



CS Nursery Schools Ltd.

Tilford Meadow Nursery School, Woodland Nursery School, Pine Wood Nursery School

Welcome to Woodland Nursery School

Please find listed below the contact details for Woodland Nursery School

Nursery Address	St Martin's Hall Off Dene Lane Lower Bourne Surrey GU10 3PN	Office –	15 Douglas Grove Lower Bourne Farnham Surrey GU10 3HP
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Nursery Telephone

Nursery Hours – Manager - Carole Jones 07769 555013

Owner -Carolyn Stidston - 07786 515866

Website woodlandnurseryschool.co.uk

E mail address csnurseryschools@gmail.com

Welcome to Woodland Nursery School a privately owned nursery – We provide care and learning opportunities for children from 2 years 6 months up to school age. The nursery school is an important start in education and care for parents as well as children and we hope you find it a friendly and approachable experience, enjoying your time with us. Above all we hope your child will be happy at our nursery and you will be able to make the most of the opportunities provided.

Woodland Nursery School aims to:

- To provide high quality childcare and education in a caring, safe, and stimulating environment
- To work in partnership with parents and keep them always informed of their child's development and well-being
- To develop a highly skilled, motivated staff team within the nursery who will work collaboratively to ensure every child has a happy and rewarding nursery experience
- To develop and implement a comprehensive nursery curriculum which has achievement, health, safety and wellbeing at its core
- To encourage children to become independent and actively involved in their own learning To encourage children's natural curiosity by carefully planning purposeful, indoor and outdoor play activities which will sustain their interest and develop both problem solving and decision-making skills.
- To be responsive to the needs of each child, using assessment to identify and plan individual next steps in learning
- To treat all members of the nursery community with fairness and respect, promoting equal opportunities for all children, parents and staff irrespective of gender, race, culture or disability

- To establish mutually beneficial relationships with the local community and other agencies allowing us to enrich our provision and the experiences of the children
- To ensure that our service is in accordance with latest national care standards and government guidelines

Woodland Nursery Hours are at the following times:

	From	To	From	To
Monday	9.10 am	12.10/1.10 or 3.10pm	All children in receipt of the "grant" until 1.10 or 3.10	
Tuesday	9.10 am	12.10/1.10 or 3.10 pm	As above plus or 3.10	
Wednesday	9.10 am	12.10/1.10 or 3.10 pm	As above plus or 3.10	
Thursday	9.10 am	12.10/1.10 or 3.10 pm	As above plus or 3.10	
Friday	9.10 am	9.10/1.10 pm	12.10 or 1.10	

All children in Yellow Class, our youngest class aged 2.5 years to 3 years of age attend the hours 9.10 - 12.10 pm and children in Green class not in receipt of the grant. If you wish your child to attend until 1.10 then this is an optional extra. All other classes are 9.10 - 1.10 or 1.10 - 3.10 (there is no exemption to these hours).

The nursery is open for 38 weeks a year over three academic terms in line with the local schools. We are closed during the school holidays. **Working together for your children** - The staff who work at our setting are:

Carole Jones	Manager/Senco/DSL	NVQ 3 Early Years, DSL, First Aid, SENCO
Jackie Wood	Deputy Manager/Senco/DSL	NVQ 3 Early Years, Deputy DSL, First Aid, SENCO
Jenny Tong	Practitioner	NVQ 3 Early Years, safeguarding
Helen Blacknell	Practitioner	NVQ 3 Early Years, First Aid, safeguarding
Helen George	Practitioner/Forest School leader	NVQ 3 Early Years, Forest School NVQ, Outdoor First Aid, safeguarding
Miranda Mears	Practitioner	NVQ 3 Early Years, safeguarding
Maja Cripps	Practitioner	NVQ 3 Early Years, safeguarding
Katie Andrews	Practitioner	NVQ 3 Early Years, safeguarding
Hannah Mellor	Practitioner	QTS, safeguarding
Liam Jones	Assistant	safeguarding

At Woodland Nursery School we easily maintain the ratio of adults to children in the setting as directed by the Early Years Foundation Stage. These ratios allow 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.

At Woodland Nursery School we care for a maximum of 30 children per session. The legal ratio of staff to children is 1:4 aged under 3 and 1:8 for children aged 3 and over.

Our staff training is ongoing as we ensure all staff are given the opportunity to keep up to date with new thinking about early years care and education.

Key persons and your child

Woodland Nursery School allocates a key person to every child. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person takes a special interest in them and keeps records and evidence of their progress. These records are used to help plan sessions around the children's needs. Your child's key person will also maintain links with you to ensure that your child can reach their full potential. All of the staff are involved with the children during daily activities and will contribute to your child's development. When your child first starts at Woodland Nursery School, the key person will help your child to settle and they will help your child to benefit from the setting's activities. Please see our "Settling In" policy.

Record of development

Woodland Nursery School keeps a record of development for each child, this is known as their "Learning Journey". Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's record of development 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 worker will then decide on how to help your child to move on to the next stage.

The Curriculum

Within the group, all children are supported according to their individual needs to develop their potential at their own pace, by means of developmentally appropriate play activities and a high level of adult input. Children are encouraged to learn and investigate independently in a safe and nurturing environment. The curriculum is flexible for the nursery staff to work with the children's individual interests. We understand that children develop at their own pace, and we take the time and support to help their development. We follow the Early Years Foundation Stage and guidance from Development Matters.

We provide a wide variety of learning experiences, and "Cultural Capital" is at the heart of our learning, we look at ways to introduce the children to different activities, ideas and experiences. Our "Nursery Values" are there to support the children to make good choices, we reinforce this with explaining how we should be kind and caring, listen to others, be respectful, think of other people's feelings, take turns and use kind bodies.

Our Concept of Teaching/Pedagogy

Teaching includes a range of strategies such as communicating with children and providing valuable vocabulary; demonstrating how to do something new or giving opportunities for children to practise a skill. We are led by the children's needs and interests. Our teaching and curriculum is flexible to do that. The nursery teaching approach is a mixture of child-initiated play and adult led activities.

We provide a wide variety of engaging resources to facilitate idea-exploration; high-level questioning and providing challenges when learners are secure in their knowledge. We explain reasons and provide narratives for what a child or group of children are doing and encourage all children to persevere or take risks. This underpins and secures all our teaching and learning strategies with the concept that all children can succeed within a safe and nurturing environment. We have routines in place to support independence and self-help skills. Our aim is to have supported a child to have "a have a go approach" at things even if the experience is new or a challenge.

Forest School supports all areas of learning and is encouraging of risky play, having a go at challenging and new activities and situations, questioning, working as a team, understanding the FS boundaries, being respectful of nature and others.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage document (EYFS) issued by the department of Education. The document sets the standards for learning and development and care for children from birth to five years.

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 EYFS principles which guide the work of all practitioners are grouped into four distinct but complimentary themes.

A Unique Child recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused on development; inclusion; safety; and health and well-being.

Positive Relationships describes how children learn to be strong and independent from a base of loving and secure relationships with parents and / or key person. The commitments are focused on respect; partnership with parents; supporting learning; and the role of the key person.

Enabling Environment explains that the environment plays a key role in supporting and observation, assessment and planning; support for every child; the learning environment; and the wider context-transitions, continuity, and multi-agency working.

Learning and Development recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected

The Childcare Act 2006 provides for the EYFS learning and development requirements to comprise three elements

The early learning goals- the knowledge, skills and understanding which young children should have acquired by the end of the academic year in which they reach the age of five.

The educational programmes-the matters, skills and processes which are required to be taught to young children.

The assessment arrangements-the arrangements for assessing young children to ascertain their achievements.

There are seven areas covered by the early goals and educational programmes:

- Communication and Language -PRIME
- Personal, Social and Emotional Development -PRIME
- Physical Development -PRIME
- Literacy -SPECIFIC
- Mathematics -SPECIFIC
- Understanding the world -SPECIFIC
- Expressive Arts and Design -SPECIFIC

For each learning goal, the statutory guidance establishes expectations which describe the stages through which most children are likely to pass as they move to achievement of the goal. Our setting uses the guidance to the early learning goals to help us to trace each child's progress and to enable us to provide the right activities to help all children to achieve and progress.

We aim to help all children achieve the goals by offering a varied programme of activities within all six areas of learning.

Communication and Language

In both small and large groups, children are encouraged to extend their vocabulary and fluency by being exposed to new words and descriptive language. Language is modelled for clarity/reinforcement and extended as appropriate. Children are exposed to new words and sounds through singing and action songs. Time is given in play to allow good quality interactions, extending language skills through play and ideas. Children are encouraged to express their emotions to help them to be understood and not be frustrated. Descriptive language is used to extend vocabulary and the nursery will provide opportunities for different descriptive language to be used. The outdoor environment is a great place to explore this.

Personal, Social and Emotional Development.

Within the nurturing environment, children are individually supported in developing confidence, autonomy and self-respect. Support is given to children to help separate from their main carer and security given to make sure that all is ok and that their carer will return. This is supported by the children having a "Getting to Know Me" record, where likes and interests are listed to ensure we are able to help settle a child needing extra support. They are encouraged to work and concentrate independently and take part in the life of the group, sharing and co-operating with other children and adults. Making choices and understanding what their choices have meant. Through activities, conversation, and practical example, they learn acceptable ways to express their own feelings and to have respect for the feelings of others. All children are given the opportunity, as appropriate, to take responsibility for themselves and for the group, its members, and its property. With this in place the child should feel valued, listened, respected, and have a sense of belonging. We praise children often as we feel that this is so valuable for good self-esteem and well-being. Independence also refers to toileting and we will work with families to support their child during this time. We encourage good hygiene skills and they play a large part in our daily routine, we encourage independence in handwashing etc.

Physical Development

A range of equipment and opportunities, both indoors and outdoors, allows children to develop confidence and enjoyment in the use and development of their own bodily skills. A high level of adult supervision enables children safely to create and meet physical challenges, developing increasing skill and control in moving, climbing, and balancing. Gross and fine motor skills are developed through activities indoors and out involving climbing, balancing, moving, stopping, starting, ball skills etc Forest School is a great way to allow the children to explore freely with their bodies. children are supported in the development of the fine motor skills required to use tools, including pens and pencils, and to handle small objects with increasing control and precision. Other examples are independence skills with dressing, encouraging using zips, buttons, Velcro etc along with activities such as modelling clay, painting, tearing. All of these gross and fine motor skills will encourage controlled mark making and a dominant hand. The nursery also provides a variety of clubs which help support physical development these include Playball, Mini Gymnastics and Boogie Pumps.

Literacy

The children that join us will be able to join in with songs and rhymes to extend their language skills. This is a regular part of our daily routine. Children can access books freely to explore, a well-stocked book corner gives every child the opportunity and encouragement to become familiar with books, able to handle them, and become aware of their uses, both for reference and as a source of stories and pictures. Stories, rhymes, poems are part of the nursery circle time routine as well as sitting a reading to children as they wish. Books, singing etc are not only available inside but outside too. We ensure there are displays with writing on for children to question or guess the meaning from the pictures. This means that children start to understand that words and writing have meaning.

Mathematics

By means of adult-supported practical experience, children become familiar with the sorting, matching, ordering, sequencing and counting activities, which form the basis for early mathematical development. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape,

position, size, volume and number. Songs, games and picture books help children become aware of number sequences and, when ready, to use simple mathematical operations such as adding.

Understanding of the World

A safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials. They learn to observe the features of objects and substances, recognising differences, patterns and similarities, and to share and record their findings. Children are assisted in exploring and understanding their environment, both within the group and also in the wider community. Our outdoor area and forest school activities truly support this area. A range of safe and well-maintained equipment enables children to extend their technological understanding. Children are encouraged to think how we are all different by regular themes where we talk about our families and traditions. We celebrate festivals that have meaning to our children through books, displays and activities. We look at seasons, growing and decay in our natural and local environment as well as in practical ways through growing seeds etc. We talk and explore our local environment and look at how it may be different to other places.

Expressive Arts and Design

Children are encouraged to use a wide range of resources in order to express their own ideas and feelings and to construct their individual response to experience in two and three dimensions. Art equipment, including paper, card, paint, glue, crayons and pencils as well as natural resources, provides for open ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage. Children join in with and respond to music and stories, and there are many opportunities for imaginative role-play, both individually and as part of a group

Special needs

The number of adults present in pre-school enables us to provide individual attention for each child. Each child is able to progress at his/her own rate in all areas of development, and this is true for children with and without disabilities or learning difficulties. We are experienced working in close liaison with professionals across the range of special needs. If you wish to discuss the group's ability to meet your own child's needs please talk to Carole Jones or your child's key person. Woodland Nursery has 2 trained SENCO's (Special Educational Needs Co-ordinators)

Starting Nursery

Arrivals and Departures

We ask you and your child to wait outside the nursery before each session to enable the staff to set up efficiently and safely. Once inside the main hall please take your child's outdoor shoes off and replace with their indoor shoes which should be kept on their key class shoe rack, put their cardigan/jacket on their key class coat rail. All shoes and clothing should be named. A member of staff will welcome everyone into the main hall at the appropriate time (9.10 am). At the end of the session a member of staff will welcome you into your child's class to collect your child. Please ensure that you arrive promptly to collect your child, as it upsets them if they are left waiting when everyone else has gone.

If your child is in Yellow Class (ages two and a half to three years of age) then please provide them with a named water bottle and snack. Should your child be staying for lunch they will also require a lunch box – named with a chill pack. All children have access to water during their sessions.

If it is necessary for someone else to collect your child, please inform your child's key worker and complete the collection consent record. You will be asked to sign a book informing us who will be collecting your child and a password will be given. The nursery will not let a child go with anyone apart from the normal collecting person, without prior permission. Should arrangements need to be put in place during the session then please call the nursery on 07769 555013 and you will be asked to give the new named collector a password.

The first few days

A child who is tense or unhappy will not be able to play or learn properly, so it is important for parents and nursery staff to work together to help the child to feel confident and secure within the setting. This

takes longer for some children than others and parents should not be worried if their child takes a while to settle. The nursery policy on settling in is enclosed with this prospectus. We feel we need to emphasise the importance of visiting the nursery, with your child, before they start to give them an opportunity to meet the staff and get used to the environment so that they are familiar with it when they are left. This is arranged via the nursery manager prior to your child's start date.

What to wear

Your child needs to be practically dressed for play and exploration of the world around them. We recommend your child wear clothes suitable for play as they have access to a wide range of resources, including messy ones, and it is not disastrous if these items get dirty. It is good for the children to practise the skills that will make them independent therefore simple clothing that they manage themselves is a good idea as it enables them to use the toilet when they want to without being too dependent on other people's help. Once again please ensure that all shoes and clothing are clearly named. The nursery has a supply of pants and clothing in the case of an accident, however some children feel much more reassured and comfortable in their own clothing, if that is the case then please could you supply this in a named bag which can be hung on your child's coat rack. If your child is not toilet trained then we will work with you to support them through this process, however we do not provide nappies and wipes so should your child still require them then you will need to supply them – again in a named bag. In warm and sunny weather we advise that children bring in hats to wear outside and have already had sun block applied to them – please see our Sun Policy.

What we do

Each session begins with self-registration to class group. This is followed by free play and then group circle time when we will discuss the day and children have the opportunity to "Show and Tell". The children then choose from a range of play-based activities that are carefully chosen to provide good access to all the areas of learning outlined in "The Curriculum". They have access to a wide variety of resources which they can select freely from the trolleys. For up to 45 minutes during the session children are invited to access the snack table and encouraged to have a drink of water. Water bottles are available throughout the session if a child requires a drink. Our sessions are designed to allow for continuous provision/play for the children along with adult led/focused activities provided to support and extend individual learning. All children in the nursery participate in outdoor play and activities on a daily basis and in most weathers. We use our outdoor area, local woods, park and play area for all aspects of the curriculum.

Outdoor Play

We have a safely enclosed outdoor play area with a digging area, growing area, water play, wheeled toys, balls and lots of things for outdoor activities. This area is used daily unless the weather is dangerous. We will also use the local green and woodland located near the setting. Outdoor activities contribute to children's health and physical development and their knowledge of the world around them.

Forest School

Forest School is offered at Woodland Nursery School for three years olds across the week all year around. The children will be offered the opportunity to use tools and develop their outdoor learning in a natural environment.

The site is located in local surrounding woodland where the children bug hunt, climb trees and explore all the various fauna and flora.

Forest school offers children the extended learning that an indoor classroom can limit. It gives them access to natural risk taking, it develops social, physical and creative learning and it also aids their understanding of the world around them, as they discover and explore.

The younger children in the nursery also regularly explore the woods, go on nature walks etc

Other

At the end of each term the children perform a concert, Autumn Term – Nativity Play,

Spring Term – Easter Concert, Summer Term – Leavers Concert.

We have a Christmas party at the end of term for all children with food and entertainment and we have a Leavers Summer party/picnic at the end of the summer term, again for all children.

We have parent consultations in the Autumn and Summer Terms where you have the opportunity to formally review and discuss your child's progress and development (please feel free to speak with us at any time should you have concerns in line with our open house policy).

Personal Belongings

Any items brought in to show from home should be clearly marked with your child's name.

Please do not send your child to nursery with any valuable items, as we cannot accept responsibility for these. Jewellery should not be worn, as it can be dangerous.

The Role of Parents

The nursery recognises parents as first and most important educators of their young children. Our nursery aims to support parents. Parents are welcomed;

- to help at sessions
- to assist with fund-raising for nursery and charity events
- to take part in the management of the nursery through discussion and exchange of views and opinions.
- to exchange knowledge about their children's needs, activities interests and progress with staff
- to take part in events and formal/informal discussions about the activities and curriculum provided by the setting

Communication

Information about current events at Woodland Nursery School are displayed on the notice board in the hallway and also on the nursery website, woodlandnurseryschool.co.uk. It is important for parents/carers to read it regularly. There is a termly newsletter on the website informing you of the topics that will be covered by the children and events coming up.

Your child's Key person will inform you about your child's progress and should you wish to discuss your child's progress at any time they are always available at the end of sessions. Should you require a more a detailed discussion you can make an appointment to see your child's Key person or the supervisor during session time. Daily plans are available for parents to see during sessions if they wish.

Health and safety

As a Woodland Nursery School, we hold the necessary Public Liability Insurance. The nursery undertakes daily risk assessments on both the indoor and outdoor area prior to the children's arrival. We practise emergency evacuation drills twice a term and all key practitioners hold up to date First Aid certificates and all staff are DBS checked. All staff have attended "What to do If?" in line with our Safeguarding Policy. The nominated Designated Safeguarding Lead is Carole Jones.

If your child is taken ill at nursery we will phone you. Please make sure our contact numbers are kept up to date.

If your child has any allergies, dietary requirements or needs any special care please inform Carole Jones prior to their first session at nursery as a healthcare plan will need to be put in place.

Prescribed medicines can be administered at nursery if your child has been taking them for a long time, e.g. medication for asthma. The prescribed medicine should be clearly labelled with your child's name and we will require written instructions and authorisation for its usage. We cannot administer medicine that is not prescribed by a doctor e.g. Calpol or cough sweets. Please see Carole Jones who will put a Medical/ Healthcare plan in place.

If your child has any infectious illness then please keep them away from nursery for the relevant incubation period and let the manager know. **Please do not bring your child to nursery if they have any of the following; Temperature, sickness and diarrhoea, conjunctivitis or untreated cases of head lice. Children with temperatures, sickness and diarrhoea must be clear of symptoms for at least 48**

hours before they return. If your child has impetigo please keep them at home until the spots have stopped blistering or crusting or until 48 hours after antibiotic treatment has been started.

There is an illness and incubation period booklet in the information folder on the information table in the hallway.

Fees/funding

The government now provides funding for all children from the beginning of the term after their third birthday. However, please note that if your child is three after the 31st March and before the Spring Break they will not be funded until the Autumn term. We will issue you with a form each term that will need to be filled in and returned to us by the date stated on the form, in order for the funding for your child to be claimed by Tilford Meadow Nursery School on your behalf. Failure to return this form will result in you being billed in full for that term as no Grant will be claimed on your behalf.

The Grant allows for 15 hours childcare for children eligible over the age of three. WE charge a "Quality Premium" to support the cost of PPE, supplies and maintain high quality staff training. We also offer 30 hours funding if applicable. Fees are set at the beginning of each academic term and all parents will be notified of the current fees.

We are registered for FEET funding (funding for two-year old's) and Early Years Pupil Premium.

We are registered with many Childcare Voucher Scheme's; this is currently a tax-free way of saving for childcare via your company of work. Please see Carolyn Stidston should you require more information.

We require terms notice when removing a child from Woodland Nursery School or a term's fees in lieu of notice.

Fees due for your child will be sent to prior to the start of term and payment must be made prior to or during the first week of term.

Fees are reviewed annually and increased in the first academic term (from September).

Enrolment

If you would like your child to attend Woodland Nursery School, you should complete a registration form and consent forms and return them to Carolyn Stidston. Applications and allocation of days and availability are made on a first come basis in line with our admissions policy.

Policies

All the nursery school policies are regularly reviewed. A copy of all the nursery policies and procedures are available each session in a folder kept on the information table in the hallway. Should you wish to have a copy of the current policies then please contact Carolyn Stidston and she will e mail you a copy of each policy.

Ofsted

Our latest Ofsted inspection can be found online in the Ofsted website under "Inspections", we received Outstanding in all areas. You can search by nursery name or our Ofsted registration number which is EY429508. **Ofsted website** www.ofsted.gov.uk

Finally

We hope that your child's time at Woodland Nursery School will be a happy and productive one. If you have any queries, or if we can be of help in any way, please contact your child's key worker or the manager, Carole Jones, at any time.