



47a Monkton Street, Ryde, Isle of Wight

☞ Telephone (01983) 562414 ☞
www.rydenursery.com



Baby Chimps Prospectus

September 2013

Foreword

In September of 2012 a new section of Cheeky Chimps (Baby Chimps) opened. This purpose built section was extensively refurbished to accommodate all children aged between 1 Year and 2 years of age.

Baby Chimps will strive to provide the highest quality of childcare using the 'Early Years Foundation Stage' (EYFS) which the government put in place during May 2008. The framework values and celebrates babies and children and recognises their individuality, efforts and achievements.

The EYFS highlights that every child is unique and therefore has different needs to be met by the setting. We start by gathering detailed information about each individual child by using Enrolment Forms, an 'All about Me' document and formal discussions with parents/carers. The information gathered is used to help each child settle as quickly as possible and to ensure that all their individual needs are met.

The framework takes as its focus the child and steers away from subjects, specific areas of experience and distinct curriculum headings. It identifies four aspects, which celebrate the skill and competence of babies and young children and highlights the interrelationship between growth, learning, development and the environment in which they are cared for and educated. The four aspects are: A Unique Child, Positive Relationships, Enabling Environments and Learning & Development.

To ensure that each child has enough space and attention baby Chimps will only take a maximum of 9 children per day with a staff to child ratio of at least 1:3 so every child will have an exceptionally high level of care.

All the staff included in our ratios will be qualified, experienced and have an Enhanced Disclosure through the Disclosure and Barring Service (DBS).

Hopefully those children attending Baby Chimps will move on to our Little Chimps section and then on to our pre-school unit (who had an 'Outstanding' Ofsted report in Oct 2009) and obtain the free 15 hours of government funded sessions that all 3+4 year olds are entitled to.

The baby unit runs from 8:30am until 5:30pm each day. Morning session runs from 8:30am – 1:00pm and the afternoon session runs from 1:00pm – 5:30pm.

Snacks and full fat cow's milk will be provided in the morning and afternoon. Children's food and milk will be stored in food cupboard and fridge for lunch and tea times. Bottles can be made up freshly in the baby unit using cooled boiled water. The baby unit has sterilising provisions for sterilising bottles, teats, dummies and teethers.

We ask parents to provide a bag containing spare clothes, nappies, wipes and creams etc. Nappies can be brought in and stored in bulk if required or you can bring them in daily. We will let you know when you become short of supplies!!

If you do have any questions or concerns we are always happy to discuss any aspects of your child's welfare and education. You are always welcome so please just ask that's why we're here!

The Curriculum

Through Baby Chimps we aim to meet the diverse needs of all children. Using the 'Early Years Foundation Stage' involves detailed observations and recording achievements that each child makes. We will organise structured and free play activities to help each child to learn through play and participation. This will help each child to maximise their potential whilst having fun and enjoying what they do.

Planning

There are seven areas that are taken into consideration when planning activities:

The three prime areas of learning within the EYFS are:

- Personal Social and Emotional Development (PSED)
- Language and communication (LC)
- Physical Development (PD)

The four specific areas of learning within the EYFS are:

- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

We also take into account the 'Every Child Matters Outcomes':

- Achieve and Enjoy
- Feel Safe
- Adapt Healthy Lifestyles
- Make a Positive Contribution
- Develop Skills for the Future

There are also the characteristics of effective learning which support children across all areas these are:

- Playing and exploring – engagement
- Active learning – motivation
- 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.

We recognise that whatever age children begin they will have a range of different experiences. They will have learnt a great deal, particularly from their families, and will have varied interests and skills. Children are constantly encountering new experiences and seeking to understand them in order to extend their skills, develop their confidence and build on what they already know. They learn in many different ways. We plan learning experiences of the highest quality, considering both children's needs

and achievements and the range of learning experiences that will help them make progress. Well-planned play in an atmosphere of care and feeling valued is a key way in which children learn.

The document used to track each child's progress during their time with us at Cheeky Chimps is the 'Unique Child Profile' (UCP). While in our care we will observe, take notes and take photos of the children, this information will be used as evidence when highlighting each child's achievements. Each child will also have an ongoing personal 'Learning Journey' this is to ensure that all children are constantly working towards new skills and achievements. We are more than happy for parents/carers to look through and contribute towards their child's UCP.

If a member of staff has any concerns about your child's learning and development we would discuss this with parents/carers and if permission is given a referral would be made to the necessary agency for further help and advice.

Parent Involvement

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
- Included at all levels

Parents can offer to take part in a session by sharing their own interests and skills with the children. We welcome parents to drop into the setting to see it at work or to speak with the staff.

You can also visit www.foundationyears.org.uk which provides guidance for parents.

Conditions of Attendance

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

We aim to provide an educational service that enables children to get the very best start to their schooling through play and enjoyment. We have a highly organised and professional approach to our curriculum and feel that we can only achieve the best results if the children attend on a regular basis. We do not see ourselves as child carers, but more as your child's first teachers. Our aim is to inspire your children to go on to pre-school and primary school full of confidence and trust for their teachers and fellow classmates.

Payments can be made on a weekly basis or a with a 5% discount for the full amount at the start of each half-term. Each child's attendance in our group is conditional upon the continued payments of any necessary fees.

We have to keep strict staff/child ratio's at all times during opening hours for this age group (one adult to three children). Any child who needs closer attention or care may require additional funding so that extra staff can be arranged, this will enable us to provide the quality of care that we strive for.

Session times are:

- Morning 8.30 am - 1:00 pm
- Afternoon 1:00 pm - 5:30 pm

If a child is staying all day they will require a packed lunch in a suitable container with a cooling device.

Settling in

Our aim is to ensure that all the children are safe and happy whilst away from their familiar surroundings. We want to encourage them to trust other adults (male and female) and recognise them as a source of authority, information, enjoyment and friendship, and to be able to share their new experiences with their parents afterwards.

From the onset, we will offer our support in helping each child to settle, for as long as it takes. Support and advice will be offered to parents whose children are finding it difficult to settle in and we will always have time to update each parent/carer if they need information about progress made or any problems.

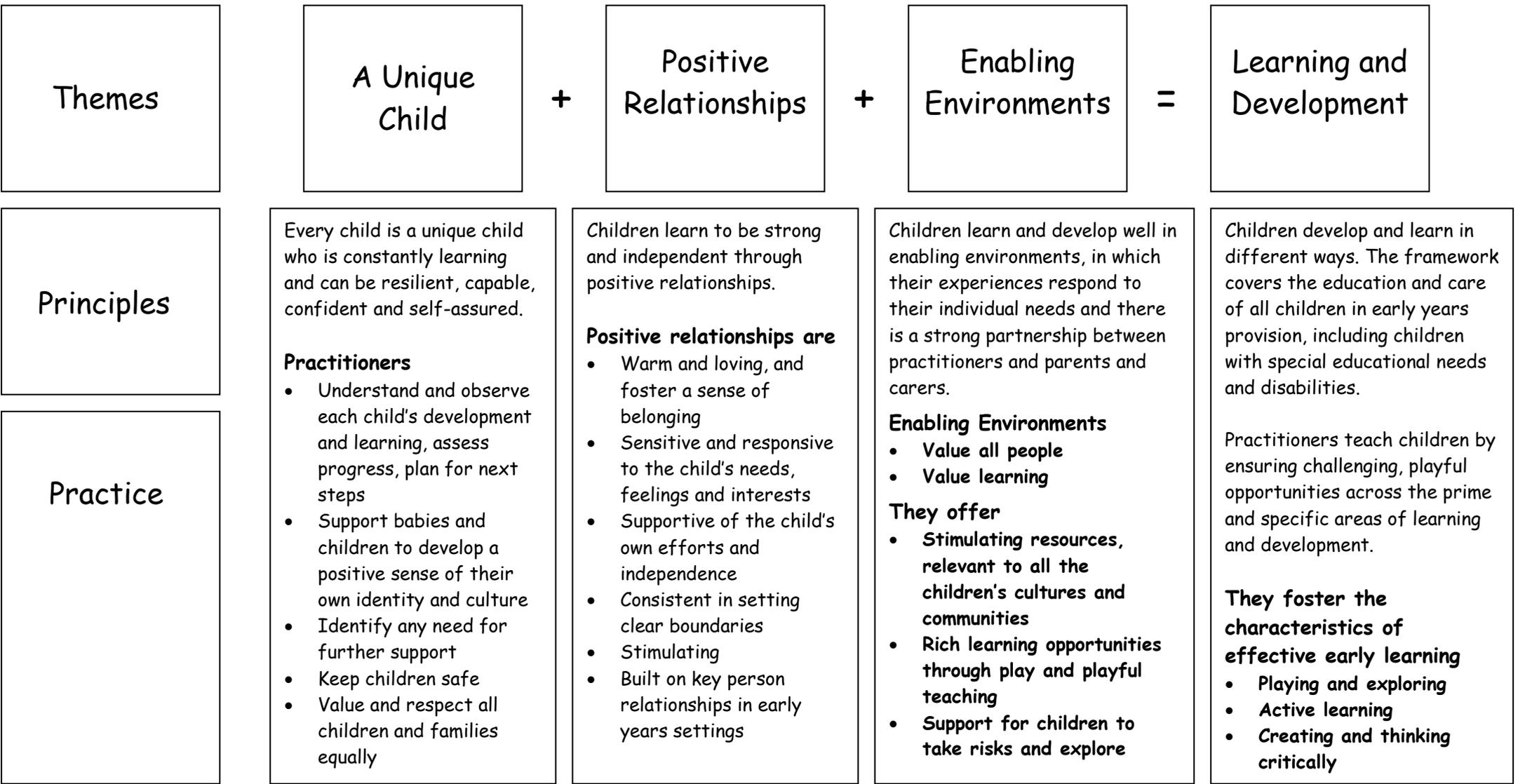
Every child needs to learn in an environment where they feel comfortable and at ease in their surroundings and with the people responsible for caring for them. Our settling in procedures help parents to help their children feel comfortable which will help them to benefit from our activities and enjoy themselves, whilst still realising that their parents will return at the end of the day.

Photographs

We will take photographs of all the children involved in activities and will use them for projects and displays, memories of outings, curriculum evidence, etc. Other parents or users of the building may see these pictures. If you do not want your child to be photographed please inform a member of staff. If we want to use any photographs for advertising, our website etc then we will ask for written permission from you on each occasion.

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

The four themes of the EYFS underpin all the guidance. This document - development matters - shows how these themes, and the principles that inform them, work together for children in the EYFS.



Characteristics of Effective Learning

Playing and exploring – engagement

Finding out and exploring
 Playing with what they know
 Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating
 Keeping trying
 Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas
 Making links
 Choosing ways to do things

Area of Learning and Development

Aspect

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the world	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative