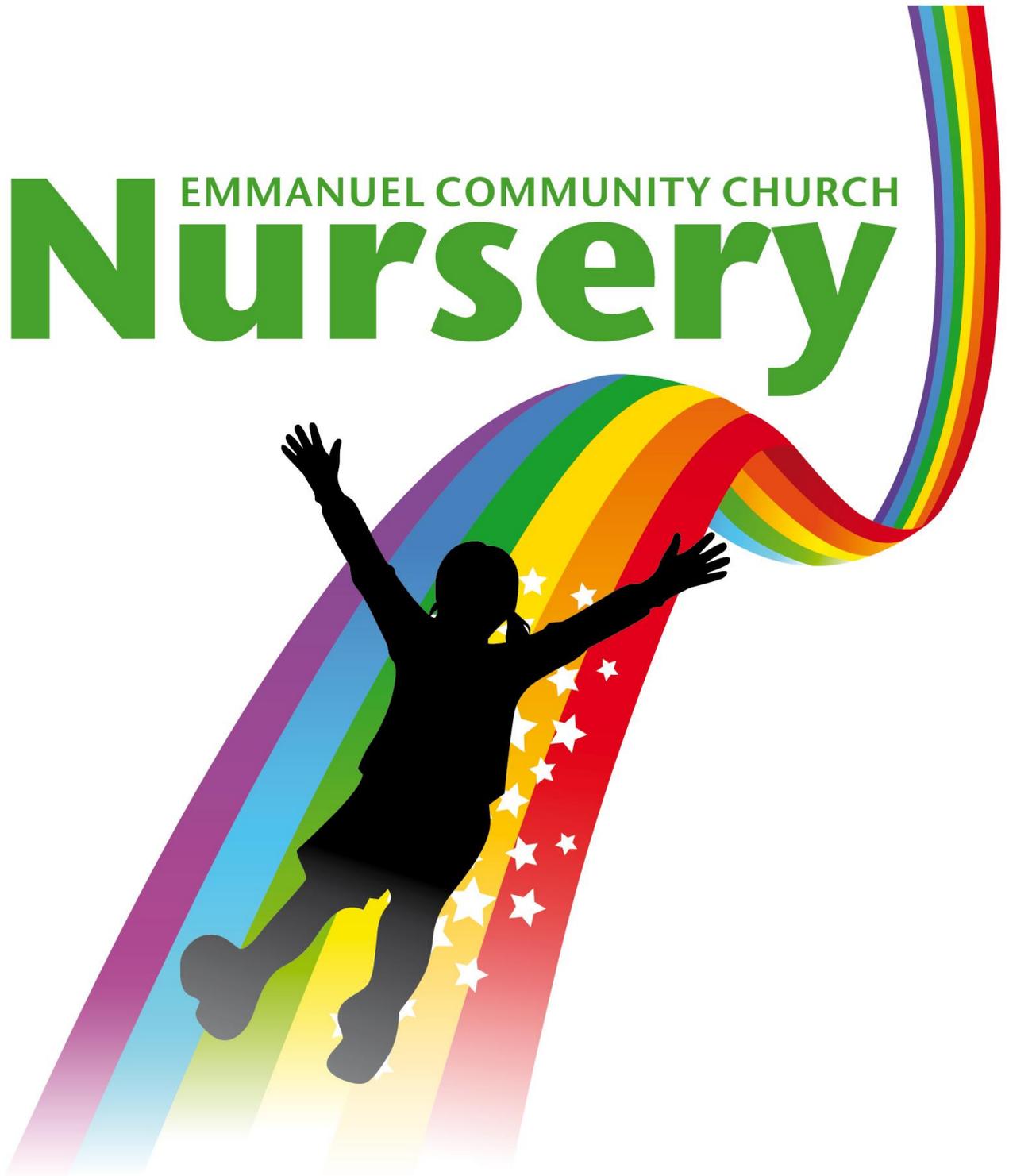


EMMANUEL COMMUNITY CHURCH
Nursery



WELCOME BOOKLET
February 2019

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Emmanuel Community Church Nursery's Early Years Prospectus for Parents

Welcome to Emmanuel Community Church Nursery 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 Emmanuel Community Church Nursery, 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

If English is not your first language and you have difficulty understanding any of this information, please speak to your child's key worker and we will endeavour to have it translated for you.

Our setting aims to:

- provide a safe, secure and stimulating environment which promotes a caring attitude and respect for each other, living things and property.
- provide high quality care and education for children below statutory school age;
- work in partnership with parents to help children to learn and develop;
- offer children and their parents a service that promotes equality and values diversity.

Parents

You 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



As a voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on you for your support and commitment.

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 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.



For more information go to www.foundationyears.org

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 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 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.

Records of achievement

We keep a record of achievement for each child using a programme called 2 Build a Profile and samples of their work. 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.

Your child's key person will work in partnership with you to keep this record. To do this you and she 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.

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	Qualifications and Experience
<p data-bbox="76 1335 363 1373">Mavis Amponsah</p> 	<p data-bbox="459 1335 911 1585">Manager Designated Safeguarding Lead Curriculum Lead Early Years Pupil Premium Lead</p>	<p data-bbox="967 1335 1535 2011">Mavis has Early Years Professional Status, a degree in Education, Level 3 First Line Management and an NVQ 3 in Childcare and Education. She has worked with children from 0 – 12 years for over 20 years and has worked with the Nursery since 2011. She always aims to provide a safe and creative environment where children can thrive. She also welcomes the opportunity to work with children to enable them to reach their full potential and to be confident in life.</p>

Mary Sasu



Deputy Manager
Deputy Designated
Safeguarding Lead
Health and Safety
Red Ladybirds Key Group

Mary has a Diploma in Pre-School Practice. She has worked with children for many years and is an approved Foster Carer for LBWF for over 20 years, working with children aged 12 – 18 years. She has worked in the Nursery since 2002.

Yasmeen Nawaz



Green Crocodile Key Group
SENCO

Yasmeen has an NNEB Diploma and has worked with us since 2009. She is a very experienced Nursery Nurse and has worked with children aged 2-4 years for over 18 years. She has been the staff member responsible for children with special needs and disability since September 2012. She supports children who have additional needs and works closely with their families and other professionals to help meet the needs of these children.

Sasha Phoenix



Brown Bears Key Group
2 year old co-ordinator
Healthy Child Lead

Sasha joined the Nursery in January 2014. She has an NVQ level 3 in Children and Young People and has worked with children aged from 0 – 5 for over 9 years.

Shaheen Mukadem



Black Cat Key Group
Equality and Diversity
Officer

Shaheen has been working in the setting since 2007. She has NVQ Level 3 in Children and Young People Workforce and works 5 mornings a week.

<p>Kaneez Jangir</p> 	<p>Blue Fish Key Group Behaviour Management</p>	<p>Kaneez has NVQ Level 3 in Children's Care, Learning and Development. She has worked at the Nursery for over 14 years. She works Monday, Tuesday and Friday. (Morning session)</p>
<p>Shazia Parveen</p> 	<p>Blue Fish Key Group</p>	<p>Shazia has NVQ Level 2 in Pre-school Practice and a Level 3 Diploma in Specialist Support for Teaching and Learning in Schools. She has three year experience of working with primary age group children. She works Wednesdays and Thursdays.</p>

We are open for 39 weeks each year and are closed during the school holidays. We are open from Monday to Friday, 9.00 am – 3.00 pm. We provide care and education for young children between the ages of 2 and 4 years old, up until statutory school age.

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 of the setting;
- 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.



The parents' rota

Our setting has a dated rota which parents can sign if they would like to help at a particular session or sessions of the setting. Helping at the session enables parents to see what the day-to-day life of our setting is like and to join in helping the children to get the best out of their activities.



Joining in

Joining the rota is not the only means of taking part in the life of the setting. 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.

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 will help your child to settle and throughout your child's time at the setting, she 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. From time to time we hold learning events for parents. These usually look at how adults can help children to learn and develop in their early years.



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 session in our 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 our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led

small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom(s).

Activities change on a daily basis. A weekly plan is available to view in the main hall. The following is a guide to what a day consists of:

9.00am	Arrival and registration
9.05am - 10.00am	Free play, including creative, physical and outdoor play, focused activities
10.00 am - 10.30 am	Snack bar available
10.30 am - 11.00 am	Free play, including creative, physical and outdoor play, focused activities
11.00 am - 11.10 am	Music and Movement
11.15 am - 11.30 am	Story time – in small groups
11.30 am - 11.50 am	Free play, including creative, physical and outdoor play, focused activities
11.50 am - 12.00pm	Singing
12.00pm	Home time for morning session children Arrival and registration for afternoon session children
12.05 pm - 1.20 pm	Free play, including creative, physical and outdoor play, focused activities
12.00 pm - 12.30 pm	Lunch time for all day children
12.30- 1.30 pm	Sleep/rest/quiet time for all day children
1.20 pm - 1.30 pm	Story time – in small groups
1.30 pm - 1.50 pm	Free play, including creative, physical and outdoor play, focused activities
1.50 pm - 2.10 pm	Snack bar available
2.10 - 2.50 pm	Free play, including creative, physical and outdoor play, focused activities
2.50 - 3.00 pm	Singing
3.00 pm	Home time for all children

Snacks

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



Clothing

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. We ask that parents provide some spare clothes to leave in a bag on their child's peg, to enable children to change when needed. Thank you.

Policies

Our staff can explain our policies and procedures to you. Copies of which are available in the reception area. Some policies are also available to view on our website.

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.

Our staff and parents work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling our setting to provide a quality service for its members and the local community.



Information we hold about you and your child

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

The data 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, or SENCO is Yasmeen Nawaz.



The management of our setting

Our setting is part of Emmanuel Community Church International, which is a registered charity. Whilst the charity Trustees maintain legal responsibility, the setting is managed by a volunteer management committee - whose members made up of church members and elected parents of the children who attend our setting. The parent elections take place at our Annual General Meeting. The committee make up the registered person with Ofsted and are responsible for:

- managing our finances;
- employing and managing our staff;
- making sure that we have, and work to, policies that help us to provide a high quality service; and
- making sure that we work in partnership with parents.

The Annual General Meeting is open to the parents of all of the children who attend our setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.]

Fees

The fees are £15 for 3-4 year olds and £17 for 2 year olds 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, talk to Mavis, our manager.

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; where funding is not received, then fees apply.

Voluntary donations.

We ask for a voluntary donation of £1.00 per child per week to contribute towards the cost of cooking ingredients, craft materials and other activities.



Starting at Emmanuel Community Church Nursery 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 from Mavis upon request.

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.

Attendance

It is our aim to give every child the best start in education. As part of this we encourage every child to attend regularly and punctually. Please let us know if your child is unable to attend for any reason by calling the office on the first day of your child's absence.

Accident and Illness

A staff member with a current First Aid qualification is always present to deal with any minor injuries. Should the injury be of a serious nature, parent would be contacted immediately. Please ensure all contact details are up to date at all times.

Please inform us of any infectious illness such as Chicken Pox. A child should not attend nursery within 48 hours of sickness or diarrhoea.

Promoting Positive Behaviour.

We believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects.

The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations.

In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

We are consistent in our approach to behaviour, allowing children to feel safe and secure. Please refer to our Promoting Positive Behaviour Policy for more information.

Complaints.

We aim to provide the highest quality education and care for all our children. We aim to offer a welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play.



We believe that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly, by an informal approach with the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved. Please see our policy called 'Making a Complaint' for more information.



