



# Chiddingfold Village Nursery School

Welcomes Pre-School Children  
From Age 2

**Come and visit us!**

No appointment necessary

Chiddingfold Village Hall  
Coxcombe Lane  
Chiddingfold Surrey  
GU8 4QA

01428 683251

[www.chiddingfoldvillagenursery.co.uk](http://www.chiddingfoldvillagenursery.co.uk)

Registered Charity Number 1029419

  
**Ofsted**  
Outstanding  
2010|2011



**SureStart**  
**MAKATON**

## Opening Times – Term Time Only

9.00 am - 12 noon	Age 2 – 5 years	Mon, Tues, Wed, Thurs, Fri
9.00 am - 1.00 pm	Age 2 – 5 years	Mon, Tues, Wed, Thurs
9.00 am - 3.00pm	Age 3 – 5 years	Mon, Tuesday
12.00pm - 3.00pm	Age 2 – 5 years	Mon, Tuesday

## Introduction

Children start to learn about the world about them from the moment they are born. The care and education offered by Chiddingfold Village Nursery helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development. We offer a mixed-age approach to learning which benefits all the children in terms of helping them to develop and extend **communication** skills, **physical** skills, and **social** skills. These three areas are considered to be of prime importance to a child's overall development.

Chiddingfold Village Nursery aims to:

- Provide high quality care and education for children below statutory school age;
- Work in partnership with parents to help children to learn and develop;
- Add to the life and well-being of the local community;
- Offer children and their parents an affordable service that promotes equality and values diversity.

Ofsted validated our achievement of these aims in 2011..."There is a highly committed and professional staff team, who work closely with the manager, other agencies and parents to meet children's individual needs regardless of background or ability". We were awarded an 'outstanding' by Ofsted in 2011 which puts us in the top 12% of nursery providers in England.

## Starting from the child

**Our objective is to ensure each child:**

- Is in a safe and stimulating environment.
- Is given generous care and attention, because of our high ratio of qualified staff to children as well as volunteer parent helpers and student helpers.
- Has the chance to join in with other children and adults to live, play, work and learn together.
- Is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do.
- Has a personal key person who makes sure each child makes satisfying progress.
- Is in a setting that sees parents as partners in helping each child to learn and develop.
- Is in a setting in which parents help to shape the service it offers.

**At Chiddingfold Village Nursery we encourage the children to care for each other and the toys and equipment by having our Golden Rules, which are:**

- We are kind and let everyone have a fair share
- We are gentle
- We listen
- We play well and don't spoil each other's games
- We walk so we keep safe.

## The Nursery Session

The sessions are run in the main village hall, an adjoining room and 2 secure outside spaces providing a bright, open learning environment. The area is large and as such we can have a maximum of 40 children in attendance on Monday to Thursday mornings and 26 for the afternoon sessions and Friday mornings. There are up to eight members of staff on duty at anytime. Our session starts with self-registration where your child finds their name card and places it on the Velcro board, effectively "clocking in". They are then ready to go and play, with sensitive support from their key person, in our open plan nursery and outdoor areas. Ofsted (2011) noted how in our nursery; "all children make excellent progress in their learning and development, using a wealth of resources that successfully enable children to learn both indoors and outdoors" ([www.ofsted.gov.uk](http://www.ofsted.gov.uk))

We believe that care and education are equally important in the experiences we offer children. The routines and activities that make up the session are provided in ways that:

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

Our nursery uses a key person approach. This means that each member of staff has a group of children (family group) for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that what we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting will help your child to benefit from the nursery's activities.

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task. For example:

Construction toys  
Creative activities  
Play dough  
Book corner

Small world play  
Home corner  
Music making  
Mark making

Role play  
Sand/water and messy play  
Turn taking activities  
Physical challenges

The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them learn to work with others. These types of activities usually take place in family groupings with the key person leading and occur once or twice a session. We recognise how outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. Therefore, children have the opportunity, and are encouraged to take part in outdoor child chosen and adult led activities, as well as those provided indoors.

We take account of children's changing energy levels throughout the session and whilst we do not provide 'sleep areas' we do cater for children's individual needs for rest by offering quiet activities.

We encourage children to tidy up the nursery towards the end of each session and then split into family groups to enjoy circle time, where we reflect on the morning's activities and share a story. At this point the children who are going home at 12.00pm are collected from us. We try where possible to keep to our routine; however we also like to remain flexible so that we can make the most of spontaneous activities such as playing in the snow!

## Snacks and meals

During the session the children take turns to help prepare a variety of healthy snack options. These are available to the group from 10 am along with a drink of milk or water. Hand washing is an important part of our routine before snacks and meals. We ensure snacks and meal times are social events at which children and adults eat together. Drinking water is available throughout the morning. At the start of each term parents are invited to make a cash donation towards the healthy snacks we provide. These snacks are varied and include fresh fruit, dried fruit, toast, pitta bread and bagels. We, of course, take into account any food allergies in our choice of snacks and follow the Government's guidance using the Food Based Standards. ([www.schooltrust.org.uk](http://www.schooltrust.org.uk))

From 12.00 children collect their lunch box from the trolley and sit down at the table to eat with their friends and staff. Our afternoon intake of children arriving at 12.00pm, self-register and join the group to enjoy the social occasion at lunchtime. Please note we cannot provide refrigeration for lunch boxes, so please provide an ice pack in your child's lunch.

**We would very much like to promote healthy eating and request that sweets, chocolate treats and sugary drinks are not provided in lunch boxes. You can always provide these when you collect your child if you wish.**

**We request that no peanut products are included in your child's lunch box because of contact with children who may have food allergies.**

## The Early Years Foundation Stage (DfE 2012)

The Early Years Foundation Stage was revised in September 2012 and Chiddingfold Village Nursery has a duty to meet the legal requirements within the framework. The provision for children's development and learning is guided by the Early Years Foundation Stage (DfE 2012).

Our provision reflects the four guiding themes and principles of the framework.

**A Unique Child** *recognises that each child is a competent learner from birth who can be resilient, capable, confident and self assured.*

**Positive Relationships** *describes how children learn to be strong and independent through positive relationships*

**Enabling Environments** *explains how children learn and develop well in enabling environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.*

**Learning and Development:** *recognises that children learn and develop in different ways. The framework covers the education and care of all children in early year's provision including children with special educational needs and disabilities.*

The EYFS (2012) guidance sets out the likely stages of progress a child makes along their learning journey in seven areas of development and learning. At Chiddingfold village Nursery we have regard to these matters when we assess children and plan for their learning.

The seven areas of development and Learning comprise of:

### PRIME AREAS

- Personal, social and emotional development
- Physical development
- Communication and language

## SPECIFIC AREAS

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

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

## **Our approach to learning, development and assessment**

### **Learning through play**

Play helps young children to learn and develop through doing and talking which research has shown to be the means by which young children learn to think. Our setting uses the EYFS guidance to plan and provide a range of play activities which help children to make progress in each of the seven areas of learning and development. In some of these activities children decide how they will use the activity and in others an adult takes the lead in helping children take part in the activity. In all activities information from the EYFS (2012) guidance has been used to decide what equipment to provide and how to provide it.

### **Characteristics of effective learning**

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the EYFS (2012) guidance.

- Playing and exploring – engagement
- Active learning – motivation
- Creating and thinking critically

We aim to provide for these characteristics of effective learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

### **Assessment**

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs of children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves on to another setting or starts school.

### **The Progress check at age two**

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

### **Records of achievement**

The nursery keeps a record of achievement for each child. Staff and parents working together on their child's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's next stage of progress. You and your child's key person will then decide how to move your child on to the next stage.

Our way of working with children and parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

### **Special needs**

As part of the settings policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001)

## **Parents as Partners**

Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

- Valued and respected
- Kept informed
- Consulted
- Involved
- Included at all levels

### **Working together for your children**

In our nursery we strive to exceed the ratio of adults to children that is set through the Safeguarding and Welfare requirements of the EYFS (2012). We always seek volunteer parent helpers where possible to complement these ratios. This helps us to:

- Give time and attention to each child
- Talk with the children about their interests and activities
- Help children to experience and benefit from the activities we provide; and
- Allow the children to explore and be adventurous in safety

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

### **How parents can take part in the setting**

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

- Exchanging knowledge about their children's needs, activities, interests and progress with staff;
- Contributing to the progress check at age two
- Helping at sessions of the setting;
- Sharing your own special interests with the children
- Helping to provide, make and look after the equipment and materials used in the children's play activities;
- Being part of the management of the setting;
- Taking part in events and informal discussions about activities and curriculum provided by the setting;
- Joining in community activities in which the setting takes part; and
- Building friendships with other parents in the setting.

### **Stay and Play**

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

Joining the rota is not the only means of taking part in the life of the setting. Parents can offer to take part in a session by sharing your own interests and skills with the children. We have had nurses, midwives, musicians, teachers sharing their skills with the children.

We welcome parents to drop into the setting to see it at work or to speak with the staff.

### **Management of our setting**

A parent management committee whose members are elected by the parents of the children who attend the setting – manages the setting. The elections take place at our Annual General Meeting. The committee is responsible for:

- Managing the setting's finances including Fundraising
- Employing and managing the staff
- Making sure that the setting has, and works to, policies that help it to provide a high quality service
- Making sure that the setting works in partnership with the children's parents.

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

## Additional Information

### Starting at our setting

The first days – we want your child to feel happy and safe with us. To make sure this is the case, the staff will work with you to decide on how to help your child to settle into the setting. When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting. We have an expectation that his/her parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope. Younger children will take longer to settle in, as will children who have not previously spent time away from home. Our full policy about helping children settle into the setting is available on our website under the parent login section. Please ask for login details.

### Home time

Nursery practitioners have the safety and welfare of your child as their first priority. At home time the lead practitioner of the day will stand by the exit to ensure children only go home with the designated parent/carer. We have a 'Going Home Book' which must be filled in and signed by you if someone other than yourself will be collecting your child. If your plans should change *during* the session *you* must phone Nursery yourself to say who will be collecting your child. It is also possible to nominate another person in writing who is allowed to pick up your child in an emergency. You should provide a password on your registration form for your designated person to use in an emergency situation, again we need to be informed. Please note that without notification from you directly, we can not allow your child to leave the premises with anyone else.

### Additional Activities

In addition to our usual nursery day we like to offer other activities including performances, visits, trips, sports Days etc. On these occasions sometimes parents will need to stay at nursery with their child.

**Notice Boards** are positioned in the parent area where management and committee post information for parents. Each term a newsletter is issued with any other relevant information. There is also a trolley situated just inside the parent area displaying nursery activities/planning, photos of the children, our OFSTED report, the nursery's policy documents and several magazines relating to child development. Feel free to browse at any time. The elected parent committee who help to run the nursery also issue regular bulletins with an update on fundraising and other committee news.

### Illness and non attendance

We provide care for healthy children and do our utmost to prevent the cross infection of viruses for all children in the setting, especially vulnerable children. Therefore, if your child is ill, please do not bring them into Nursery. We will refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease. Refusing a child is awkward for us and for you but particularly your child as they can become upset.

***Do please phone for advice before coming in and let us know if they are not able to attend for any reason on 01428 683251 between 8.00am and 10am. Alternatively please email on [info@chiddingfoldvillagenursery.co.uk](mailto:info@chiddingfoldvillagenursery.co.uk)***

If your child has had sickness or diarrhoea, you must wait 48 hours clear from symptoms before returning them to our care to prevent infections spreading. While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer prescribed medication as part of maintaining their health and well-being or when they are recovering from an illness.



### **Injury**

Any pre-existing relevant injury or minor ailment (e.g. bump on the head) should be reported to staff on arrival so that we can make a note of it. Any injury occurring during nursery hours will be recorded in our Accident Book. You will be informed of this when you collect your child and be asked to sign the book. If for any reason we are concerned about your child's health or welfare during a session we will contact you straight away. The team are qualified in First Aid and attend regular First Aid Courses.

### **Safeguarding Children**

Our setting has a legal duty to help safeguard children against suspected or 'significant harm'. Our practices ensure children are protected against the likelihood of abuse in our nursery and we have procedures in place for managing complaints or allegations against a member of staff. Our safeguarding policies are available in the parent area of the nursery or a copy can be made available upon request.

### **Clothing**

We request that children do not wear their 'best' clothes to Nursery. These may get dirty and can cause upset if a special outfit is spoiled. Suitable clothes for the season are required i.e: coats for winter, wellies, hats in the summer as we go outside each day. All children must wear appropriate footwear to nursery for their own safety, **please do not send your child to Nursery in open-toed shoes**. All items should be named especially if they will be separated from your child e.g. Coat, jumpers, bag, and lunch box. If your child is still in nappies or recently potty trained we request that you bring a change of clothes and/or spare nappy in a named bag. We may dispose of soiled undergarments in extreme cases.

### **Favourite toys/sweets**

Children are not permitted to bring sweets to Nursery. Please keep these special treats for home. It is not always possible to keep track of a much loved toy during our busy day and great upset can arise if one goes missing. *Please* do not bring them in if at all possible. A lost property box is positioned in the hall each day. It is always worth having a look! All lost property at the end of each term will be destroyed.

### **Fire Safety & Emergency**

A fire drill takes place once a term. In the unlikely event of a serious fire, children will be taken to St. Mary's school where you will be contacted. Staff will remain with the children until you are able to collect them. This procedure may apply to any emergency where evacuation of the hall is necessary.

## Staff Structure and Contact Details

At Chiddingfold Nursery we strive to ensure the child to staff ratio is always above the requirements set by the EYFS (2012) Safeguarding and Welfare Requirements.

There are 7 members of permanent staff employed by the Nursery. In addition we have a bank of staff who are fully CRB checked and who regularly help out in the nursery.

As well as gaining qualifications in early years care and education the team participate in further training to help them keep up-to-date with thinking about early years care and education. We all undertaken Early Years First Aid training and a course on safeguarding children.

### VILLAGE HALL

### DURING OPEN HOURS

**01428 683251**

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Childhood  
EYP

Nursery Manager

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Jacqui Spicer

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Kate Kenyon

Nursery Practitioner  
& SENCO

ELKLAN & level 3 qualification

Leigh Mitchell

Nursery Practitioner

Level 3 qualification

Julie Kirk

Nursery Practitioner

Level 3 qualification

Mireille Wildeman

Nursery Practitioner  
& CPLO

Level 3 qualification

Please always check our website for important information, diary dates, news and updates:

**[www.chiddingfoldvillagenursery.co.uk](http://www.chiddingfoldvillagenursery.co.uk)**

especially for snow closures or cancellations of events such as sports day etc....

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

**For Child absences please call nursery between 8-10am or email  
[info@chiddingfoldvillagenursery.co.uk](mailto:info@chiddingfoldvillagenursery.co.uk)**