

Cheeky Chimps Early Years Prospectus for Parents

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Welcome to Cheeky Chimps and thank you for registering your child with us.

We know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best.

This prospectus aims to provide you with an introduction to Cheeky Chimps, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. This should be read alongside our Childcare Terms and Conditions for a full description of our services.

In September of 2007 a new section of Cheeky Chimps (Little Chimps) opened. This purpose built section was extensively refurbished to accommodate all children aged between 2-3 years.

To ensure that each child has enough space and attention Little Chimps will only take a maximum of 12 children per day with a staff to child ratio of at least 1:4 so every child will have an exceptionally high level of care.

Our setting aims to:

- provide high quality care and education for children below statutory school age;
- work in partnership with parents to help children to 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

You are regarded as members of [our/my] setting who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of [our/my] ratio of qualified staff to children, as well as volunteer helpers;
- has the chance to join in 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 satisfying 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.

The Early Years Foundation Stage

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2014):

- *A Unique Child*

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

- *Positive Relationships*

Children learn to be strong and independent through positive relationships.

- *Enabling Environments*

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, parents and carers.

- *Learning and Development*

Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

- *Prime Areas*
 - Personal, social and emotional development.

- Physical development.
- Communication and language.

- *Specific Areas*
 - Literacy.
 - Mathematics.
 - Understanding the world.
 - Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

The *Early Years Outcomes* (DfE 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

- making relationships;
- self-confidence and self-awareness; and
- managing feelings and behaviour.

Physical development

- moving and handling; and
- health and self-care.

Communication and language

- listening and attention;
- understanding; and
- speaking.

Literacy

- reading; and
- writing.

Mathematics

- numbers; and
- shape, space and measure.

Understanding the world

- people and communities;

- the world; and
- technology.

Expressive arts and design

- exploring and using media and materials; and
- being imaginative.

Our approach to learning and development and assessment

Learning through play

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We/I use the EYFS statutory guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- playing and exploring - engagement;
- active learning - motivation; and
- creating and thinking critically - thinking.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development. We use an online system called 'Tapestry' to keep track of the children's development, parent's are able to access this and put on their own observations as well.

We make periodic assessment summaries of children's achievement based on our on-going development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different group or when they go on to school.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Learning journey and Summative assessments at age three and four

Your child's key person is responsible for completing learning journey's and summative assessments using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals. These copies will be given to parents throughout the year.

All about me

We keep a All about me record for each child. Your child's All about me 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 in partnership 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. Together, we will then decide on how to help your child to move on to the next stage.

There is a very helpful booklet called 'What to expect, when?' which informs you of ages and stages of your child's development. <http://www.foundationyears.org.uk/2015/03/what-to-expect-when-a-parents-guide/>

Working together for your children

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We also have volunteer parent helpers, where possible, to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

The staff who work at our setting are:

| Name | Job Title |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ricky Larbalestier Liza Baggett Michelle Law | Proprietor General Manager. (Designated safeguarding officer). Deputy Manager, Pre school Leader. (SENCO, Designated safeguarding officer, Paediatric First Aid 2019). |
| Janie Sheaf Amy White Amy Partridge | Little Chimps Leader (Designated safeguarding officer, Paediatric First Aider 2019). Little Chimps Leader. Baby Chimps Leader (Designated safeguarding officer, Paediatric First Aider 2019). |
| Jo Pritty Lisa Saker Becky Watts Beccy Gates Kelly Wheeler | Pre School Deputy Leader. Pre School Deputy Leader (Paediatric First Aid 2019). Little Chimps Deputy Leader. Baby Chimps Deputy Leader (Paediatric First Aid 2019). Pre school play worker |
| Megan Haddow Shannon Delaney Natalie Rose Holly Tharme Darren Powell Sarah Pateman | Pre School Key Person (Paediatric First Aid 2019). Little Chimps Key Person. (Paediatric First Aid 2020) Pre School Play worker and cover staff member. (Paediatric First Aid 2018). Pre School Key Person (Paediatric First Aid 2019). Pre- School, after school and holiday club play worker. Baby Chimps Play Worker. (Paediatric First Aid 2020) |

We are open for 50 weeks each year.

Bank holidays, weekends and 2 weeks over Christmas and New Year.

We are closed

We are open for 5 days each week Mon- Fri

The times we are open are 8.00am- 6.00pm

We provide care and education for young children between the ages of:

8 Months and 7.11 years.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of our staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff;

- contributing to the progress check at age two;
- helping at sessions at the setting during organised stay and play events.
- sharing their own special interests with the children;
- helping to provide and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting where appropriate;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities, in which the setting takes part; and
- 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/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare that we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from our activities.

Learning opportunities for adults

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to date with thinking about early years care and education. We also keep up-to-date with best practice, as a member of the Early Years Alliance, through *Under 5* magazine and other publications produced by the Alliance. The current copy of *Under 5* is available for you to read. There are always opportunities for parents to enhance their knowledge, please look out for different displays around our setting and ask a member of staff if you would like more information.

The setting's timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in [our/my] setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

The day

We organise 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. We cater for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

Snacks and meals

We make snacks and meals a social time at which children and adults eat together. We provide snacks for the children which are healthy and nutritious. Please tell us about your child's dietary needs and we will plan accordingly.

Clothing

We ask parents/carers to provide a spare set of clothes for their children in case of any accidents or mishaps. We also ask parents to ensure that their children are dressed in appropriate clothing for the time of year and weather conditions as we always offer outside play opportunities, very often in relation to the weather or season.

We ask parents/carers to provide a bag containing nappies, wipes and spare clothes.

If a child is ready to start potty training we are happy to assist you. We do request that the training should also be carried on at home.

Please could we ask parents to take into account that we have an obligation to offer a certain amount of sensory activities on a daily basis. This can be very messy, but it enables the children to explore different textures, smells etc. We provide aprons and do our best to stop the children getting messy but, kids just love to be kids! We therefore do not recommend that you dress your child in any of their best clothes!

We do have Cheeky Chimps uniforms (T-shirts and jumpers) available from 'Kids & Co' in Ryde High Street (opposite Boots). The uniforms are not compulsory, but the children like to wear them and they do help to advertise our services.

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

Policies

Our staff can explain our policies and procedures to you. We provide a list of our policies for parents. Full copies can be seen on our website www.rydenursery.com

Our policies help us to make sure that the service provided by our setting 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.

Ours policies are updated annually unless we feel it necessary to adapt it earlier than planned. When updating policies we take in to account any feedback we have received from parents of other professionals.

Information we hold about you and your child

We have procedures in place for the recording and sharing of information about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data is we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject (you and your family).
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.

3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and, where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects (you and your family]for no longer than is necessary for the purposes for which the personal data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

When you register your child with us we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures that 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.

Special needs

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

Our Special Educational Needs Co-ordinator is Michelle Law

The management of our setting

The setting is owned by Ricky Larbalestier

Fees and funding

If you have private fees these are payable weekly or half-termly in advance. Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time, please talk to a department leader or Liza Baggett who is our manager.

Your sessions should be booked on a half-termly basis, ideally using the same sessions, on the same days, throughout that period.

For your child to keep her/his place at our setting, you must pay the fees. We are in receipt of nursery education funding for two, three and four year olds (15 and 30 Hours); where funding is not received, then fees apply.

The term after your child turns 3 they are entitled to 15 or 30 hours government funding. These hours can be offered as term time only or stretched over 50 weeks per year. This funding claimed by us 3 times per year.

We have termly contracts in place for you to sign so that we are able to claim funding for your child.

Absent days

It is our duty to record any days that your child is absent from the setting. Please inform us if your child is absent and a reason why so that we can keep our records up to date. If your child receives 15 or 30 hours funding they are able to have up to 10 days off without this affecting their funding claim. It is possible for us to have an audit from the local authority at any time. If this happens and your child has exceeded the 10 days you may be liable for payment on the remaining days.

Starting at our setting

The first days

We want your child to feel happy and safe with us. To make sure that this is the case, our staff will work with you to decide on how to help your child to settle into the setting. Our policy on the Role of the Key Person and Settling-in is available to read on our website or please ask a department leader for details.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you about your ideas, views or questions.



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