

little footprints day nursery



Secure & comfortable surroundings

For 3 months to 5 years old

Qualified staff

Providing the community with an OUTSTANDING QUALITY of care (Ofsted 2019)

Prospectus

littlefootprintsnursery.org.uk

Our Vision

At Little Footprints Day Nursery:

- ✓ Children are born ready, able and eager to learn. They actively reach out to interact with other people in the world around them. (EYFS 2014)
- ✓ Young children thrive and their minds and bodies develop best when they have free access to stimulating outdoor environments for learning through play and real experiences.
- ✓ Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. (EYFS 2014)

Our main aims are:

- ✓ To provide an outstanding quality of flexible day care where parents can be confident in knowing they are leaving their child in a safe, friendly, stimulating environment.
- ✓ To create a happy, secure atmosphere where children are encouraged to develop socially, emotionally, intellectually, physically and culturally.
- ✓ It is without question that continuous review and development of the curriculum is implemented into our everyday routine, to ensure that the individual needs of each child in our care are met, taking into account age and ability.

- ✓ At Little Footprints the individual needs of the practitioners are just as vital and training needs are regularly met to achieve outstanding results highlighted in the children's achievements.

Little Footprints Day Nursery is situated in the grounds of Thundersley Primary School. The purpose built log cabin effect rooms are light and spacious. Each room is self contained and has its own secure outside access area.

We are grateful for the amazing relationship we have with Thundersley Primary School and fortunate to always be invited to what is going on in and around the school.

"Little Footprints is just a stepping stone away from amazing achievement."

Achievements

Thanks to the hard work, motivation, enthusiasm and willingness of our Practitioners, OFSTED have awarded Little Footprints Day Nursery with an **OUTSTANDING** standard of care:

The overall effectiveness of the early years provision

"Overall the quality of the provision is outstanding. Children are exceptionally confident and make excellent progress because they are fully included in an outstanding range of experiences and activities. Staff are very skilled at increasing children's understanding of making healthy choices and staying safe. There are outstanding links with parents and carers, the host school and outside agencies, and information is shared very effectively to support children's individual needs. Babies, toddlers and children are exceptionally well-cared for in a bright and stimulating environment. The manager and staff have an outstanding knowledge of the strengths and areas for improvement in all aspects of the provision such as increasing resources in technology, and demonstrate an excellent capacity for future improvement."

(www.Ofsted.gov.uk/littlefootprints)

Please Note:

All practitioners are Qualified with a level 3 or above, hold an Enhanced CRB Form as well as being trained in First Aid & Food Hygiene.

Each practitioner has a Coordinator role that you will find located in the hallway of the nursery, an extra responsibility staff undertake for areas within the nursery.



**** Achieved a Business Award by Southend Borough Council for Excellent Customer Service in 2012 ****

Teeny Weeny Toes Room (3 months to 1 year)

Our Teeny Weeny Toes room caters for our smallest friends from three months to one year of age.

The room has a homely feel with a variety of toys to stimulate and entertain your child whatever their ability.

We understand how hard it can be to leave your baby and we try all we can to make this transition as easy as possible, inviting you to make as many visits to the room as you feel necessary, helping us to get to know you and your child's routine as well as possible.

The staff in the Teeny Weeny Toes room will follow your baby's home routine as closely as possible while with us.

We ask that all meals are supplied up to the age of one. Nappies and formula will also need to be sourced from home.



Teeny Toes Room

(1 year to 2 years)

This room is the latest addition to the Nursery (opened September 2014) and caters exclusively for children from one to two years of age.

This is a very busy and exploratory age, which is why it is so important to feed into their desire to explore their surroundings and listen to their interests.

The children have a variety of toys and activities to join in with and, like the children in all the other rooms, also have the opportunity to venture into our private garden area and visit the sensory garden, school playground or lovely fields surrounding the nursery—always accompanied by staff and therefore strictly supervised of course!

There are up to five staff members present at all times throughout the day ensuring the children have all they need to develop those very important milestones.

Each staff member has a Key Person role, allowing a small group of children to be monitored developmentally throughout their stay. This same person will liaise with you on a daily basis as well as write any necessary reports.



Tiny Toes Room (2 years to 3 years)

Our Tiny Toes room caters for children between the ages of two years to three years.

It includes a variety of activities changing daily from body painting, shaving-foam play, singing, dancing, cooking and jigsaws.

The room is set out with different areas for creative development, literacy and circle time for your child to experience and learn through a variety of ways.

Each child has their own key person, a member of staff that they see regularly who can monitor and help with their development, getting to know your child and their personality.

We encourage close relationships between families and the nursery and each child has a home school diary that they can take home after each session. This keeps a record of information on what your child has to eat, what they have played with and any information you may need.



Big Toes Room (3 years to 5 years)

Our Big Toes room caters for children from the age of three preparing them for BIG school.

There are a variety of activities available to aid your child's development, from sensory play to mathematical games and cooking to a variety of craft.

The room is set out for free play, allowing the children to choose from a variety of different activities. Children's choice plays a major part of the routine in the room with ideas discussed with the children and staff. The children have even composed their own set of rules for the room.

Each child has their own key person who helps your child along with their development, with one-to-one work, small groups and the whole class working towards a target. We have parents evenings where you are invited to come along to discuss your child's development and what they have been up to with their key person. We believe that as parents you are your child's main educator and therefore we feel it is important to work together to ensure the best for your child.

We use our fantastic outdoor areas as often as possible: running down the fields, climbing on the tyres or sliding down the slide in our garden.

We pride ourselves on our friendly atmosphere in the Big Toes room with both children and staff often heard laughing and playing together.

Our daily routine includes carpet time, where the children are encouraged to sit nicely whilst listening to a story and then participate in a group discussion.



EYFS

“Every child deserves the best possible start in life and support to fulfil the potential. A child’s experience in the early years has a major impact on their future life chances.” EYFS 2014

The Early Years Foundation Stage (EYFS) is a comprehensive framework which sets the standards for learning, development and care of children from birth to five.

Play underpins the delivery of all the EYFS and all development and learning for young children. The aim of the EYFS is to help young children achieve the five ‘every child matters outcomes’:

- ✓ Staying safe
- ✓ Being healthy
- ✓ Enjoying and achieving
- ✓ Making positive contribution
- ✓ Achieving economic well being

Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development:

- ✓ Personal, social and emotional
- ✓ Literacy
- ✓ Communication and Language
- ✓ Mathematics
- ✓ Understanding of the world
- ✓ Physical Development
- ✓ Expressive Arts and Design



How EYFS works

The four themes of the EYFS underpin all of the guidance:

A Unique Child + **Positive Relationships** + **Enabling Environments** = **Learning and Development**

Principles:

- ✓ Every child is a **unique child** who is constantly learning and can be resilient, capable confident and self-assured.
- ✓ Children learn to be strong and independent through **positive relationships**.
- ✓ Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- ✓ Children develop and learn in different ways. The framework covers the education and care of **all** children in early years provision including children with special educational needs and disabilities. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of **learning and development**.

"Children develop quickly in their early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have the right, to safe secure provision, which enables them to develop their personalities, talents and abilities irrespective of their ethnicity, culture or religion. Home language, family background, learning difficulties or gender."

Development matters

Development matters can help practitioners to support children's learning and development, by closely matching what they provide to a child's current needs.

Formative assessment is at the heart of effective early years practice.

Practitioners can:

OBSERVE children as they act and interact in their play, everyday activities and planned activities and learn from parents about what the child does at home.

ASSESS: Analysing what children can do to help identify where the child may be in their own developmental pathway.

PLAN: Consider ways to support the child to strengthen and deepen their current learning and development statements to identify possible areas in which to challenge and extend child's learning and development.

'Development matters' is used as a guide to making judgements on whether a child is showing typical development for their age.

Characteristics of EFFECTIVE LEARNING are:

- ✓ Playing and exploring
- ✓ Active learning
- ✓ Creating and critical thinking, and move through all areas of learning

Activities and procedures

Our main emphasis of learning will be through play but children will be taught to enjoy arts and crafts, early maths, science, language and physical development.

All children are offered equal opportunities in an atmosphere that reflects a balanced and coherent, progressive model of planned learning.

Personal, Social and Emotional

Children are provided with experiences and support which help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn.

As a nursery we ensure support for children's emotional well-being to help them to know themselves and what they can do.

By the end of the EYFS children will:

- ✓ Continue to be interested, excited and motivated to learn.
- ✓ Be confident to try new activities.
- ✓ Maintain attention, concentrate, and sit quietly when appropriate.

- ✓ Respond to significant experiences, showing a range of feelings when appropriate.
- ✓ Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others.
- ✓ Have a developing respect for their own cultures and beliefs and those of other people.
- ✓ Understand what is right, what is wrong and why.
- ✓ Consider the consequences of their words and actions for themselves and others.

Communication and Language & Literacy

Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported and extended.

At Little Footprints we provide opportunity and encouragement to all children to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so.



By the end of the EYFS end of 5th year children will:

- ✓ Interact with others, negotiating plans and activities and taking turns in conversation.
- ✓ Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning.
- ✓ Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.
- ✓ Extend their vocabulary, exploring the meanings and sounds of new words.
- ✓ Speak clearly and audibly with confidence and control and show awareness of the listener.
- ✓ Use language to imagine and recreate roles and experiences.
- ✓ Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- ✓ Hear and say sounds in words in the order in which they occur.
- ✓ Link sounds to letters, naming and sounding the letters of the alphabet.
- ✓ Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.



- ✓ Explore and experiment with sounds, words and text.
- ✓ Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

Mathematics

Children are supported in developing their understanding of Problem Solving, Reasoning and Numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding.

Children will be provided with opportunity to practise and extend their skills in these areas and to gain confidence and competence in their use.

By the end of the EYFS end of 5th year children will:

- ✓ Say and use number names in order in familiar contexts.
- ✓ Count reliably up to ten everyday objects.
- ✓ Recognise numerals 1 to 9.
- ✓ Use developing mathematical ideas and methods to solve practical problems.
- ✓ In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.
- ✓ Use language such as 'more' or 'less' to compare two numbers.
- ✓ Find one more or one less than a number from one to ten.
- ✓ Begin to relate addition to combining two groups of objects and subtraction to 'taking away'.

- ✓ Use language such as 'greater', 'smaller', 'heavier', or 'lighter' to compare quantities.
- ✓ Talk about, recognise and recreate simple patterns.

Knowledge of the world

Children will be supported in developing the knowledge, skills and understanding that help them to make sense of the world.

Their learning will be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments' and work with a range of materials.

By the end of the EYFS end of 5th year children will:

- ✓ Investigate objects and materials by using all of their senses as appropriate.
- ✓ Look closely at similarities, differences, patterns and change.



- ✓ Find out about, and identify, some features of living things, objects and events they observe.
- ✓ Ask questions about why things happen and things work.
- ✓ Build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary.
- ✓ Select the tools and technique they need to shape, assemble and join materials they are using.
- ✓ Find out and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.
- ✓ Find out about past and present events in their own lives, and in those of their families and other people they know.

Physical development

The physical development of babies and young children are encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement.



Children are supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They are supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.

By the end of the EYFS children will:

- ✓ Move with confidence, imagination and in safety.
- ✓ Move with control and coordination.
- ✓ Travel around, under, over and through balancing and climbing equipment.
- ✓ Show awareness of space, of themselves and of others.
- ✓ Recognise the importance of keeping healthy, and those things which contribute to this.
- ✓ Recognise the changes that happen to their bodies when they are active.
- ✓ Use a range of small and large equipment.
- ✓ Handle tools, objects, construction and malleable materials safely and with increasing control.



Expressive arts and Design

Children's creativity is extended by the provision of support for their curiosity, exploration and play.

They are provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology.

By the end of the EYFS end of 5th year children will:

- ✓ Respond in a variety of ways to what they see, hear, smell, touch and feel.
- ✓ Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movements, designing and making, and a variety of songs and musical instruments.
- ✓ Explore colour, texture, shapes, form and space in two or three dimensions.
- ✓ Use their imagination in art and design, music, dance, imaginative and role play and stories.



General Information

We provide outstanding quality of care at Little Footprints Day Nursery and this is filtered out into every area. The management and loyal trustworthy practitioners are continuously developing themselves academically to uphold our knowledgeable reputation and friendly atmosphere.

It is vital that our policies and procedures reflect the up to date curriculum and what is believed to be GOOD PRACTICE.

Behaviour

We encourage high standards of behaviour from all our children and practitioners. We believe that it is important to acknowledge unwanted behaviour and deal with it by talking to the child concerned, to say sorry and use gestures. After the incident has occurred we suggest that the child is redirected to something of interest, so this behaviour is not repeated.

Accidents

All accidents are recorded on an accident sheet informing parents of what has happened, how it was dealt with and who dealt with it. In some cases management may find it necessary to contact parent/guardian to either inform them or request that the child be picked up.

Medication

All medications and prescriptions medications have to have the child's name and relevant date on and will only be administered when a parent has signed the appropriate paperwork. If the child is on anti-biotic, depending on the nature of the infection/virus the child may have to have 24/48

hours away from nursery. For any on-going medication the necessary forms will be filled in and all practitioners notified. In the event of a serious accident or illness requiring immediate medical attention, the nursery will be responsible for administering treatment immediately. Parents will be notified promptly and where necessary the child's doctor will be consulted.

In terms of other contagious diseases/ infections, these will have separate incubation period; a form stating these is displayed in each room.

Calpol is kept on site however will only be given with consent from parents/ guardian.

Inclusive

At Little Footprints we pride ourselves on providing all children, regardless of race, ability or gender with outstanding inclusive facilities. It is important for us to ensure everyone that walks through our door feels welcomed and included in any events that may take place. Practitioners are trained in speech and language, different areas of behaviour management and have various experiences in particular difficulties.

The SENCO Coordinator at Little Footprints is Victoria Stone, who is

trained in areas of special Education needs and has contacts with outside agencies when it is required.

Dress Code

All children should be suitably dressed for all areas of play and development. Sun hats and creams should be provided and labelled in hot weather, and scarves, gloves, coats and wellies brought to nursery in different weathers.

Toilet Training

Toilet training- please advise us when you begin toilet training as we shall endeavour to keep to a routine to assist a smooth transition.

Sleeping

Keeping a baby in regular sleep patterns is imperative to health and well-being. Babies thrive on rest and relaxation and is their fuel for excelling. We work in partnership with you to keep a routine that is best suited for you and your child.

Mealtimes

All hot meals are provided by Thundersley Primary School within term time. This is on a 3 week rota with vegetarian and other dietary options available. The menu is available on the notice board in the reception area and practitioners will be on hand to discuss any queries. Within holidays Little Footprints provide the hot lunches. Children are free to bring their own if they wish.

Students

Students are very important to Little Footprints. On a regular basis we provide trainees with a place, this is to develop their knowledge and understanding of the under 5's and to give them an insight to nursery life. All students and volunteers are supervised, wear a t-shirt for identification and are NEVER left alone.

Administering of First Aid

All staff hold a Paediatric First Aid Certificate, and have received instruction specifically covering the administering of first aid to infants and children. On-going training is in place. All accidents are entered on an Accident Report form and will be signed by both a member of staff and counter-signed by the person collecting the child.

Complaints

In the unlikely event you are not satisfied with the service Little Footprints provides, a copy of the complaints procedure is available on request, and every endeavour will be made to rectify this situation.

Child Protection

As a registered child care facility it is our duty to advise the necessary authorities should we suspect any child is in need of protection. All staff members are trained in Safeguarding and our policy is available on request.

Fees

Fee Structure for Little Footprints Day Nursery, commencing September 2023:

Morning sessions	8.30am – 12.00pm	£28.50
Afternoon sessions	1.30pm – 4.00pm	£20.10
School Day (All meals included)	9.00am – 3.00pm	£49.65
<small>(nb Any additional hours to the above sessions are charged at £9.03 per hour, but when a total of eight hours per day are exceeded the full day rate of £65.65 comes into effect.)</small>		
Full Day (All meals included)	7.00am – 7.00pm	£65.65
Full Week (All meals included)	Monday – Friday	£288.95

In order to maintain continuity in terms of care and development, all children are required to attend a minimum of two sessions, or one full day, per week.

Parents of those children not staying all day but would like them to receive a meal can book in advance at a cost of **£3.00**

Fees are payable four weeks in advance and can be made by cheque, cash or standing order. Cheques should be made payable to 'Little Footprints Ltd'. Payment thereafter will be required within the week your invoice is received. Late payment will be subject to an additional charge of **£20.00**.

Little Footprints Day Nursery accepts Government Funding for eligible children.

Any absence through sickness or holidays will be payable in full.

We require four weeks notice of intent to remove any child from the nursery.



Little Footprints Day Nursery
Thundersley Primary School
Dark Lane, Thundersley
Essex SS7 3PT

littlefootprintsnursery.org.uk

email: info@littlefootprintsnursery.org.uk

tel: 01268 795577