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Wellingtons for Langley Hall

PARENT INFORMATION PACK

**Wellingtons For Langley Hall
No 2 Langley Quay
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Welcome to Wellingtons for Langley Hall

We would like to welcome you to Wellingtons for Langley Hall. To help you and your child settle in, the following information pack has been compiled. Please read all the information carefully.

From time to time, we like to issue information sheets which keep you informed about the structure and philosophies of our setting. In this Parent Information Pack we have tried to answer some of the basic practical questions that we are sometimes asked. We hope you will find it both informative and helpful. You may request copies of any of our policies and procedures at any time should you wish to see them.

About us

Wellingtons for Langley Hall is owned by Chris & Sally Eaton and is registered with Ofsted URN. EY462773.

A map showing the location of Wellingtons for Langley Hall and a plan of our setting is enclosed in this pack.

Wellingtons for Langley Hall is a non-smoking environment and we ask parents who do smoke to refrain from doing so anywhere on Wellingtons for Langley Hall premises or grounds.

Data protection

The information that you provide on any forms will only be used for essential record keeping in accordance with current legislation and Ofsted guidance and to ensure that we are able to fulfil our statutory duties and meet accepted good practice standards for childcare. We will not disclose any information about you or your child to outside organisations or third parties without your written consent, unless the law requires us to do so. You may ask to see the records held.

Allocation of places

As a busy childcare setting it is possible that we are unable to offer your child a place straight away. You may therefore wish to go on our waiting list for a place at a later date. All places are allocated on the basis of position on the waiting list and the age group for which we have a vacancy. Admission is non-discriminatory.

Fees

Fees are our sole means of meeting the running costs of Wellingtons for Langley Hall. Fees must be paid according to the terms stated on the Entry Contract. An administration charge may be added for any fees not paid by the due date.

The basic fees include the child's care and development which is advertised in our prospectus.

A deposit is required when the place is offered and before the child starts. The deposit is non-refundable if the child subsequently fails to take up their place, but will be deducted from the fees due in the last term.

There is no reduction or refund of fees for absences due to sickness, holidays taken or Wellingtons for Langley Hall closures.

Holidays

It is helpful if you can inform us of any holiday dates as soon as possible as this helps us plan staff holidays too. Holiday forms can be obtained from staff and should be returned to a member of staff once completed.

Security

The front doors are kept locked so that we know who is coming into the building. Please make sure you close the door after you when entering and when leaving. Please **DO NOT** let anybody into the building yourself.

We would ask you to advise a member of staff if you see anyone acting suspiciously on or near our premises.

The aims of Wellingtons for Langley Hall

To encourage a family atmosphere, teaching children to value and respect others, thus learning to relate to one another, building a positive attitude of caring and sharing. Working alongside parents to link home and setting, offering support and welcoming their contribution.

To encourage learning through play by providing games, toys and activities which develop children's skills and self-awareness.

To approach teaching through themes, helping children to understand and relate to the world in which they live.

To provide materials and challenges aimed at encouraging excitement and motivation for learning which reflects the diversity and individual needs of all the children in our care.

To encourage all facets of a child's development, creating a balance between freedom and discipline, creativity and control.

How the setting works

Settling your child

We appreciate that starting your child at a setting can be a very traumatic experience for you both.

We advise you to visit a number of times before the big day. These visits will vary in length and time of day. On your first visit we would ask that you stay for the entire time, other visits will require you to stay for a short time before leaving your child. When you return to pick up your child you should then take them straight home. This will help him / her to realise that you will be coming back after their stay with us. It is also helpful if you talk to your child as much as possible about coming to Wellingtons for Langley Hall.

It is important to your child that you appear positive and happy about leaving them with us. If you are anxious your child will pick up on this and feel anxious too. Occasionally a child may be upset when being left. Generally it is much better for you and your child if you hand him / her over to a member of staff, remember to say goodbye and then go. Prolonging it may only makes things harder for you both. Please be assured that the majority of children settle very quickly once their parent has left. If this is not the case with your child, we will of course contact you. You are welcome to telephone at any time to ask how your child has settled. Once your child has settled in you are welcome to visit at any time. With your co-operation we hope to make this settling-in time run as smoothly as possible.

Collecting your child

Parents are asked to tell us who will be bringing and collecting their child and to provide a password to help us to identify any alternative person authorised to collect your child. The Head of Wellingtons for Langley Hall must be informed if there is any change to this arrangement. Under no circumstances will a child be allowed to leave with an adult who is not known to staff. It is better for your child if arrangements are made on a regular rather than an ad hoc basis.

If, for any reason, you are likely to be late collecting your child, please let us know so that your child may be reassured that you are on your way. Persistent lateness in collecting your child may lead to the loss of the place. A charge may be made for children who are collected late.

If a child has still not been collected one hour after the end of the time booked, and we have not been contacted by you to advise the reason for being late, we will contact Children's Social Care to advise them of the situation. Children's Social Care may then opt to take responsibility for your child.

We assume that both parents have parental responsibility for their child and may collect them from the setting unless we are given documents which prove otherwise.

Home / setting liaison

Wellingtons for Langley Hall aims to ensure that parents receive regular feedback on their child's progress and experiences while they are with us. We also believe that the home-setting link should be a two way dialogue and we encourage parents to feedback to us about their child's experiences at home. This can be made easier if parents allow a little extra time when dropping off or collecting their child. We offer informal written and verbal feedback to parents on a daily basis and arrange formal Parents' Meetings during the year. You are welcome to see your child's records at any time, please speak to your child's Key Person to arrange this. We also produce a Newsletter designed to keep you informed of developments within the setting.

We would hope that you will always find us approachable and open to suggestions or criticism. If you have any comments or observations that you would like to share with us, please do speak to your child's Key Person or the Head of Wellingtons for Langley Hall. We aim to use your feedback to inform the development of our services and for staff training.

Parent participation

Whatever you feel you could help us with (whether assisting with an activity, supporting events or translating information for parents whose first language is not English) and for however small amount of time you feel you could spare, please let us know and we will welcome you with open arms! We are always grateful for your involvement and support. In order to safeguard the welfare of all the children in our care, parents who wish to volunteer their services within the setting will be required to complete a short application form and undergo suitability checks.

Behaviour management

Staff will not smack or otherwise physically punish your child or threaten to do so and we ask that parents also follow this rule when on Wellingtons for Langley Hall premises. Wellingtons for Langley Hall believes that children are not “naughty”, but rather that their behaviour can at times be unacceptable.

Staff will deal firmly with situations as they arise, by distracting the child, talking things through with them and explaining why their behaviour is unacceptable. Some incidents such as biting or scratching are generally the result of a child simply not having the skills to express themselves and staff work to ensure that these are dealt with sensitively but firmly. Parents of the biter and the bitten are always informed of any incident.

Apart from minor incidents, we will advise parents of any situations that have arisen during the session and the action taken by the staff. This is not meant to result in further disciplining of the child but rather so that we can work together to ensure that patterns of unacceptable behaviour are identified and remedied.

We believe that children respond to positive reinforcement of their behaviour and offer this in a variety of ways such as praise, stickers etc.

Parents may find that their child’s behaviour at home is equally challenging and we encourage you to discuss any concerns with the Head of Wellingtons for Langley Hall so that a joint framework for a consistent behaviour management strategy can be developed.

Staff are trained to accommodate and cope with the behaviour of most children. However, if staff believe they are unable to cope with exceptionally disruptive behaviour and where additional professional support has been sought but is not accepted, the setting reserves the right to withdraw the place in the interests of the other children.

The designated person for Behaviour Management at Wellingtons for Langley Hall is named on the attached staff list.

Practical guidelines

We provide art aprons but children should wear old play clothes which are clearly named. They are then free to join in all the activities without fear of soiling new or expensive garments.

We ask parents to remove all items of jewellery from their child before bringing them to Wellingtons for Langley Hall, this is so that we can ensure the safety of your child and others.

If your child is being toilet trained, it is advisable for them to wear clothes which are easy for them to manage i.e. jogging bottoms or trousers with an elasticated top.

Although every effort is made to ensure that items of clothing are not lost or damaged, Wellingtons for Langley Hall cannot accept any responsibility for replacement of such items.

Photographs of Mum and Dad, emergency contact and anyone else who may collect your child on a regular basis would be helpful together with a code word which will allow staff to confirm the identity of the alternative contact. It is also important that you let us know if there is any particular person who must never be allowed to collect your child.

Paint

The paint that we use at Wellingtons for Langley Hall is washable, although we have been advised that clothing should be washed according to the following instructions:

“Use non-biological powder or liquid and luke-warm water, otherwise the stain will become permanent. Soak if necessary. Do not apply heat (e.g. tumble dry) until the stain has gone.”

Outstanding fees

All fees should be paid according to the terms of the Entry Contract. Fees not received by the due date are subject to an administration charge.

Consistent non-payment of fees may result in your child’s place being withdrawn.

Notice of withdrawal

Parents are reminded that written notice is required if you wish to your child to leave Wellingtons for Langley Hall. Please refer to your copy of the Entry Contract for further details. If you fail to give the required notice you will be charged fees in lieu.

Withdrawal of place

Regrettably there may be occasions when it becomes necessary for Wellingtons for Langley Hall to request that a child be withdrawn from the setting. This sanction will only be considered if after discussions with the parents, a satisfactory alternative solution cannot be achieved.

Withdrawal of the place might be for one of the following reasons;

- ❖ Non-payment of fees.
- ❖ Repeated non-attendance of the child without satisfactory reason.
- ❖ Exceptionally disruptive behaviour of the child where additional professional support has not been accepted.
- ❖ Persistent lateness in collecting a child.

Please speak to the Head of Wellingtons for Langley Hall, in confidence, if you do experience any problems

Staffing policy

Here at Wellingtons for Langley Hall we have staff with a variety of childcare qualifications who are committed to nurturing and developing your child. There is also a programme of on-going development for all staff.

At times of holiday and sickness we reallocate staff for coverage to the best advantage. Occasionally this is not possible and we may therefore use an agency which specialises in providing childcare staff. A notice will be put on your child’s parent notice board telling you of any changes.

From time to time, however, staff may be absent due to illness or staff training. Every effort will be made to keep changes to a minimum and when ever possible to use supply staff who are known to us and are familiar with our systems and practices. However, it is often the case that when a bug is going around several people will be affected at once. If after exhausting all of our supply sources we cannot meet the minimum required ratios for the age group of children, we will contact you to advise that your child needs

to start at a later time or if already at Wellingtons for Langley Hall to give you the opportunity to collect your child. This should only be necessary in very extreme circumstances.

Outings

On occasion, your child may take a short trip out of the setting, to the post office or to the local shop to buy cooking ingredients, you will be asked to sign a consent form in advance of any outings.

For the older children a longer outing may be arranged and this will usually link with activities the children have been doing at Wellingtons for Langley Hall. You will be asked to sign a consent form giving permission for your child to go.

All outings are carefully planned and are staffed with your child's usual carers and additional help from parents or visiting students. The adult / child ratio depends on the ages of the children and the nature of the outing.

Policy on professional development for staff

Wellingtons for Langley Hall is committed to providing professional development for all staff. It is our policy to train staff into more senior roles where possible to enable us to offer promotion internally rather than recruit for these posts through national advertising.

New staff bring with them fresh ideas and encourage a lively buzzy atmosphere that prevents our setting from becoming stale or complacent. We welcome new staff and have a comprehensive induction programme which ensures that they understand our policies and procedures to ensure staff changes are a positive experience for all concerned.

Staff are encouraged to develop their childcare skills through discussion, reading and attending specialised training courses. They then feedback during staff meetings, helping all staff to ensure that our setting reflects the best in childcare practice.

Senior staff supervise less experienced staff, volunteers and childcare students and support them to increase their skills and knowledge. All staff have an annual appraisal and additional performance reviews throughout the year to identify achievements and training needs.

Equality of opportunities policy

Wellingtons for Langley Hall recognises that parents have a right to choose childcare that best fits in with their own views on childcare provision on moral or religious grounds. We also recognise that it is impossible to be all things to all people.

With this in mind, we believe that the needs and views of our clients should be met as long as they do not conflict with any of the basic aims and principles upon which Wellingtons for Langley Hall is built.

Entry to Wellingtons for Langley Hall is non-discriminatory. It is our policy to recognise and acknowledge that each and every child is an individual and that all diversities of personalities, abilities, culture and character will be respected and nurtured without racial, gender or other forms of stereotyping. Positive attitudes to differences of race, culture, language or gender are encouraged.

We respect the families of our children and encourage parents to assist us in developing an understanding of any additional needs of their child. We do not make judgments about the family backgrounds and lifestyles of the children in our care and if discrimination does occur, it will be challenged

Every employee will recognise, observe and report on a child's abilities and will seek to meet the needs of each child as an individual, encouraging them to actively participate in activities, even if this means adapting the activities to meet those particular needs. A wide range of activities will be offered with resources reflecting the diverse backgrounds, language and physical abilities of the children in our care.

Our strategy for assisting children and parents who have English as an additional language or other communication needs

Wellingtons for Langley Hall will recognise a child's first language and will discuss with parents the key words which will enable staff to communicate with them and their child during the early days within our setting. Staff will communicate regularly regarding basic words taught in English at Wellingtons for Langley Hall so that children and parents can practise together at home. Staff will also work to ensure that other communication difficulties and needs are equally supported.

Each child's home language will be valued and reflected in the setting including (but not limited to) the use of labels, books, audio tapes and other resources.

Wellingtons for Langley Hall will encourage parents to be accompanied by a translator for parents meetings should this be necessary. We will endeavour to provide written information in a parent's home language or seek alternative ways to ensure they remain fully informed.

Special needs policy

It is the responsibility of Wellingtons for Langley Hall to ensure that all children including those with special educational needs and/or disabilities are able to fully participate in all activities. Where necessary, positive steps are, and will continue to be taken to particularly encourage the participation of all children in all activities.

Detailed records are kept of each child's progress. In cases where children fail to achieve specified goals, staff will discuss their concerns and a second opinion may be sought. Parents will be advised of the staff concerns at this stage and may be asked if they would consent to participate in the completion of a Common Assessment Framework to assist in understanding the family's needs and if appropriate to refer a child to a relevant specialist for a more detailed assessment. All information will be confidential and will not be shared with anyone without the parent's express consent.

Children will be observed so that the SENCO can gather information for initial and further assessment of individual children's needs so that the curriculum can be adjusted appropriately. Staff refer to the Special Educational Needs Code of Practice and use this to guide, inform and improve the inclusion of children with special needs.

Wellingtons for Langley Hall will continue to improve access to the facilities and review the accessibility and appropriateness of play equipment for children with special or additional needs.

The Special Educational Needs Co-ordinator (SENCO) for Wellingtons for Langley Hall is named on the attached staff list.

Staff and child safeguarding policy

Wellingtons for Langley Hall is committed to safeguarding the children in our care and has a policy which is in line with Children's Social Care and Government guidelines. All staff have been vetted before being appointed and no adult (staff, volunteer or childcare student) is ever left alone with children unless a satisfactory enhanced DBS disclosure has been received.

Wellingtons for Langley Hall staff have a statutory right to observe children as part of the developmental record process and these observations may also be used as evidence in child protection cases. Childcare students frequently need to observe children, however children's names are never used and student's work is checked before being submitted to ensure that nothing confidential is disclosed. Photographs may only be included in coursework if the parent has given their permission for them to be taken and used by the student.

It is considered good practice for staff to record any injuries / marks observed on a child when they are brought into the setting and seek an explanation from the parent, this record will be kept in the child's confidential file. This should not be seen as an accusation of any sort, but these records may be taken into consideration if a concern about the welfare of the child subsequently arises. It is the policy of Wellingtons for Langley Hall to discuss any concerns relating to the welfare of the child with the parent, unless it is believed that to do so would put the child at risk of further harm. Wellingtons for Langley Hall has a statutory responsibility to refer any child protection concerns to Ofsted and Children's Social Care.

The use of personal mobile telephones, cameras or other devices with similar functions are not permitted within the nursery.

Wellingtons for Langley Hall is also committed to safeguarding staff and has policies relating to professional conduct and protection from false allegations.

The designated person for Safeguarding at Wellingtons for Langley Hall is named on the attached staff list.

Missing child

We take very seriously our responsibility for the safety and welfare of your child, and while we are confident that our procedures are sound, it is only prudent to have a plan should the unthinkable happen and a child go missing. Immediately there is any uncertainty over the whereabouts of a child we will establish where the child was last seen and begin our search there checking all possible areas the child could have gone or be hiding. A fire drill will be carried out and if still not found, you and the police will be telephoned while members of staff widen the search area. Once the police arrive we will hand over control of the search to them. We will also report the incident to Ofsted and after the child is found we will conduct a full and thorough investigation into the circumstances of the incident and the lessons that can be learned.

Concerns

At Wellingtons for Langley Hall we like to feel that we are approachable and sympathetic to parents' needs and concerns. If you have any concerns or questions regarding the setting or staff, please feel free to speak to the Head of Wellingtons for Langley Hall at any time.

Within Wellingtons for Langley Hall we have a Concerns Procedure which allows us to monitor parental concerns, what actions were taken and, perhaps more importantly, what lessons can be learned for the future. On most occasions, parents of the child who has been the cause of concern will be informed. However in circumstances of child protection or malicious accusation, Wellingtons for Langley Hall may decide that this is not appropriate.

If you have a concern that is connected with your child:

- ❖ firstly, approach your child's Key Person or Room / Group Leader.
- ❖ Or, contact the Head of Wellingtons for Langley Hall

Please try to let us know, briefly, what your concern is - unless otherwise briefed, the Head of Wellingtons for Langley Hall will most probably be accompanied by the Room / Group Leader when meeting with you.

If you have a concern with an administrative matter:

- ❖ Contact the Head of Wellingtons for Langley Hall

When a concern is expressed, either personally, by telephone, e-mail or letter, we complete our own "Staff / Parental Concern Report". These are filed and regularly reviewed by senior members of staff.

We will try to redress the problem straight away, but if this is not possible, we aim to get back to you within 24 hours, even if it is only to give you an update.

If you are not happy with our response to your concern, you are entitled to bring the concern again to a more senior member of staff or a review panel comprising of two senior members of staff not directly involved in the original complaint and a third person who is independent of the management and running of Wellingtons for Langley Hall. You may be accompanied at this meeting if you wish. This panel will record their findings and recommendations and a copy will be given to the Head of Wellingtons for Langley Hall and anyone complained about, as well as yourself. This process will be completed within twenty days of raising the original concern.

We guarantee to keep your concern confidential.

Finally, if after bringing your concern to the review panel, your concern is still not resolved, you can telephone the Ofsted helpline on 0300 123 1231. You may also send your concern to Ofsted in writing at:

Ofsted National Business Unit
Royal Exchange Building
5th, 6th and 7th Floors
Piccadilly Gate
Store Street
Manchester M1 2WD

Parents may request to see our record of complaints made to us and any made to Ofsted about us, together with their outcomes. Findings and recommendations will be sent to complainants electronically or in printed format.

We hope that you will also feedback positive views and suggestions when appropriate.

Health and safety policy

Great care is taken to ensure that all equipment and materials used conform to accepted safety standards. We also have our own detailed health and safety policies which cover all aspects of our setting. In addition, staff are aware of the capabilities of individual children and will not allow them to be put at risk. However, it is inevitable that young children at play will suffer the odd bump or bruise. Medical attention will always be sought for anything more than a minor injury. If your child is hurt in an incident involving another child, staff will deal firmly and fairly with the other child concerned.

We will telephone you immediately to advise you of any accident involving your child. All accidents are recorded on an Accident / Incident Report which you will be asked to sign when you collect your child (whether this is immediately or at the normal collection time). A brief written summary of the accident and treatment given will also be sent home with your child.

In order to protect children who have an allergy to nuts, we ask parents not to bring in any items containing nuts or nut products.

Emergency evacuation routes are displayed beside each door and all exits are clearly marked. We hold an emergency evacuation drill at least every 3 months.

Medical alert policy

Wellingtons for Langley Hall takes seriously its responsibility to look after your child. To enable us to do this successfully it is important that we work together in partnership with parents.

When you sign your child in to our setting you will be asked to complete a medical form. This must be returned before a child starts with us. If you have indicated that they have any serious allergies that require them to avoid foods or circumstances that would make the allergy worse, we will ask you to meet with us and complete a Medical Care Plan. Only when this is done, may your child start at the setting.

We would ask you to communicate in writing any changes in your child's development or physical needs that may become apparent as they grow up.

Medicines

As far as possible we ask that medicines are given to children by their parents at home. Only medicines which require administering at a specific time of the day or in response to a specific event need be brought to Wellingtons for Langley Hall. Parents are required to complete a medication form giving details of the medicine and how it should be given. We also ask parents to advise us if their child has been given any medication before being brought into the setting. These forms should be obtained from and when completed given to the Head of Wellingtons for Langley Hall or your child's Key Person.

Sickness

It is generally accepted that children who are unwell should not attend a childcare setting, but are better cared for in a quiet one-to-one situation such as at home with a parent.

The Health Protection Agency has issued Wellingtons for Langley Hall with guidance on exclusion periods for children with a variety of common (and some serious) conditions. Their poster "Guidance on Infection Control in Schools and Other Childcare Settings" is displayed on our premises and we will use this guidance when managing children who fall ill.

There are some additional occasions when Wellingtons for Langley Hall will require a child to be excluded from the setting, as follows:

- ❖ When the child has an eye or ear discharge (we must presume this is infectious, as they quite often are). However if your GP informs you that the discharge is not infectious your child may attend, so long as they are otherwise well and not suffering any obvious pain or distress or requiring any additional care.
- ❖ In the first 24 hours after your child has started taking a course of antibiotics. This is in case your child suffers a reaction to the treatment.
- ❖ If they have a fever over 102°F.

If your child becomes unwell while at Wellingtons for Langley Hall

If your child develops a high temperature

- ❖ we will telephone you to request permission to give Calpol (or a similar medication).
- ❖ we will monitor your child's condition
 - temperature up to 100°F
 - we will advise you by telephone if there is a significant change
 - temperature 101 °F
 - we will monitor the situation for 30 minutes
 - if their temperature goes down below 101 °F, your child may be allowed to stay at the setting
 - temperature 102 °F
 - we will telephone you and ask you to collect your child immediately

The most important consideration for us is whether your child is well enough to cope with being at the setting. We do our best to care for children who are a little “under the weather” but believe that children who are unable to join in with normal activities or who are distressed are better off at home. We must also take into consideration the impact on the staff and other children at the setting of having on the premises a child who is clearly unwell.

It is essential for us to have the most up-to-date phone numbers for you and any emergency contacts and that we are advised immediately if any of these details change. If a child is ill and needs to be taken home, we will always attempt to contact the parents first. However if this is not possible we will ask your designated emergency contact to collect your child on your behalf.

Please be assured we will not ask you (or your emergency contact) to collect your child from Wellingtons for Langley Hall or request that they do not attend, unless we have a genuine concern for your child's welfare. We understand that work commitments can make keeping your child at home difficult and will do all we can to minimise this disruption.

Your child's day

Play is children's work, it is the way that children learn skills, express their creativity, develop self-discipline, confidence, social skills and independence. We emphasise the role of play in motivating children to discover, learn and make sense of their world through direct experience, and for this reason on our timetables we refer to “free play” as Integrated Learning Activities or I.L.A. There are a large number of activities included in I.L.A. and each day children will be able to experience some of the following:

Painting	Printing	Music
Finger painting	Bubble painting	Water
Junk modelling	Sticking	Sand
Collage work	Imaginative play	Clay
Movement	Plasticine	Dough
Outdoor play with bikes, balls and hoops	Construction toys	Cutting
Songs, rhymes and music	Role play	Puzzles

Staff prepare and support children in their play to provide a scaffold for developing language, communication, creativity, self-esteem and physical and emotional skills. Activities are designed to be challenging and exciting and encourage spontaneous play which can be extended by staff interaction.

Children are given the opportunity to play alone as well as in small and large groups. They are allowed to take risks and make mistakes in a safe and caring environment where their achievements are celebrated. Inevitable frustrations and fears are addressed by staff who understand the essential role these experiences play in the development of a healthy, well-balanced child.

The activities prepared by the staff reflect the diverse needs of the children in their care. They offer opportunities to build on each individual child's strengths and weaknesses taking into account any

special needs they may have. All achievements, however small are valued and celebrated, ensuring that staff respond to every opportunity to enhance a child's self-esteem.

Although many children appear to have boundless energy, it is important for their development that they are given opportunities for quiet time, rest and relaxation. Fresh air and adequate food and drink are also vital parts of their day. These aspects are therefore built into our timetables and planned for in the same way as other parts of the day.

Timetables illustrating how Wellingtons for Langley Hall aims to meet the needs of the children in its care are included in this pack. Transitions between activities may be adjusted for example to allow children to finish an activity, or a planned activity may be changed to take advantage of an unexpected event e.g. snow! Timetables should therefore be seen as a tool rather than a prescriptive document.

Each child's progress in different areas is recorded and reviewed on a regular basis by the staff and discussed at parent meetings. However, if you are worried about any area of your child's development, we would ask you to approach us to arrange a meeting to discuss your concerns.

If your child attends our setting between the age of 2 and 3 years, the revised Early Years Foundation Stage 2012 requires practitioners to assess your child's progress and provide you with a short written summary. Staff will be happy to answer any questions or concerns you may have about the assessment process and/or report.

In the final term of the year in which your child reaches age 5, practitioners are required to complete an 'Early Years Foundation Stage Profile'. This is designed to provide a well-rounded picture of your child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. Once again, staff will be happy to answer any questions or concerns you may have about the assessment process and/or report.

We believe that parents and setting should work in partnership, and each week a simple task may be planned for the child to complete at home alongside the parent. The task may be a simple colouring, investigation, social or personal skill. These are designed to support the work being done at the setting and encourage discussion about the child's experiences while with us. Do let staff know how the task went and any surprises or problems that occurred. This can then be built on during the next session.

Everything that we do throughout the day at Wellingtons for Langley Hall links in with the "Early Years Foundation Stage" and with the Government initiative "Every Child Matters". Our policies and procedures reflect the Statutory Framework for the Early Years Foundation Stage which came into effect in September 2008 and was revised in September 2012.

The Early Years Foundation Stage 2008 provided brief summaries of the broad stages of development which are detailed in the following pages together with examples of how Wellingtons for Langley Hall meets the needs of these children. You should note that there is some overlap in the ages given. This is deliberate and reflects the fact that all children develop at different rates.

0 to approximately 11 months

The Early Years Foundation Stage 2008 described this development stage as:

"During this period, young children's physical development is very rapid and they gain increasing control of their muscles. They also develop skills in moving their hands, feet, limbs and head, quickly becoming mobile and able to handle and manipulate objects. They are learning from the moment of birth. Even before their first words they find out a lot about language by hearing people talking, and are especially interested when it involves themselves and their daily lives. Sensitive caregiving, which responds to children's growing understanding and emotional needs, helps to build secure attachments to special people

such as parents, family members or carers. Regular, though flexible, routines help young children to gain a sense of order in the world and to anticipate events. A wide variety of experience, which involves all the senses, encourages learning and an interest in the environment.”

Staff are allocated to each room and each member of staff is a Key Person to specific children. We encourage a family atmosphere and although initially the children will be very close to their Key Person, as the children become more settled and independent they will begin to develop closer relationships with other members of the team.

Very young children usually follow their own routine which has already been established at home. Alongside this each child is offered a variety of activities, which will include toys ranging from play frames, and rattles to simple shape sorters and puzzles. Most importantly, lots of time is given to one to one interaction, conversation, eye contact and of course, cuddles.

Nappies are checked regularly throughout the day and changed as necessary. The amount and frequency that a child will sleep will be dictated by individual requirements. Babies who are following a weaning programme may be having all their meals at different points throughout the day.

Items needed for young babies

Any comforter your child may need e.g. soother, cloth or teddy.

Your child's current routine.

Bottle feeds need to be brought in daily, made up. All bottles and tubs must have your child's full name marked on them. If you wish for your child to have weaning foods that have already been prepared, frozen and defrosted at the setting, a permission slip will need to be sign

Approximately 8 to 20 months

The Early Years Foundation Stage 2008 described this development stage as:

“As children become mobile new opportunities for exploration and exercise open up. A safe and interesting environment, with age-appropriate resources, helps children to develop curiosity, coordination and physical abilities. This is a time when children can start to learn the beginnings of self-control and how to relate to other people. In this period children can be encouraged to develop their social and mental skills by people to whom they have a positive attachment. Building on their communication skills, children now begin to develop a sense of self and are more able to express their needs and feelings. Alongside non-verbal communication children learn a few simple words for everyday things and people. With encouragement and plenty of interaction with carers, children's communication skills grow and their vocabulary expands very rapidly during this period.”

There will be an opportunity for quiet play, some art and large play activities, i.e. soft toy play, baby walkers and push along toys. Gradually their routine will change as each child grows older and is introduced to new experiences. This is achieved through Integrated Learning activities (ILA) i.e. play activities and having the opportunity to experiment with a variety of toys and materials.

Included in the routine are times for art and creative activities and for small group time. These are displayed in further detail on the Parent Notice Boards.

Usually by 9 months all children are eating dinner and tea at set times.

As babies develop into toddlers, the children continue to have a Key Person. They will encourage the children to become more independent at the same time as offering the continuity of care and stability.

Replace this sheet with

Your timetable for:

Approximately 8 to 20 months

Approximately 16 to 26 months

The Early Years Foundation Stage 2008 described this development stage as:

“Children in this phase are usually full of energy and need careful support to use it well. Growing physical strengths and skills mean that children need active times for exercise, and quiet times for calmer activities. Playing with other children is an important new area for learning. This helps children to better understand other people's thoughts and feelings, and to learn how to cooperate with others. Exploration and simple self-help builds a sense of self-confidence. Children are also learning about boundaries and how to handle frustration. Play with toys that come apart and fit together encourages problem solving and simple planning. Pretend play helps children to learn about a range of possibilities. Adults are an important source of security and comfort.”

In this group we cater for the rapidly changing needs of the toddlers in the setting providing lots of support and encouraging language development particularly.

Children are much more independent and are developing greater concentration skills. They are introduced to fun activities to develop their awareness of letters and numbers.

The routine is fairly structured which gives lots of opportunities for the children to explore a variety of activities. Each activity allows the children ample time to explore and discover the activity and takes into consideration the concentration span of children this age and their individual needs.

The children will spend some time in their individual groups but they will also mix together as a larger group at other times during the day. This will encourage the development of social and other skills.

Many of the children in this area are potty training so there are frequent points throughout the day when 'bathroom time' is introduced. This gives the children time to get used to sitting on a potty and is an ideal introduction to potty training as their friends do it too!

After lunch there is time for a sleep. The amount each child will sleep may vary immensely, so please discuss this with your child's Key Person. Those children who do not sleep will have an opportunity for quiet activities in a separate room.

It is important to remember that these children are still quite young and will of course need lots of individual attention and hugs. As they approach the time to move to the next phase, the children will naturally become more independent and self-confident and this is encouraged and developed by staff.

Replace this sheet with

Your timetable for:

Approximately 16 to 26 months

Approximately 22 to 36 months

The Early Years Foundation Stage 2008 described this development stage as:

“Children's fine motor skills continue to develop and they enjoy making marks, using a variety of materials, looking at picture books and listening to stories, important steps in literacy. Self-help and independence soon emerge if adults support and encourage children in areas such as eating, dressing and toileting. Praise for new achievements helps to build their self-esteem. In this phase, children's language is developing rapidly and many are beginning to put sentences together. Joining in conversations with children is an important way for children to learn new things and to begin to think about past, present and future. Developing physical skills mean that children can now usually walk, climb and run, and join in active play with other children. This is an important time for learning about dangers and safe limits.”

As the children's confidence and independence grows, they are allocated to a group of friends with a childcare practitioner and an assistant. This enables the children to have the security of a 'special' person when they need one and to be confident enough to be happy in any practitioner's care.

Replace this sheet with

Your timetable for:

Approximately 22 to 36 months

30 to 50 months

The Early Years Foundation Stage 2008 described this development stage as:

“An increased interest in joint play such as make-believe, construction and games helps children to learn the important social skills of sharing and cooperating. Children also learn more about helping adults in everyday activities and finding a balance between independence and complying with the wishes of others. Children still need the comfort and security of special people. Close, warm relationships with carers form the basis for much learning, such as encouraging children to make healthy choices in food and exercise. At this stage children are becoming more aware of their place in a community. Literacy and numeracy can develop rapidly with the support of a wide range of interesting materials and activities. Children's language is now much more complex, as many become adept at using longer sentences. Conversations with adults become a more important source of information, guidance and reassurance.”

40 to 60 months

The Early Years Foundation Stage 2008 described this development stage as:

“During this period children are now building a stronger sense of their own identity and their place in a wider world. Children are learning to recognise the importance of social rules and customs, to show understanding and tolerance of others, and to learn how to be more controlled in their own behaviour. Learning and playing in small groups helps to foster the development of social skills. Children now become better able to plan and undertake more challenging activities with a wider range of materials for making and doing. In this phase children learn effectively in shared activities with more able peers and adults. Literacy and problem solving, reasoning and numeracy skills continue to develop.”

Children are grouped according to their developmental needs with a carefully tailored routine to cater for these needs as they grow, gradually building on their achievements so far and taking a more in-depth look at core skills i.e. maths, science, reading, writing, language and social and self-help skills.

During their time at Wellingtons for Langley Hall the children establish relationships with other children and with adults, initiate ideas and solve simple problems and express their feelings such as wonder, joy or sorrow in response to their experiences of the world.

As the children progress, they are encouraged to develop responsibility for their belongings and to keep them together on their peg which is also named. Finding their name and other words around the setting helps to promote early reading and writing skills.

Within Wellingtons for Langley Hall we use flexible themes and topics that will relate to children's present and ever-growing experiences as a springboard to learning. Through activities and discussion they will develop language skills and be introduced to mathematical and scientific concepts.

We have our own computer and a growing library of software. It is our aim that children will become familiar with the basic skills needed to use the computer to access the learning programmes available.

We develop the children's understanding of letter formation and sound and children are encouraged to bring in items from home that begin with the sound for the week. In this way children can begin to link the shape of a letter with its sound and also hear the sounds in words. These are important pre-reading skills.

French is also introduced to all children through basic words and songs.

Children are given regular opportunities to listen and respond to stories, songs, nursery rhymes and poems, recognise their own name and some familiar words, recognise letters of the alphabet by shape and sound and learn to write their names with appropriate use of upper and lower case letters.

The children will use mathematical language to describe shape, position, size and quantity, use number rhymes, songs, stories, counting games and activities, recognise and use numbers 1 to 10 and become familiar with larger numbers. They will use a variety of toys, games and other practical activities as part of their mathematical experiences.

They will use a range of small and large equipment to increase their level of co-ordination and an awareness of space and others.

They will begin to understand about their environment, where they live, their families, and past and present events in their own lives.

Through art, music, dance, stories and imaginative play they show an increasing ability to use their imagination, to listen and to observe.

Replace this sheet with
Your timetable for:
3 to 5 Years

READING TOGETHER

At Wellingtons for Langley Hall, one of the most important aspects of the curriculum is learning to read confidently. However, although it is a mutual desire that all children progress well through the reading scheme, we must not forget that the development of literacy involves far more than a reading scheme alone. Developing a love of books is essential as this will inevitably encourage a desire to read for oneself and thereby make real progress in reading.

Here are some pointers:

- DO** have plenty of books of all kinds in your home.
- DO** encourage your child to look at the books around them even if they cannot yet read them.
- DO** let your children see you enjoying books.
- DO** encourage respect in the treatment of books.
- DO** read a wide variety of stories and books to your child.
- DO** encourage them to read and share these books with you and ask them to identify familiar words.
- DO** make reading together a relaxing and enjoyable time.
- DO** encourage your child to talk about their reading books, asking questions about the pictures and events in the story.

- DO** be supportive, providing words if a child is hesitant for too long.
- DO** give lots of praise. Even if a child is struggling, they are still trying hard.
- DON'T** rush your child or make reading time stressful in any way.
- DON'T** compare your child's reading levels unfavourably with their peers.
- DON'T** read with your child when there are too many other distractions - make it a quiet, peaceful time.
- DON'T** restrict your child's reading to the reading book provided by us - there is much to be gained from providing a wealth of story books for them to read alone or share.

ABOVE ALL reading should be a pleasure, never a chore and attitudes developed now are likely to remain with your child in the future.

Mealtimes

Meals for the children are based on a low sugar and salt intake and we also monitor the fat content although young children should not have a low-fat diet. A vegetarian and non-dairy alternative is always available. Examples of our menus are included in this pack.

If your child has any special dietary needs please talk to your child's Key Person about what alternatives we can offer and how we can accommodate your child's needs.

Young babies who are on their own weaning programme can be introduced to food we provide from quite an early age, as we are more than happy to liquidise or mash anything from the menu with the exception of quorn or other soya based products.

The setting menu is displayed so that you can see what your child is eating each week.

Food is never used as a reward or withheld as a form of punishment. No child is ever fed against their will. We will always aim to offer an alternative for a child and will advise parents if their child has not eaten well at any time.

Parents who provide their own food for their child are asked to ensure that it is transported in a cool bag / box. Wellingtons for Langley Hall will provide parents with information about healthy lunchboxes for toddlers and can also provide additional information regarding feeding problems in toddlers.

Wellingtons for Langley Hall operates a "no nuts" policy and to protect the welfare of children and staff we will check all lunchboxes for "unsafe" items before giving the food to the children.

If a child does not eat the food in their lunchbox, we will as appropriate, offer alternative food from our setting (we reserve the right to make a nominal charge for this) and/or contact the parents to advise them. Lunchboxes are sent home with any uneaten food so that parents are able to monitor their child's eating habits and preferences.

Replace this sheet with an
example of your menus

Replace this sheet with your
opening hours and fee
schedule

Replace this sheet with your
staffing list / diagram

Ensure you state clearly who is
your designated person for:

Safeguarding

SENCO

Behaviour Management

Equal Opportunities

**Replace this sheet with a plan
showing the layout of your
setting**

Replace this sheet with a map showing the location of your setting

This Parent Information Pack is designed to be used as a template and guide for you to adapt and return to us.

Upon receipt, we will produce a document that fits your own needs and requirements as well as being personalised with the name of your setting.

Some of the sections cannot be removed or changed significantly because they are required by Ofsted. If you request a change to a required section or statement, we will contact you to explain what is required and why.