

# Wellingtons for Langley Hall



## PARENT INFORMATION PACK

Wellingtons for Langley Hall  
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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. All staff are also obliged to follow these requirements.

### **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 the administration team and returned to reception, or an email can be sent containing the information necessary.

### **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 will 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. All year groups at Wellingtons for Langley Hall follow a tailored planning system in order to promote the very best learning environments.

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 make 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 Slough Childrens Services to advise them of the situation. Slough Childrens Services 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 use the Tapestry platform to keep parents up to date with your child's progress. 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 on a monthly basis.

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. All communication should be made verbally or via email we aim to respond formally to all comments or observations within 24 hours.

## 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 biting child and the bitten child 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. Parents should also provide at least 3 sets of additional clothing.

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 non-toxic and 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 8-week 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 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 Educational Needs and Disabilities (SEND) 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. A poster can be found here:

[https://www.publichealth.hscni.net/sites/default/files/Guidance\\_on\\_infection\\_control\\_in%20schools\\_poster.pdf](https://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf)

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/38.9 degrees.

### 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/37.7 degrees
    - we will advise you by telephone if there is a significant change
  - temperature 101 °F/38.3
    - we will monitor the situation for 30 minutes
    - if their temperature goes down below 101 °F/38.3 degrees, your child may be allowed to stay at the setting
  - temperature 102 °F/38.9 degrees
    - 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
Cutting	Songs, rhymes, and music	
Role Play	Puzzles	
Outdoor play with bikes, balls, and hoops	Construction toys	



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 considering 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 2021 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.

Everything that we do throughout the day at Wellingtons for Langley Hall links in with the "Early Years Foundation Stage" 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 2017 and again in 2021.



The Early Years Foundation Stage 2017 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.



## How are we COVID-19 Secure?

The coronavirus pandemic had a significant impact on all of our lives and in order to ensure that we provide high quality provision in a safe and secure environment, we have had to make some adaptations to usual operations. Below is some of the adaptations we have made that we think you need to know. (Please note, additional actions have taken place in addition to the below)

- Currently we are not permitted to allow parents to enter the premises for any other reason but paying for fees if they cannot complete an online bank transfer.
- All staff, children and parents entering the setting will have their temperature checked and clean their hands with antibacterial gel.
- The front entrance has been sectioned off to promote stricter bubble systems.
- Staff are being tested for COVID-19 twice a week, every week.
- The Nursery has created year-group bubbles to avoid cross contamination.
- All specialised areas such as soft play, sensory room and the hall will be cleaned after every use.
- All Playrooms have been provided with a detailed checklist of items to be sterilised and cleaned every day. This includes furniture and commonly used areas such as door handles and phones.
- All parent consultation meetings will be conducted virtually until further notice.
- End of day hand overs are currently suspended until further notice; children will be supplied with daily care sheet (except Preschool) and Tapestry will be used more to inform you about your child's day. Any significant information about your child will be communicated to you over the phone.
- Wellingtons for Langley Hall provides staff with all necessary PPE to perform their roles to a high standard.
- Wellingtons for Langley Hall has access to a high grade 'fogging' machine for mass sterilisation of the setting which is used when needed.
- Children and staff's health is monitored closely, and any signs or symptoms are isolated and actioned quickly.
- Children are taught about the importance of hygiene routines and good practice is demonstrated to them frequently.
- All staff are aware of their responsibilities to socially distance in and out of Nursery.
- CCTV allows us to clearly see direct contacts of a positive case, meaning that children and staff that do not need to be sent home can still benefit from being at Nursery.





## About being 0-1

Children within this age band can be found within out Peter Rabbit and Benjamin Bunny room.

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 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.

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.

Wellingtons for Langley Hall takes considerable caution when it comes to childrens allergies and so will purchase all formula milk that is needed for your child, unless this has been medically prescribed by your GP. All food given to children will be made fresh on site and be respectful your child's dietary requirements. Please ensure all of this information is given to us in your application form so that we can ensure your child's items are ready for their start date.

Children within the higher end of this age bracket can be found within out Little Bear, Winnie the Pooh and Rupert Bear rooms.

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.



## An example of a 0-1 Daily Schedule

7.30am	Join together in Peter Rabbit for Breakfast
8am	Integrated Learning Activities/Nappy Changes
8.30am	Garden Time
9am	Integrated Learning Activities/Nappy Changes
10am	Focused Activities/Key Group Time
12pm	Lunch
12.30pm	Sleep time with classical music
1.30pm	Tummy Time/Musical Interaction/Songs
2pm	Integrated Learning Activities/Nappy Changes
3.30pm	Garden Time
4pm	Tea time
5pm	Join in Peter Rabbit for Late Play/Final Nappy Checks
6pm	Nursery closes

*All children in this age group have their own individual daily routines that are tailored to their needs.*



## About being 1-2

Children within the higher end of this age bracket can be found within our Little Bear, Winnie the Pooh and Rupert Bear rooms.

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 children 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.

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!

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.



## An Example of a 1-2 Year old Schedule

7.30am	Join together in Rupert the Bear room for early play
8am	Integrated Learning Activities
8.30am	Garden Time
9am	Integrated Learning Activities
12pm	Lunch
12.30pm	Sleep time
1.30pm	Children start to wake / quiet play or story
2pm	Integrated Learning Activities
3.30pm	Garden Time
4pm	Tea time
5pm	Joined up for late play
6pm	Nursery closes

*All Nursery routines are adapted to suit the needs of the class and sessions can vary.*



## About being 2-3

Children within this age band can be found in our Hungry Caterpillar, Thomas the Tank Engine and Paddington Bear room.

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. It is also at this stage that children will begin to be introduced to the routine of Preschool. This introduction will provide children with the skills they need to transition to different places in the future, including into primary school. During this age band, our experienced Preschool staff will begin to make regular visits to the children, host circle times and show them videos of all the extra-curricular activities that take place in preschool.



## An Example of our 2-3 Year old Schedule

7.30am	Join together in Hungry Caterpillar room for early play
7.45am	Integrated Learning Activities in own room
9am	Garden Time
9.30am	Integrated Learning Activities
12pm	Lunch
12.30pm	Sleep time or garden time
1.30pm	Integrated Learning Activities
4pm	Tea time
4.30pm	Integrated Learning Activities or garden time
5pm	Joined up with Thomas / Paddington for late play
5.30pm	Joined up with Hungry Caterpillar for late play
6pm	Nursery closes

*All Nursery routines are adapted to suit the needs of the class and sessions can vary.*



## About being in Preschool

Our Preschool rooms are Peter Pan, The Jolly Roger, Captain Hook and Tick Tock Croc.

At Wellingtons for Langley Hall, we are fortunate enough to have access to a wide range of extra-curricular activities that our Preschool children benefit from. Having this additional session not only supports childrens creative and physical development but also allows them to transition into Primary school more smoothly. Every child in Preschool will have access to the following lessons, which is taught by a qualified specialist teacher, dependant on the booked sessions you have chosen for your child; Music lessons, Drama Lessons, Dance lessons, Swimming lessons, French lessons, and Jumping Gym class. A full description of what to expect at these classes can be found further down.

### 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 help 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 line with our Letterland platform. 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 toys, games, and other practical activities of as part of their mathematical experiences.



## An Example of our Preschool Schedule

7.30am	Join together for early play activities
8.30am	Enter own rooms by this time at the latest
8.45am	Registration / Assembly
9am	Input 1
9.15am	Integrated Learning Activities & snack in groups
10.45am	Outdoor Play
11.30am	Storytime
11.45am	Core session ends / lunch children watch video
12pm	Lunch in hall
12.30pm	Lunch ends - lunch children in singing and movement session
12.45pm	Registration / Assembly
1pm	Input 2
1.15pm	Integrated Learning Activities & snack in groups
2.45pm	Outdoor Play
3.30pm	Storytime
3.45pm	Core session ends / some children leave / tea children watch video
4pm	Tea time in hall
4.30pm	Tea ends - children in singing and movement session
4.45pm	Joined up for late play
6pm	Nursery closes

*All Nursery routines are adapted to suit the needs of the class and sessions can vary.*

## 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.



## Pre-school Extra Curricular Timetable

	9am - 9.30am	9.30 - 10am	10am - 10.30am	10.30 - 11am	11am - 11.30	11.30 - 12.45pm	12.45pm - 1.15pm	1.15pm - 1.45pm	1.45pm - 2.15pm	2.15pm - 2.45pm	2.45pm - 3pm
<b>Monday</b>		<b>Drama</b> Imogen CH(16)	<b>Drama</b> Imogen CH (16)	<b>Drama</b> Imogen PP (16)	<b>Drama</b> Imogen PP (16)						
<b>Tuesday</b>	Swimming at Langley Hall Primary Academy - PP & JR										
		<b>Dance</b> Imogen TTC (16)	<b>Dance</b> Imogen TTC (16)	<b>Dance</b> Imogen CH (16)	<b>Dance</b> Imogen CH (16)		<b>Dance</b> Imogen JR(16)	<b>Dance</b> Imogen PP (16)	<b>Dance</b> Imogen PP (16)	<b>Dance</b> Imogen PM ALL (16)	
<b>Wednesday</b>	Swimming at Langley Hall Primary Academy - TTC & CH										
		<b>Gym</b> Michele PP 2X (16)	<b>Gym</b> Michele JR (16)	<b>Gym</b> Michele CH 2X (16)	<b>Gym</b> Michele TTC 2X (16)		<b>Music</b> Miriam PP	<b>Music</b> Miriam JR	<b>Music</b> Miriam CH	<b>Music</b> Miriam TTC	
<b>Thursday</b>											
<b>Friday</b>		<b>French</b> Michele TTC	<b>French</b> Michele CH	<b>French</b> Michele JR	<b>French</b> Michele PP		<b>Drama</b> Imogen PM ALL (16)	<b>Drama</b> Imogen JR (16)	<b>Drama</b> Imogen TTC (16)	<b>Drama</b> Imogen TTC (16)	





What do our specialist teachers say about their classes, and what will my child learn?

- **Music** – in our dedicated Music sessions children use a range of tuned and untuned percussion instruments including maracas, castanets, glockenspiel, bells, guiros, and claves. Our specialist teacher brings in either violins or recorders and also has use of our electric keyboard to enhance sessions further. If our children are working towards a specific concert performance, such as for Easter or Christmas, the specialist staff support the non-specialist staff in learning those songs. There is a strong emphasis on listening, participating, and becoming familiar with the concept of beat, rhythm, and melody. At this exceedingly early stage in their musical life our aim is to nurture a love of music and an appreciation of the many benefits it provides, such as self-expression, creativity, and confidence; whilst enhancing social skills and language development.



**French** – Our Preschool children thrive and literally ‘soak up’ the excitement of learning French through a series of fun games, role play, rhymes, songs, and music. Throughout the year they cover basic greetings, actions, counting, colours, family, and weather/seasons. Their French voices develop quickly and sound wonderful. We consider this to be a great foundation for future language acquisition.



- **Drama** - In Drama, our children first learn how to warm up their bodies, brains, and voices in a creative way. As part of this the children are challenged with fun diction exercises, physical stretches, and tongue twisters! Drama games, such as Traffic Lights and Mirror, help children to develop their listening, speaking, responding, and focusing skills. In the main body of our classes our specialist Drama teacher takes the children on adventures, engages them in role play scenarios, giving them the chance to create and play different characters. Adventures include going on a trip to climb a mountain, sleeping overnight in a tent and role play scenarios include being a shop keeper/customer. Taking part in Drama from a young age helps to develop confidence, teamwork, and imagination; essential life skills for the future.



- **Dance** - In Dance we begin by taking 3 deep breaths in and out. Once settled we then begin to warm up the body by doing our own unique set of stretches and exercises including one called "The Rocket" and another favourite called "Butterfly knees". We learn how to do dance moves such as "kicks" by imagining that we are on the beach and pushing the sand up in the air with our toes! By creating a scenario around a dance move, it helps children to really focus on what they are doing. Each half term we learn a new dance in a different style. These are fun and upbeat dances and in every session the children have the chance to perform what they have learnt so far in groups to the rest of the class. By dancing in front of your peers regularly it develops confidence and self-esteem and is excellent preparation for a performance. Children love to express themselves by dancing and these sessions provide an opportunity for them to do just that!



- **Gym** - Jumping Jim offers our Preschool children a variety of classes, covering Gymnastics, Sports and Musical Movement which are designed specifically for our Preschool children. All children experience this vital physical aspect of EYFS learning through fun and participation, and this develops basic movements such as action, balance, and co-ordination. In the summer term there is also a focus on races, which are practiced during these sessions in preparation for our end of term Sports Day.



- **Swimming** - In swimming, all of our Preschool children are offered the chance to swim at Langley Hall Primary Academy Lower School indoor heated pool and many of our children take up this opportunity. We believe that swimming has many benefits for young children, and we are lucky enough to be able to make full use of these facilities. Along with providing children with the tools to keep themselves safe in the water, the benefits of children swimming are improved co-ordination, larger lung capacity and function, greater stamina, improved joint mobility and cardiovascular exercise. We are delighted to be able to offer this essential lesson to our Preschool children.





## 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. This information should be given to our admin team upon registering your child.

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.

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 children do not eat well at Nursery communication between the parent/carers will commence to find a resolution.



Example of Menu

Week 1	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<b>Breakfast</b>	Choice of cereal	Choice of cereal	Choice of cereal	Choice of cereal	Choice of cereal
<b>Morning snack</b>	Crackers	Oranges	Honeydew melon	Raisins	Bananas
<b>Lunch</b>	Pork and beef sausage pasta Tomato sauce Broccoli	Jacket potatoes Baked beans Cheese	Chicken curry Peas, sweetcorn, green beans, carrots Basmati rice	Spaghetti Beef Bolognese Diced carrots	Fish fingers Seasoned potato wedges Baked beans
<b>Vegetarian lunch</b>	Vegan Cumberland sausage pasta Tomato sauce Broccoli	Jacket potatoes Baked beans Cheese	Vegetable curry Quorn, peas, sweetcorn, green beans, carrots Basmati rice	Vegetarian spaghetti Bolognese Diced carrots	Vegetable burgers in breadcrumbs Seasoned potato wedges Baked beans
<b>Pudding</b>	Vanilla ice cream	Mixed berries	Watermelon	Fruit yoghurts	Strawberry mousse
<b>Afternoon snack</b>	Apples	Pineapple	Pear	Oranges	Apple
<b>Tea</b>	Ham sandwiches Wholemeal bread Iceberg lettuce and cucumber sticks	Cream cheese bagels	Spaghetti hoops on toast	Tuna mayonnaise wraps Mixed salad	Margherita pizza Cucumber sticks
<b>Vegetarian tea</b>	Cheese sandwiches Wholemeal bread Iceberg lettuce and cucumber sticks	Cream cheese bagels	Spaghetti hoops on toast	Grated cheese tortilla wraps Mixed salad	Margherita pizza Cucumber sticks
<b>Pudding</b>	Watermelon	Victoria sponge cake	Bananas	Lemon sponge cake	Watermelon

## Uniform

School uniform is a big part of a child identity as they grow up. It also allows children to explore freely and not worry too much about ruining expensive garments. For the preschool children in particular, uniform should be worn to help children with their imminent transition to Primary School. It also supports their independent skills as they learn to dress themselves. Wellington's uniform can be purchased at our reception.



Jumpers cost £10

Polo shirts cost £8

Bags cost £10



## Nursery Fees

September 2021 onwards

### FULL YEAR PLACES FOR CHILDREN AGED 3 MONTHS – 3 YEARS

**Peter Rabbit, Winnie the Pooh, Rupert the Bear, Benjamin Bunny and Little Bear Rooms**

7.30am - 12.45pm / 12.45pm - 6pm

Sessions Per Week (AM or PM)	Monthly Fee	Weekly Fee (for info only)
1	£165	£38
2	£321	£74
3	£472	£109
4	£619	£143
5	£763	£176
6	£897	£207
7	£1027	£237
8	£1152	£266
9	£1267	£292
10	£1377	£318

Please note, there is a 2-session minimum for this age group.

**Paddington Bear, Thomas the Tank Engine and The Hungry Caterpillar Rooms**

7.30am - 12.45pm / 12.45pm - 6pm

Sessions Per Week (AM or PM)	Monthly Fee	Weekly Fee (for info only)
1	£159	£37
2	£307	£71
3	£447	£103
4	£595	£137
5	£726	£168
6	£855	£198
7	£965	£222
8	£1054	£250
9	£1193	£275
10	£1302	£300

Please note, there is a 2-session minimum for this age group until the term after a child's third birthday, when a 3 session minimum applies.





**Peter Pan, Captain Hook, Jolly Roger, and Tick Tock Croc Rooms (Pre-school)**

7.30am - 12.45pm / 12.45pm - 6pm

Sessions Per Week (AM or PM)	Monthly Fee	Weekly Fee (for info only)
1	£155	£36
2	£299	£69
3	£432	£100
4	£567	£131
5	£692	£160
6	£808	£186
7	£933	£215
8	£1042	£241
9	£1149	£265
10	£1241	£286

Please note, there is a 3-session minimum for this age group.

- All places for children who are not yet eligible for a government funding scheme are Full Year. We are open every week of the year, except in-between Christmas and New Year, and on bank holidays.
- The monthly figure is calculated by taking the weekly fee and multiplying it by 52 and dividing it by 12. The weekly fee is provided for information only.
- There are no deductions for holidays, absences due to sickness, and nursery closures.
- Extra hours or days can be added ad hoc if space is available and parents will be charged at the hourly rate of £6.62. Ad hoc lunch is charged at £2.60 per day. Extra payments will be added to the next invoice.
- The fees for full year places include formula milk, nappies, wipes and creams, drinks, breakfast, morning snack, lunch and afternoon tea.
- For further information regarding the calculation of fees, attendance and invoicing parents should refer to the separate sheet 'Fees, Attendance and Invoicing Information'. This separate sheet forms part of the agreement between parents and the nursery.
- Session times are:

Morning: 7.30am - 12.45pm

Afternoon: 12.45pm - 6pm

**GOVERNMENT FUNDING OPTIONS**

Children become eligible for 15 hours Free Early Years 'Universal' Entitlement Funding per week **OR** 30 hours Free Early Years 'Extended' Entitlement, term times only, starting the term **AFTER** their 3<sup>rd</sup> birthday. (for children eligible for 2 year old funding, this is available the term **AFTER** their 2<sup>nd</sup> birthday) Therefore a child born:

September 1<sup>st</sup> – December 31<sup>st</sup> – Funding begins in January

January 1<sup>st</sup> – March 31<sup>st</sup> – Funding begins in April

1<sup>st</sup> April – August 31<sup>st</sup> – Funding begins in September

**Fee chart A – FULL YEAR Places (including the 15 hours Free Early Years ‘Universal’ Entitlement discount)**

Am session – 7.30am – 12.45pm / PM sessions – 12.45pm – 6pm

Full AM or PM sessions must be booked, and 15 hours discount is applied for 38 weeks of the year, before the annual cost is divided into 12 equal monthly instalments.

Sessions Per Week (AM or PM)	Monthly Fee	Weekly Fee (for info only)
1	-	-
2	-	-
3	£166	£39
4	£301	£70
5	£426	£99
6	£542	£125
7	£666	£154
8	£777	£179
9	£883	£204
10	£975	£225

**Fee Chart B – FULL YEAR Places (including the 30 hours Free Early Years ‘Extended Entitlement discount)**

AM sessions – 7.30am – 12.45pm / PM session – 12.45pm – 6pm

Full AM or PM sessions must be booked, and 30 hours discount is applied for 38 weeks of the year, before the annual cost is divided into 12 equal monthly instalments.

Sessions Per Week (AM or PM)	Monthly Fee	Weekly Fee (for info only)
6	£275	£64
7	£401	£93
8	£511	£118
9	£617	£143
10	£708	£164

**Fee Chart C – FULL YEAR Places (including the 15 hours Free Early Years ‘2 year old’ Entitlement discount)**

AM session – 7.30am – 12.45pm / PM session – 12.45pm – 6pm

Full AM or PM sessions must be booked, and 15 hours discount is applied for 38 weeks of the year, before the annual cost is divided into 12 equal monthly instalments.

Sessions Per Week (AM or PM)	Monthly Fee	Weekly Fee (for info only)
3	£128	£30
4	£277	£64
5	£407	£94
6	£536	£124
7	£647	£149
8	£767	£177
9	£873	£201
10	£984	£228

	Term Time Only	Full Year
15 hours per week 3 & 4 year olds	<p>15 hours Free Early Years 'Universal' Entitlement Funding TERM TIME ONLY – 38 weeks per year. Options are as follows:</p> <ul style="list-style-type: none"> <li>– <u>3 x 5 hour sessions</u> (7.45am – 12.45pm <b>OR</b> 12.45pm – 5.45pm)</li> <li>– <u>5 x 3 hour sessions</u> (8.45am – 11.45pm <b>OR</b> 12.45pm – 3.45pm)</li> </ul> <p>Extra weekly hours - <b>£6.62</b> Ad hoc hours - <b>£6.62</b> Lunch - <b>£2.60</b> – served at 12 midday Tea – <b>FREE</b> – served at 4pm Breakfast – <b>FREE</b> – served at 7.30am – 8.30am</p>	<p>15 hours Free Early Years Entitlement Funding – FULL YEAR Places</p> <p>AM session – 7.30am – 12.45pm PM session – 12.45pm – 6pm</p> <p>Fees for full year places include formula, milk, nappies, wipes and creams, drinks, breakfast, morning snack, Lunch and afternoon tea.</p> <p><b>See fee chart 'A' for prices</b></p>
30 hours per week 3 & 4 year olds	<p>30 hours Free Early Years 'Universal' Entitlement Funding (subject to eligibility) - TERM TIME ONLY – 38 weeks per year Options are as follows:</p> <ul style="list-style-type: none"> <li>– <u>3 x 10 hour day</u> – 8am – 6pm or 7.30am – 5.30pm</li> <li>– <u>6 x 5 hour AM or PM sessions</u> – 7.45am – 12.45pm <b>OR</b> 12.45PM – 5.45PM</li> <li>– <u>4 x 7.5 hour days</u> – 8am – 3.30pm <b>OR</b> 8.30am – 4pm <b>OR</b> 9am – 4.30pm</li> </ul> <p>Extra weekly hours - <b>£7.03</b> Ad hoc hours - <b>£6.62</b> Lunch - <b>£2.60</b> – served at 12 midday Tea – <b>£2.10</b> – served at 4pm Breakfast – <b>FREE</b> – served at 7.30am – 8.30am</p>	<p>30 hours Free Early Years EXTENDED Entitlement Funding (subject to eligibility) – FULL YEAR Places</p> <p>AM session – 7.30am – 12.45 PM session – 12.5pm – 6pm</p> <p>Fees for full year places include formula, milk, nappies, wipes and creams, drinks, breakfast, morning snack, lunch and afternoon tea.</p> <p><b>See fee chart 'B' for prices</b></p>
15 hours per week 2 year olds	<p>15 hours Free Early Years 'Universal' Entitlement Finding <b>for 2 year olds</b> (subject to eligibility) TERM TIME ONLY – 38 weeks per year.</p> <p>Eligibility is subject to specific criteria set by Slough Borough Council. Parents must apply directly to the council for the funding. If eligible they will receive a funding code that can be used with us to claim the free hours.</p> <ul style="list-style-type: none"> <li>– <u>3 x 5 hour sessions</u> (7.45am – 12.45pm <b>OR</b> 12.45pm – 5.45pm)</li> <li>– <u>5 x 3 hour sessions</u> (8.45am – 11.45pm <b>OR</b> 12.45pm – 3.45pm)</li> </ul> <p>Extra weekly hours - <b>£6.46</b> Ad hoc hours - <b>£6.46</b> Lunch - <b>£2.60</b> – served at 12 midday Tea – <b>FREE</b> – served at 4pm Breakfast – <b>FREE</b> – served at 7.30am – 8.30am</p>	<p>15 hour Free Early Years Entitlement Funding <b>for 2 year olds</b> (subject to eligibility) – FULL YEAR places</p> <p>AM session – 7.30am – 12.45pm PM session – 12.45pm – 6pm</p> <p><b>See fee chart 'C' for prices</b></p>

## The Leadership Team



**Chris Eaton**  
Nursery Proprietor



**Sally Eaton**  
Educational Director



**Ashlyn Louvieris**  
Nursery Business Manager  
Childcare Level 3  
BA Honours



**Danni Bachmann**  
Head of Nursery  
PGCE in Early Years



**Joanne Poole**  
Deputy Head of Nursery  
Qualified Level 6 BA (Hons)

SENDCO

Designated Safeguarding Lead



**Kirsten Pollard**  
Year Group Co-Ordinator/Room Leader  
Qualified Level 3



**Gemma Meeking**  
Year Group Co-Ordinator/Room Leader  
Qualified Level 6



**Jasdeep Kaur**  
Year Group Co-Ordinator/Room Leader  
Qualified Level 6 BA (Hons)



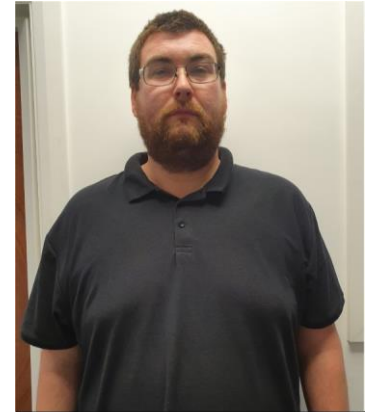
## Room Leaders



**Joscelyn Allon**  
Room Leader  
Qualified Level 3



**Danielle Bonner**  
Room Leader  
Qualified Level 2



**David Shiel**  
Room Leader  
Qualified Level 3



**Laura Hickey**  
Room Leader  
Qualified Level 3



**Sarah Eldridge**  
Nursery Nurse  
Qualified Level 3



**Mary Rose Asse**  
Nursery Nurse  
Qualified Level 3



**Lisa Kelly Mills-Maynard**  
Room Leader  
Qualified Level 3



**Laura Stevens**  
Room Leader  
Qualified Level 3

Admin, Domestic and Ancillary Staff



**Grace Taylor**  
Nursery Chef  
Qualified Level 3 Professional Cooking



**Jenisha Ajit**  
Finance Assistant



**Louize Casey**  
Admissions Officer



**Michelle Forster**  
P.E Teacher



**Reema Sharma**  
Admin Assistant



**Charlotte Harris**  
Dance/Drama Teacher



**Rebecca Watts**  
Music Teacher



**Todd Graham-Murray**  
IT Technician



**Teresa Shea**  
Housekeeper





## Wellingtons for Langley Hall



This is our reception area where you can collect your child's uniform, paperwork and ask any questions about your child's place.



*Please do not hesitate to contact us if you need any additional information.*