

Prospectus



Centre Place Nursery
Centre Place Family Centre
Prospect Close
Southend-on-Sea
Essex, SS1 2JD

Nursery Tel: 01702 619893
www.estuary.co.uk/nursery



Our Staff

Deanna Gardner - Nursery Manager

Claire Macdonald - Nursery Deputy Manager (SENCo)

Amanda Wyatt –Nursery Deputy Manager (SENCo)

Nikki Bell - Nursery Practitioner

Sarah West - Nursery Practitioner

Maria Sawkins- Room Senior (Jelly Tots)

Sam Nicholls- Nursery Practitioner

Lauren Hull - Nursery Practitioner

Jamie Parker - Nursery Practitioner

Amy Nettleship - Room Senior (Jelly Beans)

Danielle Perry - Nursery Practitioner

Stacey Hughes - Nursery Practitioner

Claire Land - Nursery Practitioner

Natalie French - Nursery Practitioner

Rhyanne Barnes - Nursery Practitioner (Bank Staff)

Gemma Walpole - Nursery Practitioner (Bank Staff)

Melanie Bedford - Nursery Practitioner (Bank Staff)

Shakera Bedford - Nursery Practitioner (Bank Staff)



Welcome to Centre Place Nursery

In our friendly environment, Centre Place Nursery encompasses the good quality care and support services, by providing excellent quality services for families in a multi-agency setting such as a health visitor or physiotherapist.

We aim to provide quality care and education in a safe and secure environment, where children from 0 to 5 years can experience child centred learning at competitive prices. We respect and offer support for all families, regardless of social or cultural background.

All staff work in partnership with parents to make sure that the needs of their children are met as individuals.

We know that every child is unique.

Opening Hours

8.05am to 6.00pm from Monday to Friday

Closed Bank holidays, a week at Christmas and for 5 staff training days.

Our Rooms

The children are split into three different groups:

- | | | |
|---|--------------|--|
|  | Jelly Babies | 8 weeks - 2 years approx
(Babies are welcome once they have had their second set of injections) |
|  | Jelly Tots | 2 years - 3 years approx |
|  | Jelly Beans | 3 years - 5 years |



Nursery Mission Statement

“Here at **Centre Place Nursery**, our aim is to provide **children and families** with **warm, stimulating and nurturing care**. We believe that all children should have **access to experiences** which will help them to develop into **well balanced, confident and resilient young people**, to ensure their **star quality shines through**”



Partnership With Parents

As members of the Pre-School Learning Alliance, which is a childcare organisation, parents are regarded as members of the setting, who have full access to the following rights.

A right to be:

-  Valued and respected
-  Kept informed
-  Consulted
-  Involved
-  Included at all levels

Our Environment

Centre Place Nursery we ensure that each child:

-  Is in a safe and stimulating environment
-  Is given excellent care and attention through qualified staff
-  Has the chance to join in with other children and adults to play, work and learn together
-  Is helped and encouraged to take forward their learning and development by building on their own knowledge and understanding
-  Has a personal key person who makes sure each child makes excellent progress
-  Is in a setting which encourages parents to help shape the service it offers



Early Years Foundation Stage (EYFS)

What is the Early Years Foundation Stage?

At Centre Place Nursery, all staff follow the [Early Years Foundation Stage \(EYFS\)](#), which is how the Government and early years professionals describe the time in your child's life between birth and age 5.

This is a very important stage, as it helps your child get ready for school as well as preparing them for their future learning and successes.

From when your child is born up until the age of 5, their early years experience should be happy, active, exciting, fun and secure. It should also support their development, care and learning needs.

If you would like to find out more about the EYFS please visit:

www.foundationyears.org.uk

How Will My Child Be Learning?

While at nursery, observations will be made which will support your child's healthy development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through [seven areas of learning and development](#).

These are:

-  Communication and language
-  Physical development
-  Personal, social and emotional development
-  Literacy
-  Mathematics
-  Understanding the world
-  Expressive arts and design



Key Person

While at the setting, your child will be allocated a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs and to build a relationship with your child and you.

Learning Journal

At Centre Place Nursery, observations on your child will be recorded in a learning Journal. The Nursery uses Tapestry, which is an electronic learning journal that parents have access to through an app. Parents will be given a password for this. Staff and parents can make contributions towards their child's learning journals and this a fantastic way to work in partnership between staff and yourselves.

WOW Moments

Your child's learning journal will help us to celebrate together their achievements through WOW Moments.

WOW Moments are milestones in your child's life such as walking. Your child's learning journal is always available if you would like to look at it. At regular intervals the key person will discuss your child's development with you, how well they are progressing at nursery and how to move them forward to the next stage.



2 ½ Year Integrated Review Report

When a child is aged between two and three, your child's key person will give you an opportunity to have an integrated 2 and a half year review with your health visitor.

This is a great opportunity for the key person to have a conversation with you about your child's progress at nursery and for the health visitor to complete their assessments with your child.

This report will identify your child's strengths and any areas where your child's progress is less than expected. This report will be shared with you and ideas for you to follow at home will be given.

Transitional Learning Journal

The key person of each of the children that are leaving the nursery and progressing onto school will write a [Transitional Learning Journal](#). This will be a summary of the progress that the children have made whilst attending the nursery.



Snacks and Meals

The nursery makes snacks and meals a social time at which the children and adults eat together. We plan the menus for snacks so the children are provided with healthy and nutritious food. We take into account any dietary needs.

If your child is staying for lunch you need to supply a healthy cold packed lunch, which contains **no sweets, chocolate or nuts**.

Please provide this in an insulated packed lunch box with a freezer block in, as we do not have the facilities to refrigerate any perishable food. This is particularly important during the hotter months of the year. Unfortunately we do not have the facilities to heat up any food for lunchtime.

Clothing and Jewellery

The nursery will provide protective clothing for the children when they play with messy activities, although accidents might happen. Please do not wear their best clothes to nursery as these might become stained. Please provide us with a clean change of clothes, which is all labelled, just in case they do get messy or have an accident.

We encourage children to be independent and look after themselves. These include taking themselves to the toilet, putting on and taking off out door clothes. Please send them in clothing that is easy for them to manage to enable them to be independent.

No jewellery to be worn at nursery please, unless for religious reasons.



Children with Additional Needs

As part of the nursery's policy to make sure that its provision meets the needs of each individual child, we take account of any additional or special needs a child may have.

The nursery works to the requirements of the 2011 Education Act and the Special Educational Needs Code of Practice (2014). We work in partnership with you the parent, and any other professional outside agencies.

Our Special Educational Needs Coordinators are Amanda Wyatt and Claire Macdonald who are contactable through the nursery telephone number.

Our Timetables and Routines

The nursery believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the session and day are provided in ways that they:

-  Help each child to feel that she/he is a valued member of the nursery
-  Ensure the safety of each child
-  Help children gain from the social experience of being part of a group
-  Provide children with opportunities to learn and help them to value learning



Our Sessions

The nursery organises the day so that children can take part in a variety of child initiated and adult supported activities. These take into account the children's changing energy levels through out the day.



The nursery caters for children's individual needs for rest and quiet activities during the day



We organise our sessions so that the children can choose from a range of activities, in doing so they build up their ability to select and work through a task



The children are also helped and encouraged to take part in adult led activities and large group activities which introduce them to new experiences and help them gain new skills, as well as helping them to work with others



Free flow into our garden is encouraged



During our session, all children are involved in the improvements of the nursery, such as choosing climbing frames, colour of carpet etc. Every child is able to make their own choices with regards to meals, toys etc.



Jelly Babies - 8 Weeks - 2 Years

Within the nursery, all staff are very approachable and support your child within a hygienic, safe, caring and happy environment in the following ways:

-  Settling babies into the routine of the room
-  Helping them to feel safe and secure, including snuggling, cuddling, eye contact and talking gently to them
-  Encouraging communication including gurgling, babbling and squealing.
-  Adults listen and respond to communication appropriately, encouraging “conversation”
-  Provide activities to encourage young children to explore and use all their senses
-  Give opportunities for child initiated and adult supported activities
-  By providing consistent and repetitive actions babies will start to imitate adults, encouraging imaginative play
-  Encouraging physical development, both fine and gross motor skills, remembering that young children have little sense of danger
-  Encouraging both indoor and outdoor play
-  That for young children, rest and sleep is as important as food and fluids
-  To encourage good social skills at food and drink times, by asking them to sit down at the table when eating and drinking



Daily Routine - Jelly Babies

All routines are guidelines only and are adapted accordingly

Children who arrive between 8.05am to 8.30am are allowed to bring breakfast in with them. All children are supervised and assisted during breakfast.

Morning Session

- 9.00am Learning through play activities
- 10.30am Registration/circle time/snack time
- 10.45am Art/messy play
- 11.00am Outside play/walk/sleep time
- 11.30am Nappy change (unless they need changing before)
- 11.45am Song/story/music time
- 12.00am Home time/lunch time

Afternoon Session

- 1.00pm Learning through play activities
- 2.00pm Art/messy play
- 2.15pm Outside play/walk
- 2.30pm Registration/circle time/snack time
- 3.00pm Nappy change (unless they need changing before)
- 3.15pm Song/story/music time
- 3.30pm Home time/free play

Late Stay

- 4.30pm Snack time
- 4.45pm Nappy change/rest time
- 6.00pm Home time



Jelly Tots - 2 Years - 3 Years

Within the nursery, all staff are very approachable and support your child in the following ways:

-  Settling toddlers into the routine of the room
-  Helping them to feel safe and secure, including snuggling, cuddling, eye contact and talking gently to them
-  Encouraging communication
-  Adults listen and respond to communication appropriately, encouraging conversation
-  Provide activities to encourage young children to explore and use all their senses
-  Give opportunities for child initiated and adult supported activities
-  Encouraging physical development, both fine and gross motor skills, remembering that young children have little sense of danger
-  Encouraging both indoor and outdoor play
-  To encourage good social skills at food and drink times, by asking them to sit down at the table when eating and drinking within a hygienic, safe, caring and happy environment



Daily Routine - Jelly Tots

All routines are guidelines only and are adapted accordingly

Children who arrive between 8.05am and 8.30am are allowed to bring breakfast in with them. All children are supervised and assisted during breakfast.

Early Starter

8.05am Free play (in Jelly Baby room)

Morning Session

9.00am Children come in and Free Flow between Room and Garden whilst register marked

10.00am Nappies checked and changed (unless they need changing before)

10.30am Rolling snack (children continue to play but are called to the table for snack)

Free play and free flow continues throughout the morning

11.45am Tidy up time and story/circle time on the carpet

12.00pm Home time/lunch time for the children staying over lunch/nap time for those who nap, free play for children who do not

Afternoon Session

1.00pm Children come in and Free Flow between Room and Garden whilst register marked

2.00pm Nappies checked and changed (unless they need changing before)

2.30pm Rolling snack (children continue to play but are called to the table for snack)

Free play and free flow continues throughout the afternoon

3.45pm Tidy up time and story/circle time on carpet

Late Stay

4.00pm Free play

4.30pm Late snack

Free play until home time



Jelly Beans - 3 Years - 5 Years

In the Jelly Beans room, we pay particular attention to:

- ☺ Settling the children into the routine of the room
- ☺ Making the children feel safe and secure
- ☺ Provide activities that support the EYFS, and adjust these to suit the needs of individual children
- ☺ Give opportunities for child initiated and adult supported activities
- ☺ Encourage both free-flow indoor and outdoor play
- ☺ Provide and promote multicultural activities and participate in cultural and religious festivals/events
- ☺ For adults to take time to actively listen and respond appropriately to each and every child
- ☺ To encourage early maths concepts, such as shapes, counting and sorting, etc
- ☺ To encourage early reading skills by sitting with the children reading on a one to one basis and in larger groups
- ☺ To encourage early writing skills by always having mark making equipment available

All within a safe, caring, happy and stimulating environment.



Daily Routine - Jelly Beans

All routines are guidelines only and are adapted accordingly

Children who arrive between 8.05am and 8.30am are allowed to bring breakfast in with them. All children are supervised and assisted during breakfast.

Early Starter

8.05am Free play (in Jelly Baby room)

Morning Session

9.00am Free play and Garden time whilst register is being taken

9.45am Free flow Adult Led activities are set up (children can participate on own choosing)

10.30am Free flow snack bar

11.45am Circle time/story

12pm Lunch time (for children in all day)

Afternoon Session

1.00pm Free play and Garden time whilst register is being taken

1.45pm Free flow Adult Led activities are set up (children can participate on own choosing)

2.30pm Free flow snack

3.00pm Garden time/free play

3.40pm Tidy up time/story time

4.00pm Home time

Late Stay

4.00pm Free play

4.30pm Hand wash and snack time

4.45pm Free play

6.00pm Home time



Outside Area

At Centre Place Nursery, we know that outdoor play helps to keep children happy and healthy.

Being outdoors gives children valuable play and learning opportunities including contact with the weather, the seasons, the natural world and their local environment.

Outside offers children the space to be active and to explore. It gives them opportunities to use their senses to do things in different ways or on a larger scale than they can do inside.

In our Nursery, we include a variety of stimulating outdoor activities to help promote all aspects of children's learning and development.

We, whenever possible, will take activities outside so they are encouraged to learn in fresh air. During the summer months, when it is very hot outside, we provide hats for the children, and they are not allowed outside without one.

Our canopy over the garden allows the children to play outside regardless of the weather, we also have a selection of wet weather clothes for the children. We would suggest you supply your child with wellington boots, sun hats and wet weather clothes- all named clearly- as there is no such thing as bad weather-just bad clothing!



Session Times

Full day care:

Morning: 8.05am - 1.00pm

Afternoon: 1.00pm - 6.00pm

Funded sessions

Morning: 9.00am - 12.00pm

Afternoon: 1.00pm - 4.00pm

Fees and Placement Policy*

-  Once you have been allocated a place at the nursery, you need to decide days and times in conjunction with the Manager or deputy, and that these places are available.
-  Fees for the whole week, are due on the 1st session of each week. All fees to be paid in advance. A minimum of two weeks notice is required for any change in hours.
-  **Holidays** - Fees are charged at half the weekly rate for up to four weeks per financial year. This runs from 1st April to 31st March the following year.
-  **Government Funding** - The term after your child's 3rd Birthday, they become eligible for universal Government funding. This is 15 hours a week, over 38 weeks per school year. The Nursery will work with you to cater for your individual needs, depending on spaces available.
-  2 Year old funding-The term after your child's 2nd birthday you may be entitled to some 2 year old funding. Please check to see if you are eligible.
-  Please collect your child promptly. It can cause distress if you are late. A charge of £5.00 can be made for every 10 minutes you are late.

Fees are constantly being reviewed to make sure that we are providing:

“**Quality care and education** in safe and secure environment where children from 0-5 can experience child centred learning, at a **competitive price.**”

* See Nursery Income Collection Procedure



Nursery Survey 2017

In January 2017, a short quality service questionnaire was given to parents of children in the nursery. From 41 questionnaires, 39 were returned.

The results collected showed:



Question 1: Are you satisfied with the nursery provision?

Result: 97% of the parents are satisfied with the nursery provision.



Question 2: Would you recommend the nursery to a friend or family member?

Result: 100% of parents would recommend the nursery.



Question 3: Are you satisfied with the level of communication received about the nursery?

Result: 89% were satisfied with the level of communication.



Question 4: Are you satisfied about the level of communication received about your child's personal development?

Result: 84% were satisfied with communication received regarding personal development.

Comments made by the parents:

“Very happy, always kept up to date with accidents, events, etc.”

“Always kept up to date with my child's progress”

“Very happy”

“I am very happy with the nursery and the staff”



Ofsted Inspections (Office for Standards in Education)

The purpose of Ofsted inspections are to assure the government and parents, that the quality of care is in accordance with the Statutory Framework for the Early Years Foundation Stage and the nursery education for funded three and four year old children is of an acceptable quality. Our last inspection was on Thursday 30th October 2014.

Quotes from the report can be found below. The full report can be requested from us or found on the Ofsted website: www.ofsted.gov.uk/reports

This provision is good

-  Children's communication and language skills are supported well, particularly those with identified speech and language delays and those who speak English as an additional language. This is because the quality of teaching is good.
-  Children's learning is supported well when they play outdoors as all areas of learning are promoted as well outside as they are inside.
-  Children are safeguarded effectively. Staff have a strong knowledge of the procedures and work closely with other agencies to fully promote children's welfare.
-  The staff have very positive partnerships with parents and other professionals to support children in their daily lives.
-  Children's transitions to school are managed well because staff closely liaise with teachers, to ensure children's ongoing needs are fully met.



Home Learning

Here are some general ideas for you to follow at home with your child to help him/her along with his/her learning.

- 😊 When practising pencil grip for colouring/writing make sure your child holds the pencil at the bottom and encourage a good grip
- 😊 When practising writing your child's name always use lowercase letters with a capital letter at the beginning. Always start at the top of the letter.
- 😊 When writing your child's name on a piece of work, always write it on the top left side of the paper, this encourages them to look here first: this is the early stages of reading
- 😊 Sit and look at books with your child regularly
- 😊 Talk about what your child has done at nursery that day, what did he/she have for snack? What is the colour of the week? What did they play with? Don't be surprised if they say they played with nothing.
- 😊 Talk about numbers around them, how old are they, the number that they live at, the number on the busses, the numbers on the car registration plates, the numbers when shopping i.e. prices, etc
- 😊 Whilst playing sort items into groups or sets, sort out all the pigs and all the cows, sort out all the red cars and the blue cars, etc
- 😊 Talk about what day of the week is it, what day it was yesterday and what day it will be tomorrow. Can they remember what they did yesterday? Last week?

Finally, don't expect too much from your child, sometimes too many questions can be frightening for some children. Give plenty of praise and encouragement and above all **have fun** whilst playing with your child - it won't be long before they are all grown up and won't want to play any more.



Policies

The nursery works to various policies which help us to make sure that the service provided by us is a high quality one and that being a member of the nursery is an enjoyable and beneficial experience for each and every child and their parents/ carers.

The staff and management work together to adopt the policies and they all are reviewed regularly. This review helps us to make sure that the policies are enabling the nursery to provide a quality service for its members and the community.

Here is a list of some policies that we work to. Some can be found in the parent pack. For more information please ask.

-  Admissions Policy
-  Safeguarding Policy
-  Equality and Diversity Policy
-  Positive Behaviour Management Policy & Procedure
-  Excluding of Ill or Infectious Children Policy
-  Special Educational Needs Policy
-  Non Collection of Children Policy
-  Fees and Arrears Policy & Procedure
-  Lost Child Policy
-  Working in Partnership with Parents Policy
-  First Aid Policy
-  Arrival and Departure of Children Policy
-  Food and Drink Policy



Little Jimmy's Ode

When I'm painting at nursery or at home
Please, oh please Mum (or Dad) leave me alone,
In your adult eye it may look a mess,
But honestly Mum, I'm doing my best.
Don't ask, "What is it?" Don't say "Why that space?"
And let me put three or four eyes on a face.
One day when I'm older I'll conform just like you,
Right now I'm enjoying the colours and goo.
I paint cos I want to, it makes me feel good,
That green bit's my garden, that red bit's my blood.
That bit in the corner, the bit that's all runny,
Is you, and you're the most beautiful Mummy.
So thanks for the paper, the brushes the paint,
I might make a mess, you know I'm no saint,
So bring me a pinny or put down the plastic,
And I'll paint for you creations fantastic.
When I have finished let me help clear away,
Because every day **I am learning through play.**