



Happy Days Club and Nursery School

...excelling in childcare and education

NURSERY SCHOOL PROSPECTUS AND GUIDELINES

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We would like to welcome you to Happy Days Club and Nursery School, a privately run, quality, setting in the village of Holmes Chapel. The business is owned by Helen Hall. We are registered with Ofsted as a provider for two – five year old children and registered with Cheshire East Council to provide funding for two and three year olds. We are also registered with OFSTED for Out of School care and Holiday Club.

We are mature, experienced staff who would like to offer you commitment and consistency for both you and your child. We will endeavour to ensure your child develops and reaches his/her full potential on their Learning Journey, in a caring, happy and fun environment.

This prospectus will give you all the information you'll need for the time your child is with us. Our setting aims to:

- provide high quality care and education for children below statutory school age.
- provide adequate supervision to ensure children's needs are met
- work in partnership with parents to help children learn and develop.
- add to the life and well-being of the local community; and
- Offer children and their parents a service that promotes equality and values diversity

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 acknowledge that parents play a crucial role as their child's chief educator and we look forward to working together as a partnership; to support your child and ensure they reach their full potential. We feel it's important for all parents to be involved in their child's experiences at Happy Days and we will provide regular information about activities undertaken by them.

A half termly plan, and a weekly letter will also be sent home giving details of the activities on offer.

We aim to ensure that each child:

- is in a safe and stimulating environment.
- is given generous care and attention, because of our ratio of qualified staff to children.
- has the chance to join with other children and adults to live, play, work and learn together.
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do.
- has a personal Key Person who makes sure each child makes progress.
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers

Our principles

- All children are entitled to high quality learning and teaching. This will equip them with the skills, knowledge and understanding they need today, and prepare them well for tomorrow.
- Children learn at different rates and each child's development is unique.
- Children learn best when they are happy, secure and actively involved in their own learning. We discuss children's learning with them. We make children's enjoyment and choices our priority.
- Effective teaching and learning in the EYFS meets children's identified needs and interests and helps children to learn and develop in all seven areas of learning and development.
- Different aspects of early learning require different approaches. Much of early maths learning is sequential: learning new concepts must be on the solid foundations of earlier concepts. On the other hand, learning about the world is much less sequential. The order of learning matters less than building on children's interests and widening their horizons.
- We are open. We regularly discuss and review our work with each other, and with parents. Discussion and review helps us to ensure that children take part in learning with joy and enthusiasm. It helps us to ensure that their learning in nursery prepares them well for reception, so that they can confidently handle a transition and continue their learning journey.
- Parent involvement is crucial. We learn a great deal about each child from their parents. Parental support and a high-quality home learning environment make a huge difference to the children.
- All aspects of our curriculum require practitioners to be flexible and take account of children's interests. All aspects of our curriculum have a 'progress model'. When we build on children's interests, we are planning to broaden or deepen those interests.
- Curriculum development is practitioner development, what we do and how we do it, matter equally.
- Every child can progress well in their learning, with the right support. Every child can thrive.

Our approach to Learning, Development and Assessment

- Most learning is play-based and takes place indoors and outside.
- There is a balance between adult-initiated experiences (guided learning) and child-initiated experiences.
- Adults take children's interests and strengths as a starting point, seeing each child as a competent learner.
- Parent involvement is crucial. We learn a great deal about each child from their parents. Parental support and a high-quality home learning environment make a huge difference to children.

Our Curriculum

We designed our curriculum with the particular strengths and needs of the children of Happy Days in mind. We offer lots of learning outdoors in our Wild Area to build children's confidence and physical strength and coordination.

Our Curricular Goals are ambitious. They provide an overview of many of the different things we would like the children to know and be able to do before they go to school. The goals are adaptable to the particular children on roll. We offer scaffolding and extra support to help every child to access the curriculum and to ensure they make progress through it. However, we recognise that every child will not make the same progress through the curricular goals. Many children will enjoy baking whilst some children with complex needs, managing to tolerate flour and water, and mix it together to make playdough, will represent strong progress. All of those children are participating in the same curriculum.

Where children move on quickly, our emphasis is on deepening their learning rather than introducing new skills or concepts.

Our 10 Curricular Goals	
1.	Settle in and be a Confident Learner
2.	Independent and Emotionally Aware
3.	Write their Own Name
4.	Understanding numbers 1-10 and Mathematical Language
5.	Demonstrate Curiosity
6.	Good Manners and Listening Skills
7.	Physically Confident
8.	Engage in Stories
9.	Demonstrate Creativity
10.	Be Ready to Learn

How we provide for Development and Learning

Children start to learn about the world around them from the moment they are born. We believe that our job is to extend each child's learning by building upon the knowledge they already have. The care and education offered by our setting helps children to continue to do this by providing all children with a range of experiences that are appropriate for their age and stage of development. Activities will be tailored to the individual child's needs and will be planned and implemented by your child's Key Person.

The Areas of Development and Learning comprise	
Prime Areas	Specific Areas
Communication and Language	Literacy
Physical Development	Mathematics
Personal, Social and Emotional Development	Understanding the World
	Expressive Arts and Design

All of the areas of learning are connected together. The Characteristics of Effective Teaching and Learning weave through them all. That's because children in the early years are becoming more powerful learners and thinkers. These characteristics develop as they learn to do new things, acquire new skills, develop socially and emotionally, and become better communicators.

Planning and Assessment

In the first term the majority of our planning is focused on the three prime areas. These are communication, self-confidence and awareness and physical health. We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations to influence our planning. 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 are not driven by assessment and tracking. Assessment is formative, so that it quickly helps us to make a difference to children's learning. However, we also need to have an overview of children's progress, so that we can take further actions where needed and so we can monitor equalities.

One of the most powerful forms of assessment takes place in the here-and-now, not on-screen or in Learning Journeys. This is when we notice something important about a child's learning and respond to it to help them build their learning. That response can take different forms, we might:

- Stand back and be encouraging.
- Get involved to extend the learning, by joining in with the play, engaging in a conversation, or showing the child a specific skill to help them accomplish what they want to do.
- Reflect afterwards and bring in new resources or plan something special in response to what we noticed.

This type of assessment work is not written down. It often focuses on the key milestones on the way to our curricular goals. It shows how we can assess what children know and can do, and help them progress, through our minute-by-minute interactions.

Our curriculum learning is balanced with learning that stems from the children's interests. Plans are flexible and go with children's fascinations. We will maximise this learning by making sure we provide a high-quality learning environment. We can then sensitively get involved and extend their play. It is important we have a systematic approach to evaluating the quality of the environment and those interactions, so that we can build on what we do well and improve where we need to.

Practitioners will bring the observations and assessments they have made of their key children to a weekly planning meeting. Observations and assessment can be based on work the child is making towards a particular curricular goal or learning that has arisen from their interests.

Records of Achievement (Learning Journey)

The setting keeps a record of achievement for each child using an electronic system, 'Learning Journal's'. 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. Once the Journal is set up you will receive a link to access it.

Your child's Key Person will work with you to keep this record. To do this she/he will collect information about your child's needs, activities, interests and achievements such as certificates from home e.g. dancing, swimming etc. It will contain photographs of your child having fun at Happy Days, and observations/assessments and Wow! Moments on a regular basis. This information will enable the Key Person to identify your child's stage of progress, ensuring they are exposed to a broad curriculum.

Working together for your children

In our setting the ratio of adults to children is significantly higher than expected by the Welfare Requirements. 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 explore and be adventurous in safety.

The Team of Staff who work at our **Hermitage Drive** setting are:

Name	Job Title	Qualifications and Experience
Helen Hall	Director	Diploma in Montessori Method of Education Paediatric First Aid Safeguarding (Advanced) DSL Lead Safer Recruitment
Jenny Mitchell	Office Administrator	BA Hons in Education, Community Studies and English NVQ Level 3 in Childcare Paediatric First Aid Safeguarding (Basic Awareness)
Vicki Baskeyfield	Early Childcare Lead Key Person - Stars and Sunbeams Deputy DSL SENCO ASC Leader	BA Hons – Early Childhood Studies and Special Needs and Inclusion Studies NVQ 5 – Leadership & Management Paediatric First Aid Safeguarding (Advanced)
Michelle Easteal	ASC Leader	NVQ in Childcare Development Level 3 Safeguarding (Basic Awareness) Paediatric First Aid
Mila Chrysostomou	2 year old Room Leader ASC Leader	BTEC Level 2 in Health, Social Care and Children and Young People's Settings Safeguarding (Basic Awareness) Paediatric First Aid
Jess Brady	Key Person – Stars & Sunbeams ASC Leader	NVQ Level 3 in Childcare Safeguarding (Basic Awareness) Paediatric First Aid
Emma Hasney	Key Person – Stars and Sunbeams	NVQ Level 3 in Childcare Safeguarding (Basic Awareness)
Hannah Choudhry	Key Person – Stars and Sunbeams 1:1 SEND	NVQ Level 3 in Childcare Safeguarding (Basic Awareness) Paediatric First Aid
Charlotte Sargeant	Key Person – Stars and Sunbeams	NVQ Level 3 in Childcare Safeguarding (Basic Awareness) Paediatric First Aid
Suzanne Ogden	Key Person - Twinkles	BA Hons English Post Graduate Certificate in Education QTS

Meadow Robinson	Key Person - Twinkles	NVQ Level 2 in Childcare Safeguarding (Basic Awareness) Paediatric First Aid
Inna Klokun	Nursery Practitioner Twinkles	

The Team of Staff who work at our **Jubilee Walk** setting are:

Name	Job Title	Childcare Qualifications and Experience
Helen Hall	Director	Montessori Teaching Diploma (Birth to Five years) Paediatric First Aid Safeguarding (Advanced) Safer Recruitment
Vicki Baskeyfield	Early Years Childcare Lead Key Person - Stars and Sunbeams Deputy DSL SENCO ASC Leader	BA Hons – Early Childhood Studies and Special Needs and Inclusion Studies NVQ 5 – Leadership & Management Paediatric First Aid Safeguarding (Advanced)
Ruth Sergeant	Business Manager	
Emma Parsons	Office Administrator	
Janet Flavell	Key Person - (Twinkles) ASC Leader	BTEC National Diploma in Childhood Studies and Nursery Nursing Safeguarding (Basic Awareness) Paediatric First Aid
Sal Pattni	Key person Stars and Sunbeams	Primary Teacher- specialist Early Years
Olivia Alcock	Key Person	NVQ Level 2 Basic Awareness
Hannah Choudhry	Out of School Leader	NVQ Level 3 in Childcare Paediatric First Aid Safeguarding (Basic Awareness)
Kyia Illman	Key Person – Stars and Sunbeams	NVQ Level 3 in Childcare Safeguarding (Basic Awareness) Paediatric First Aid
Emma Bedford	2 year old Room Leader ASC Leader	NVQ Level 3 in Childcare Safeguarding (Basic Awareness) Paediatric First Aid
Jess Brady	Out of School Leader	NVQ Level 3 Safeguarding (Basic Awareness) Paediatric First Aid

Chelsea Brown	Nursery Practitioner – Stars and Sunbeams	Apprentice - NVQ Level 3
Helen Brownhill	Out of School Leader	NVQ Level 3
Hayley Smith	Out of School Leader	
Holly Dickson	Nursery Practitioner - Twinkles	Supporting Teaching and Learning Level 3

We are open for 38 weeks (term time) 13 weeks (Holiday Club)

We are open for 5 days

The times we are open are 8am – 6pm

We provide care and education for young children from 2 years.

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. Links between home and Happy Days are important and to further strengthen these links we actively support parents and carers to encourage their child to bring in relevant items or anything important to them, from home to share with their friends. This will again help us to build a comprehensive record of their achievements. There are many ways in which parents can help 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
- taking part in events and informal discussions about the activities and curriculum provided by the setting
- building friendships with other parents in the setting.

Key Person 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 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. They will maintain a record of your child's learning journey, using Learning Journal, which they will enjoy sharing with you. Learning Journals is an Electronic Learning Journey which uses a hand held tablet to collect not only photographs, but also video and audio clips of those 'Wow' moments that should be treasured! Each Key Person has access to a tablet, and the information is stored on a secure server which is encrypted and password protected, so it can only be accessed by the parents and Happy Days staff. It will contain photographs of your child having fun at Happy Days, various activities and will record any achievements.

We are very happy to discuss your child's progress with you at any time.

Learning opportunities for staff

As well as gaining qualifications in early years care and education, the setting's staff take part in further training to help them to keep up to date with thinking about early years care and education. The setting also keeps itself up to date with best practice in early years care and education, through access to the internet and a variety of other media.

The Nursery Morning / Full Day

Our Nursery morning begins at 9am when the classroom doors are opened and the children are welcomed. As you bring and collect your child from Happy Days, you are welcome to come inside our classrooms and we are pleased if, on these occasions, you spent a little time playing with your children and looking at our displays. Staff are available at this time to talk over any small matters, but if you need a longer chat please let them know and they'll arrange a convenient time to give you a call.

The setting organises the day so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the day. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

At the end of session (12 noon or 3pm) parents are asked to wait in the outside until the classroom doors are opened. Safety of your child is of paramount importance to us, and we will only allow your child to be collected by a parent or other authorised person with the child's personal password. ***It is essential that you inform us if anyone other than a parent/carer will be collecting your child on a regular basis.***

Letters and Sounds

To aid with transition to school we work together with the Reception teachers of all surrounding Primary Schools to deliver the Letters and Sounds Literacy programme set by the Department for Education for Early Years and Key Stage 1. This is a six phase programme.

Phase One falls largely within the Communication and Language (*Prime*), and Literacy (*Specific*) area of learning in the Early Years Foundation Stage. In particular, it will support linking sounds and letters in the order in which they occur in words, and naming and sounding the letters of the alphabet.

It also draws on and promotes other areas of learning described in the Early Years Foundation Stage (EYFS), particularly Personal, Social and Emotional Development and Creative Development, where, for example, music plays a key part in developing children's language.

The activities in Phase One are mainly adult-led with the intention of teaching young children important basic elements of the Letters and Sounds programme. However, it is equally important to sustain and draw upon worthwhile, freely chosen activities that we provide for children in our early years settings. The aim is to embed the Phase One adult-led activities in a language-rich provision that serves the best interests of the children by fully recognising their propensity for play and its importance in their development.

If you are unsure of the techniques we use for teaching, writing, reading and number work, please ask your child's Key Person, as differing techniques can cause frustration to children.

Nap Time

Although we do not have a 'nap time' during our afternoon, some children just need some time to recharge their little batteries! (usually children that are staying on an extended nursery day i.e. 8am-6pm) We have small stackable beds/ sleepmats available should a rest or nap be necessary.

Snacks and meals

The setting makes snacks and meals a social time at which children and adults eat together in small groups to enable them to interact with each other. This builds on personal, social and emotional development; it encourages language development and its fun chatting, sharing thoughts and getting to know each other.

If your child is staying for lunch you will need to provide a packed lunch, we ask that you only provide them with the amount you expect them to eat. Experience has shown us that too much choice can be confusing for them. If you require food to be refrigerated, please speak to a staff member.

We have a Healthy Eating Policy at Happy Days and would ask you to kindly consider a healthy option when packing their lunch box, additives in certain foods may have an adverse effect on children's behaviour.

Please note that due to the risk of allergies, nuts are not allowed at Happy Days. Could you please ensure that all lunch boxes are clearly named including any small boxes that may be inside. We advise that an ice pack is used.

Children sit with a small group at snack times, again interaction will be encouraged. A drink of milk or water and a healthy snack will be offered. Do tell us about your child's dietary needs and we will make sure that these are met at snack times.

The Nursery Extended Day

Our Nursery Extended Day is from 8am – 6pm and is available for children from age 2. On arrival between 8am-9am the nursery child takes part in our Before School Club, which is run by our Nursery Key Persons. Once the school children have been taken to school our Nursery Day begins.

At 3.15pm Out of School Club begins. The children are separated into year groups and are allocated a key member of staff.

The theme of our After School Club is Play! After a healthy snack the children can immerse themselves in craft activities or have fun playing with our age-appropriate toys.

Policies

Happy Days' Policies and Procedures can be seen on our website. They are also displayed and available for you to view at any time on our Parent's Information Board. The setting's policies help us to make sure that the service provided by Happy Days is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents. The staff work together to adopt the policies, and all take part in an annual review. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

Safeguarding and Welfare Requirements

Our setting has a statutory duty to inform ChECs (Cheshire East Consultation Service) to help safeguard children against suspected or actual 'significant harm' at home or elsewhere. Our setting has a policy and procedure to safeguard children; these are in line with the guidance of the Local Safeguarding Children's Board (LSCB).

Our Safer Recruitment practice ensures 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 Designated Safeguarding Lead, Helen Hall and Deputy Safeguarding Lead, Vicki Baskeyfield take responsibility for the safeguarding of children in our setting.

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. We have an ICT policy which clearly states the restrictions on the use of mobile phones,

cameras and the Internet on the premises. These policies are available for parents/carers to view in our Policies and Procedures file.

Children with Special Educational Needs and Disabilities

For children with SEND, precise assessment needs to focus on what the child can do, and what the barriers to their learning are. If a child has specific difficulties with their communication, for example, they may need to have aids like a vocabulary board, visual timetable, now and next board so they can make choices and share their ideas. All children are entitled to the whole of the Early Years Curriculum. Of course, they won't all manage to do and know everything that's mapped out, but some that appear vulnerable at first may thrive later in the year. All children are included in the wider curriculum and are not segregated from their peers.

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take 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 Inclusion and Special Educational Needs Co-ordinator is Vicki Baskeyfield.

Happy Days Club and Nursery School is committed to integrating children with special needs. The individual needs of all the children and families are important to us, and we will promote positive attitudes to diversity. We believe all children should have the opportunity to develop their full potential and we will work together to overcome any difficulties.

We will ensure that all families feel included, safe and valued and we believe that all children should be listened to and respected. Talented and gifted children will be appropriately challenged. We have regard to the Disability Discrimination Act and welcome any child with diverse needs.

Sickness

We are unable to care for children who are sick, in particular any child showing symptoms of an infectious disease. Please ask if you are unsure of incubation times of various infectious diseases. Children who have had sickness and diarrhoea must be kept at home for 48 hours as stated in our Policies and Procedures file.

Prescription/Non prescription medication will be given at the discretion of the staff. The parent or carer must give written consent and guidelines for any administration of medicines. It would be helpful if, when your child is being prescribed medicine that you ask for it to be prescribed in dose frequencies which enable it to be taken outside pre-school hours.

When an ongoing condition which is not infectious, such as asthma, can be relieved with medication, then inhalers can be administered following our medical procedure. The parent or carer must give written consent and training for administration of such medicine.

Staff hold current First Aid Certificates. We receive additional training for specific conditions (Diabetes, Epi-pen, Tracheotomy)

Outings

Before we take the children off the premises, we ensure that a risk assessment and missing child procedure has been completed.

Fees

Fees will be invoiced half termly. Full details are in our Invoice, Payment and Fees policy and procedure.

We accept the government funding for all eligible children, this used in term time only, and we also accept tax free childcare payments.

Clothing

We provide a Happy Days pump bag that should be filled with a full change of clothes in case of accidents and left on your child's peg. These may not just be toilet accidents but exuberant water play too!

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. Elastic waistbands on trousers are easier than zips and buttons, jeans with belts are difficult for children to fasten and unfasten, long dresses or coats can be dangerous as they may get caught in equipment when taking part in activities.

Please ensure that all indoor and outdoor clothing is clearly marked for easy identification.

Nappies / Potty Training

Happy Days does not provide nappies, so we therefore ask that you bring nappies for your child if they aren't yet potty trained.

As soon as you feel your child is ready for potty training, please inform their Key Person, who will be happy to support your decision. Whilst Happy Days is not responsible for 'Potty Training' children, we are very happy to work together with parents to achieve this goal. Although we have a potty at Happy Days, some children prefer their own and we are happy for you to bring this if you prefer! Most children are encouraged by our child size toilets and sinks!

Settling your child into Happy Days

Children vary in their reactions when facing new situations. Some leave their parents/guardians quite happily, without so much as a backward glance! Others are reluctant to let them leave him/her and hold on tightly to a hand, neck or leg! On the other hand, some children come in enthusiastically to their first few sessions, then gradually become more apprehensive.

Our very experienced staff are aware of the psychological effect that separation from a parent/guardian can have on a child and will closely monitor his/her progress. They will be able to offer advice on how to reduce separation anxiety should the need arise.

Some children may become increasingly tense if parents/guardians stay too long, as they know that his/her departure is imminent. If your child seems anxious, we recommend a very relaxed discussion at home concerning some mutually agreed ground rules for saying goodbye e.g. visit the toilet, place your child's drink in the tray and one big hug and kiss, then over to the staff. If your child seems reluctant to come to Nursery School, never leave without seeking the assistance of your child's Key Person, or another member of the team. Try not to pass your anxieties on to your child. Comforters are welcome, if this means that a child will settle more readily.

We also ask that you always say 'goodbye'. Please never think that if they're playing quietly, you should sneak out! Children need to have confidence that 'mummy is going now, but I will come back again soon'. Your child's Key Person will support both you and your child through this time.

Occasionally a child may need to be introduced more gradually. Arrangements can be discussed as the need arises. No child (or parent!) will be allowed to be distressed for long as this would be detrimental, not only to the child but to the whole group. It is our belief that Nursery should be a positive experience for a child. We would always contact a child's parent/carer if we felt it necessary and work with you to try another strategy, ie. a home visit from your Key Person, or a play date at the park!

We encourage parents to call if they need to check that all is well.

.....and finally

We are grateful to all parents/guardians who trust us to become part of their child's Learning Journey. If we work together, we should raise happy, secure young people capable of reaching their full potential. If you have not already done so, we strongly advise you to make an appointment to visit Happy Days to enable you to view our premises and activities during a normal Nursery School session.

As parents, you will be able to tell almost immediately whether Happy Days is the right environment for your child.

“Happy Days aims to provide the premiere service of Early Years education in Holmes Chapel and the surrounding areas, which exceeds the expectations of our parents, taking full advantage of our caring, effective and well-trained staff, ensuring that the welfare of the child is paramount at all times....”