

Whitefriars Childrens Nursery Ltd Prospectus



Hill Road, Penwortham
Preston, PR1 9XH
Tel 01772 747943



PRINCIPAL MRS D.B. HAYTON (SRN)
Email: info@whitefriarsnursery.co.uk
Tel: 01772 747943



OFSTED Registration number: EY490668

WHITEFRIARS CHILDRENS NURSERY LTD

Dear Parent,

Thank you for your enquiry in relation to a place at Whitefriars Nursery. We hope this brochure will be informative and answer any queries you may have. If you have any further inquiries, please do not hesitate to contact us at the Nursery and we will do all we can to assist.

SITUATION

As one approaches Penwortham from the city center, Hill Road is the first road on the left on the hill.

This is before the old Library at the traffic lights.

Whitefriars is the first house on the left in Hill road. The Nursery is very much rural in aspect being close to the woods on the slopes of the Ribble Valley, yet in fact only five minutes from the Town Centre.

OUR SETTING AIMS

Our Aim is to provide high quality care and education for children below statutory school age.

To work in partnership with Parents to help children to learn and develop
Also to offer children and their Parents a service that promotes equality and values diversity.

PARENTS

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; and
- Included at all levels

We aim to ensure that each Child:

- Is in a safe and stimulating environment;
- Is given generous care and education, because of our ratio of qualified staff to children, as well as volunteer / students;
- Has the chance to join with other children and adults to 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

AGE OF ADMITTANCE

We take children from 6 months of age and children can attend until they go to school.

SESSIONS AVAILABLE

Full Time-7.45am to 5.45pm - Monday to Friday

Part Time-Morning session -7.45am to 1pm

Afternoon session - 1.30pm to 5.45pm

The above times may be varied slightly to suit individual needs providing arrangements are made with a member of staff on enrolment of the child. Children may attend on a full or part time basis. The minimum sessions for part time children is two half days (not to be on the same day)

INDUCTION POLICY

The parent and child will be invited to visit the Nursery and to meet with the staff and other children, where they may also observe the activities available-before registration of any child with the Nursery. The 'settling in period' will vary with each child and Whitefriars will attempt to accommodate the length of the this period for each child by working with the parents.

Fully qualified Nursery Nurses work closely with the children and there is a maximum of forty children at each session.

FEES

2,3 and 4 year olds (from September 2020)

--	--

Full time	£182.00
Full day 7.45am - 5.45pm	£43.50
Morning session 7.45am - 1pm	£24.50
Afternoon Session 1.30pm - 5.45pm	£19.50

6 months - 2 years

Full time	£192.00
Full day 7.45am - 5.45pm	£46.00
Morning session 7.45am - 1pm	£26.50
Afternoon Session 1.30pm - 5.45pm	£21.50

We are a provider of government free 15 hours funding for 2,3 and 4 year old children, and the free 30 hours for 3 year old children. Our free 15 hour sessions are 1.30 - 4.30pm Monday - Friday term time only. Alternatively you may use the hours to reduce your weekly fee over the full year. Please ask staff for more details.

We require your individual 11 diget code for claiming the 30 hours.

Fees must be paid in full, weekly or monthly in advance on the first day of attendance.

If your child is absent from nursery for a full week you will pay half their nursery fee. This however does not apply if you are receiving government funding, either two year or three year old funding. In this case your fees will remain the same.

There is no reductions if your child is absent for any reason for part of a week (this applies to both full and part-time children). Full fees are payable for both full and part time children for weeks shortened by Bank Holidays.

HOLIDAYS

The nursery is open throughout the year except for 7-10 Days at Christmas and Bank holidays.

The following statements are part of the nursery policies: you will be asked to read these before your child starts.

ABSENCE OR SICKNESS

It is very important that the nursery be notified if your child is to be absent (ring 747943). In the interest of other children attending the nursery any child suffering from sickness, diarrhoea, rash, conjunctivitis or head lice etc. should be kept at home until your doctor has certified that the symptoms have disappeared. If a child becomes ill at Whitefriars we will try to contact the parent and in an emergency we reserve the right to take the child to hospital. Children with special needs and those requiring medication during sessions will have a record kept of the medication administered, the time it was administered, signed by the member of staff giving the medication and by the parent on each occasion. Also the parent must initial the page when collecting the child to notify the parents of how many dosages their child has received during the day. If your child needs medication for things such as asthma please send an inhaler in a bag with your child's name on it to be kept locked in the nursery medicine cupboard.

A first aid box is kept on the premises at all times. A member of staff holding a certificate in paediatric first aid will administer all first aid treatment. Any accident will be recorded in an accident book; the parent will be informed and asked to sign.

ORGANISATION

The children are divided into groups according to their age. For the year before they are due to attend Primary School the children are known as Pre School children. The remaining children are toddlers. Although we divide the children in this way, we are aware that children of the same age can differ in maturity, temperament and ability. We will do everything to ensure that each child's needs are met. We have two main rooms for the children - Toddler room and Preschool room. In these rooms we have 'permanent provision areas' around the room that are always available eg: sand, water, small world area and construction. The toddlers are also available to use the 'woodland room' and conservatory (messy room); By splitting the children up we are able to spend more time with them. The woodland room enables us to provide free - flow play outdoors at all times.

AIMS

We feel that the Early years are extremely important and we aim to provide a range of experiences, opportunities and activities that help your child to

develop to the best of his or her ability. We want your child to feel secure, valued and confident and to develop a sense of achievement through learning that is

a pleasurable and rewarding experience within a happy and stimulating environment. We want each child to be happy, mix freely with other children and to be totally prepared for primary school when the time comes to leave Whitefriars. We have a full range of materials, equipment toys etc. to suit all stages of your child's development. In addition we have a large outdoor play area where supervised play sessions take place, and also a garden/ 'mini beast' area where the growth of plants etc are monitored by the children.

EDUCATIONAL PROVISIONS

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (DCFS 2007- revised 2012). 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 LEARNING AND DEVELOPMENT

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 and Language;
- Physical development;
- Literacy
- Expressive Arts and Design
- Mathematics
- Understanding the World

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; and
- their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Communication and Language

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 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 their own attempts at writing.

Literacy

Our programme helps children to develop:

- Knowledge of how to handle books and that they can be a source of stories and information
- An interest in books and Rhymes
- An understanding of sounds in words

- Their ability to link sounds to letters

Mathematics

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.

Understanding 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.

Expressive Arts and Design

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 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 or videos 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 Learning Journey. 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.

Extra Curricular activities

Children in the Preschool room may have the opportunity to take part in swimming lessons at Penwortham Leisure centre. This will depend on the number of children who wish to take part, if there are not enough children the lessons are too expensive to run. The cost of these lessons will be given to you each term that your child attends the lessons. There are limited places for swimming so we offer them first to the children who attend on the particular day. Swimming lessons will

A- Star Sports

Twice a month we have a man who comes in from A -Star sports to do sports activities with the children. There is no extra cost for these sessions.

Learning Journey's

The setting keeps a Learning Journey for each child. Staff and parents working together on their children's Learning Journey is one of the ways in which the key person and parents work in partnership. Your child's Learning Journey 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 setting we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. We also have volunteer parent 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 safely explore and be adventurous.

The staff who work at our setting are:

Name	Job Title	Qualifications and Experience
Claire Hiles	Nursery Manager	Level 3- 25 Years at whitefriars
Louise Kershaw	Nursery Manager	Level 4- 19 years at Whitefriars
Laura Orritt	Early Years Practitioner	Level 3 10 Years at Whitefriars
Joanne Mears	Early Years Practitioner	Level 3 - 14 years at Whitefriars
Katie Airey	Early Years Practitioner	Level 3 - 3 Year at Whitefriars
Jessica Shepherd	Early Years Practitioner	Level 4 - 6 Years at Whitefriars
Becky Brown	Early Years Practitioner	Level 4 - 7 years at Whitefriars
Alex Marsland	Apprentice	Started Feb 2018
Lesley McDonough	Early Years Practitioner	Level 3 - Started May 2018

You will be introduced to a member of staff when your child commences at the nursery. This member of staff will be your child's Key Person.

HOW PARENTS TAKE PART IN SETTING

Our setting recognises parents as the first and most important educators of their children. There are many ways in which parents take part in making the setting a welcoming and stimulating place for the children and parents such as:

- exchanging knowledge with staff about their children's needs, activities, interests and progress.
- Participation in certain topics at the nursery.
- Celebrating their child's achievements/ special events eg: birthdays / swimming certificates etc etc..

JOINING IN

If you would like to take part in any topics in the nursery, please tell a member of staff; we welcome your participation in sessions, by sharing your own interests with the children such as baking, hairdressing etc - any parents with interesting occupations may wish to share their experiences with the children.

KEY PERSON'S 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 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 nursery, she/he will help your child to benefit from the nursery activities.

LEARNING OPPORTUNITIES FOR ADULTS

As well as gaining qualifications in early years care and education, Whitefriars staff take part in further training to help them to keep up - to - date with thinking about early years care and education.

THE SETTINGS TIMETABLE AND ROUTINES

Whitefriars believes that care and education are equally important in the experience which 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 he/she is a valued member of the setting.
- Ensure 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

We organise the nursery so that the children can choose from, and work at, a range of activities and in doing so, building up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult -led

Small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child - chosen and adult - led activities, as well as those provided in the indoor rooms.

MEALS AND SNACKS

The morning children and the children who attend for a full day are provided with a hot meal at lunchtime. In addition, there is a break both in the morning and in the afternoon. Toast and milk are provided in the morning and sandwiches, fresh fruit and juice in the afternoon. See sample menu's attached.

The Nursery makes snacks and meals a social time when children and adults eat together. We plan the menus for snacks and meals so that they provide 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.

If your child has any allergies please inform us before your child starts with us. All allergens contained in any food are displayed on the menus.

POLICIES

Copies of the setting's policies and procedures are available for you to read in full in the nursery.

The setting's policies help us to make sure the service we provide is of high quality and that being a member of the nursery is an enjoyable and beneficial experience for each child and his/her parents.

OUTINGS

Occasionally the children will be taken out of the nursery on short walks (shops, park etc). Parents will be asked to sign an "outing permission" form before your child is taken out. Qualified staff supervise all such trips. However, if you do not wish your child to leave the nursery, then do not hesitate to speak to a member of staff.

If we organised an outing requiring transport, we would obtain written permission from the parents stating that they have no objections to the child participating.

Behaviour

Although most of the time your child spends at the nursery will be enjoyable and happy, some children will show signs of challenging behaviour. If this should occur it is our policy to talk to the child and explain to them about being kind to others and how we feel if someone is unkind. If there is a persistent reoccurrence of the problem then the child may be removed from the situation. Parents will of course be kept fully informed at all times should there be any problems of this sort. We are happy to inform parents that such difficulties are very rare.

CLOTHING AND PERSONAL BELONGINGS

Please mark clearly all clothing and footwear with your child's name. We provide protective clothing for the children when they participate in messy play 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 setting and that you both find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas, views or questions.

CHILDRENS DRESS CODE

During your child's day at nursery they will have the opportunity to take part in lots of activities from painting to playing outside.

We therefore recommend that you do not send your child to nursery in their best clothes.

We cannot accept responsibility for the loss of articles such as jewellery, moneys, toys etc so we recommend that they are not brought into the nursery.

SUN CARE

As we play outside as much as possible in the summer we would be grateful if you could apply cream before they come to nursery.

We have suncream available to reapply during the day and sun hats for all children.

PARKING

Please exercise caution when parking, as we cannot accept responsibility for loss or damage to persons, property or vehicles. To avoid any inconvenience being caused to nearby inhabitants please use the grounds of Whitefriars and avoid parking on the main road.

COLLECTING YOUR CHILD

If any person other than a parent is to collect your child from the nursery, we must be informed in advance and the identity of the person concerned given to staff, you will be given a number code on enrolment for your use only to use as a password if another adult is picking your child up from nursery. Also it is our policy that the person collecting your child must be over 18 yrs. If you have any question about this please ask a member of staff.

EQUAL OPPORTUNITIES

Whitefriars is a multi racial and multi denominational institution and welcomes children from all backgrounds regardless of colour, race, religion or language. We have a full policy on Equal Opportunities if you are interested in reading this then please ask a member of staff.

If you require the prospectus in another language / another format please ask: we will try our best to do this.

We are concerned for the happiness of your child. If after a reasonable period of time it is clear that he/she is not settled, the Principal may advise, after discussion with the parents, that it is in the child's best interest to leave the nursery and possibly return at a later date.

SPECIAL EDUCATIONAL NEEDS

At Whitefriars we are committed to providing for all children's needs and the ethos of integration of special needs children into the Nursery. We support this policy by the following: -

- Extending staff knowledge through staff development and training.
- Working in partnership with parents and carers
- Liaising with statutory and non-statutory bodies and support agencies.
- Actively seeking to improve our resources.

If you wish to see this policy in more detail please ask a member of staff.

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take into account of any special needs a child may have. The setting 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 Hazel Wane and Deborah Molyneux.

CHILD PROTECTION

The nursery accepts that we can play an important role in assisting parents who are experiencing difficulties in dealing with the pressures of coping with a young child. The time that a child spends at the nursery can prove to be an invaluable respite for the parents.

In addition to the above the staff at the nursery are well aware of the signs indicating emotional, physical and sexual abuse and Neglect.

As would be expected the nursery considers itself under a duty to act in the best interest of the children. If signs of abuse were to be noted the staff are fully aware of the steps to take.

OFSTED

Whitefriars is registered with Lancashire County Council and OFSTED. The nursery inspecting officers can be contacted at The National Business Unit, Ofsted, Piccadilly Gate, Store street, Manchester M1 2WD (Telephone 0300 1231231). Whitefriars is Ofsted inspected and accepts Nursery education grants, formally known as "nursery vouchers". If you would like to see a copy of our report please ask a member of staff.