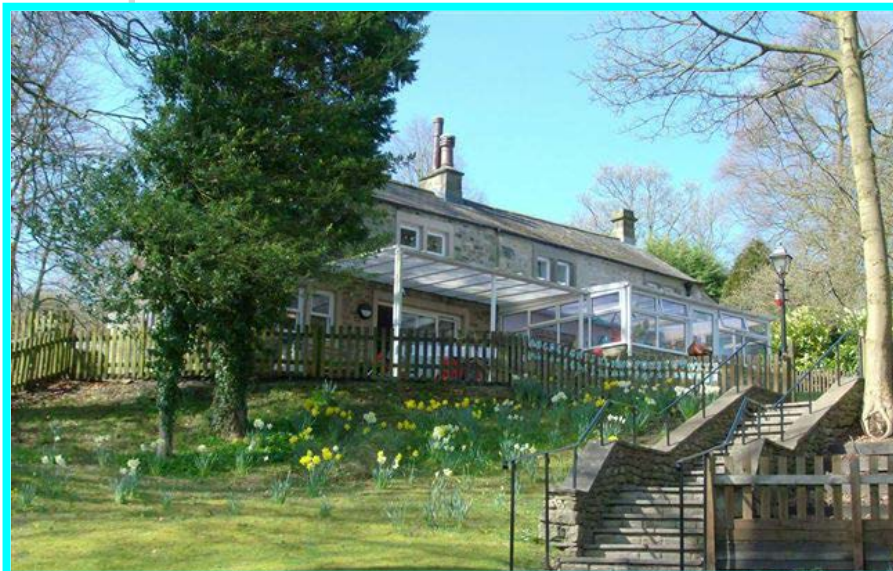


Contents

The Nursery	3
The Staff	4
Our Aims And Ethos.....	6
Children's Development and Learning.....	7
Our approach to learning and development and assessment	12
Records of Achievement.....	13
How Parents Take Part in the Setting	13
The Importance of Play	14
Equal Opportunities	14
Special Educational Needs.....	15
Themes and Displays.....	15
Snack Time and Meals.....	15
Registration.....	16
Contact Numbers.....	16
Health & Safety	16
Illness or Injury at Nursery.....	17
Medical Conditions and Allergies.....	17
Medicines	17
Child Protection and Safeguarding.....	18
Policy Documents	19
Fees and Session Times.....	19

The Nursery

Opened in February 2008, we are a community based nursery in the grounds of Giggleswick School, with excellent premises and wonderful outdoor space in a beautiful setting. We have very close links with local early years units – especially Giggleswick Junior School (recently judged outstanding by Ofsted) and Settle Primary School (also recently judged Outstanding by Ofsted). We enjoy daily visits from squirrels and rabbits and have a wealth of birdlife to enjoy.



We have regular trips to feed the ducks and visit Giggleswick Park – often taking picnics with us. We are fortunate to have the use of the school fields and tennis courts during their holidays.

The nursery is open 8am – 5.30pm five days a week, 50 weeks of the year. We are closed for all Bank Holidays and 1 week at Christmas and 1 week at Easter.

The nursery aims to serve its community by providing childcare of the highest quality. Our most recent visit from the Ofsted Inspector judged us as being a good setting – this is fantastic when you consider that we had only been open just over 4 months when they arrived! You can view the inspector's full report by following the links on www.ofsted.gov.uk/reports.



The Staff

ChipMonks is owned and managed by Mrs Helen Monks. Helen has 8 years' experience of running her own child-minding business from home. Her business has grown so much over the last 2 years that she has made the move to Nursery status – employing more staff and moving to better, more suitable premises. Helen has a level 3 and 4 in Children's Care, Learning and Development and a level 3 in Playwork.

Claire Crabtree is the Deputy Manager and runs the Rainbow Room (2+) – she brings a wealth of experience and knowledge to this role, having worked in a big nursery previously. Claire holds a level three in Early Years and is working towards the second year of her Foundation Degree in Early Years.

Danielle Magson works full time in the Rainbow Room (Over 2's). She has completed her level 3 in Children's Care Learning and Development and also in Playwork. Danielle is a great support to Claire and they work well together to ensure the wellbeing of our lively toddlers!!

Sarah Wilson works full time with the older children. She has her level three and lots of experience having worked in a nursery in Ilkley before joining us. The parents and children have all taken to Sarah really well and she is very popular and a good support for Claire.



Sami Kitching is Supervisor for the Raindrops and Sunshines. Sami has passed her level 3 in children's care learning and development. She is a real asset to the setting and is very versatile! Sami has risen to the challenges of running a busy baby room very well.

Charlotte Ireland works full time mainly with the babies. She also has her level 3 and has lots of experience having worked as a matron at a local school.

Hannah Duggan works full time and has her level three. She is very versatile and loves being with all the age ranges. Hannah also has excellent computer and office skills!



Sarah Brophy works full time, helping with the babies in the morning and running our busy nursery afternoon club and after school club at Settle Primary School. Sarah is a qualified primary school teacher.

Elsa Priestley is one of our apprentices – she is very reliable and has proved invaluable over the past few months. She is keen to work with all the age ranges.

Natalie Chapman is also an Apprentice. She is really interested in working with the 3-5 year olds and is based mainly at Settle Primary School.

Catherine Binstead works over the lunchtimes and also helps with supply cover. She is a well-qualified Mum and Grandma!!

We have a couple of excellent supply staff – Terri Glynn who is training to be a children's nurse and Sam Porter who has recently qualified as a primary school teacher.

We also have various work experience candidates – some short term others long term and we welcome these students who are always enthusiastic and keen to play with the children.



We are exceptionally fortunate to have staff who not only have the required qualifications but also experience, dedication and drive. All the staff at **ChipMonks** share a

commitment to providing the highest possible standard of care for all our children. All staff undertake continuous training to keep up to date with best practices and to gain creative ideas.

Our Aims And Ethos

Our aim is to work in partnership with parents, to provide excellent childcare. We place great emphasis on the role of parents and families and expect that there will be honest and open two way communication with parents regarding their children. We hope we add to the life and general wellbeing of the local community.

Babies and young children will have every opportunity to learn in a holistic manner. They will be given time for peace and quiet and lots of outdoor play.

Our attitudes and values will be reflected at all times, through the methods and approaches we adopt in the care of our children, also through the range and quality of the activities available, and through every contact with the children and their families. We will:

- Provide excellent childcare for all children in a loving, caring, safe and stimulating environment.
- Give children high self-esteem and confidence.
- Foster an ethos of respect for all.
- Ensure all children are allowed and encouraged to achieve their full potential
- Help children learn through play and fun.

We operate a Key Worker system which enables each child/family to have a designated member of staff who will get to know that child/family really well. This ensures that the



child settles in really well and quite quickly. This member of staff will generally greet the child each morning and discuss any special requirements for the day and they will also hand the child back to the family at the end of their day. This system works very well and is an invaluable tool in ensuring that parents/carers are kept informed and feel that they have a specific person to talk to about their child.

We maintain the ratios of adults to children as laid down by the Early Years Foundation Stage. 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.

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. 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 setting 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.
- 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.
- Making their own 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.
- 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.
- 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.
- 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.

- ▣ 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 setting 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 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 into a different group or when they go on to school.

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.

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.

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.
- Sharing their own special interests with the children.
- Being part of the management of the setting.

- ▣ Taking part in events and informal discussions about the activities and curriculum provided by the setting.
- ▣ Joining in community activities in which the setting takes part.
- ▣ Building friendships with other parents in the setting.

The Importance of Play

Play forms the basis of all our activities and is fundamental to the learning process, especially in early education. Children learn by doing and experiencing.

Our environment is ideal for the support of learning through play. We have secure spaces to talk and feel comfortable and relaxed. Children can select what they need from the



resources available. We have created areas that encourage role play, thinking, reflecting, dreaming and sharing. We have equipment to develop using fine motor skills, and an outside area for large-scale construction, climbing, dancing and movement, a book corner, space for play with water and sand and an area where craft activities can take place – junk modelling, collage, painting etc. We hope to foster in our children an enjoyment of learning and to create an environment where skills in numeracy and literacy can develop naturally.

We have created a multi-sensory environment where babies can feel safe and protected and enjoy being with familiar and trusted adults.

Equal Opportunities

ChipMonks believes that the nursery and the activities within it should be open to all children and families.

Special Educational Needs

ChipMonks is open to children aged 0 – 5 years. Where a child has a Special Educational Need (SEN), we will work with parents to ensure equal access to all that we offer. Parents/carers will always be informed if a member of staff believes that their child has Special Educational Needs, after monitoring, and will be invited to discuss arrangements.

Themes and Displays

We love to see children's work on display and feel that this gives them a real sense of achievement. We try to let the children decide what themes we follow and a lot of the topics evolve from chats with the children about things that interest them.

Snack Time and Meals

Snacks - Children are provided with a drink of milk/water/fresh juice, and fruit/toasted



teacakes/cheese and biscuits. These are provided mid –morning and mid-afternoon.

Breakfast – A variety of cereals are available together with toast and fruit.

Lunch – This will be a healthy, home cooked main course and pudding.

We would ask you to advise us if your child has any special dietary requirements or allergies.

Registration

If you wish to reserve a place for your child, please contact us and we will arrange for you to complete the necessary paperwork. A deposit of £100 is required to secure a place and is refundable against your first bill.

Please be aware that we are extremely busy and early booking is highly recommended.

We reserve the right to charge a retainer fee to keep a place open for a child in the future.

Contact Numbers

It may be necessary, if your child is taken ill at nursery, to contact you during the day.

Please let us know of any changes in address, home telephone numbers, mobile telephone numbers and work place etc., so that our records are always kept up to date to help us contact you should an emergency arise.

Health & Safety

The nursery believes that the health and safety of children is of paramount importance.

We make the nursery a safe and healthy place for children, parents, staff and volunteers.

We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.



In accordance with the National Standards we comply with all procedures covering Health and Safety.

Illness or Injury at Nursery

Parents are contacted as soon as possible if a child becomes ill at nursery. Please make sure nursery has a telephone number where parents can be contacted in an emergency.



Minor injuries are treated at nursery. Parents are contacted if the injury is more serious. If a child received a bump on the head a close watch is kept for signs of concussion.

If symptoms appear parents are contacted. If no symptoms appear, the child will be given a sticker to wear and parents will be informed by

letter when the child is collected. If your child is sick or has diarrhoea whilst at Nursery, we will phone you and expect your child to be picked up as soon as possible.

Medical Conditions and Allergies

Parents are asked to inform the nursery of any specific medical conditions or allergies from which a child may suffer and which may require particular action or treatment in nursery.

Medicines

Whilst it is not our responsibility to administer medicines to children at nursery, we realise that there may be occasions when a child is fit to be back in nursery after an illness but needs to finish a course of antibiotics. We are happy to administer these with a prior written request from parents/carers. All medicines must be clearly labelled and handed to a member of staff by the parent/carer. Paracetamol (including Calpol etc.) will not be given except as an emergency measure in special cases. A member of staff will always try to contact a parent/carer before this is administered. We do not accept children who have

any kind of infectious illness and if they have had an upset tummy, it must be 48 hours since their last bout of sickness or diarrhoea before they come back to us. This is in accordance with Government guidelines.

Special arrangements will be made for asthmatic children, those with anaphylaxis conditions and diabetes.

Child Protection and Safeguarding

Our nursery wants to work with children, parents and the community to ensure the safety of children and to give them the very best start in life.

Our aims are to create an environment in which all children are accepted and valued regardless of race, language, religion, culture or home background, and to help children to establish and sustain satisfying relationships within their families, with peers, and adults.

We work within the Local Safeguarding Board guidelines.

Our setting 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 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.

All staff undertake Safeguarding training and the Manager and Deputy Manager hold a level 2 Award.

Policy Documents

Documents relating to parents rights, charging policy, the curriculum and many other



aspects of nursery life are available for parents to inspect. Arrangements can be made by telephone to the Manager for an appointment. When a child starts at **ChipMonks**, parents are given a disk with all our policies and procedures on.

Fees and Session Times

Whilst we aim to provide our customers with flexible childcare, in order to make the best use of the staff's time and the premises, we ask you to choose from the following options:

Full Day

Daily Rate

8am – 5pm (incl. breakfast, lunch and snacks) £39.50

Half Day

Daily Rate

8am -1pm (incl. breakfast, snack and lunch) £23.00

1pm – 5pm (incl. a snack)£18.50

9am – 3.15pm (incl. snack and lunch)£30.00

5pm – 5.30pm (incl. light tea) £2.30

If you have any other requirements we will be happy to discuss these with you.

This prospectus is designed to give you a flavour of what goes on at **ChipMonks**. You are welcome to come and see for yourself – just give us a call to arrange a visit. We look forward to meeting you!

We also run a nursery
afternoon club at Settle
Primary School and an After
School Club for 5-10 year olds.
We operate a full community
holiday club for children aged 5
– 10 years based at Settle
Primary School but open to all
children in the area. For details
of these clubs please contact Helen Monks on 01729 822370.

