



Rose Street Nursery

Registered Charity No. 295572

Prospectus

*'Where play and learning
go hand in hand!'*

Methodist Centre, Rose Street, Wokingham, Berkshire, RG40 1XS

Telephone 07749 744 783

<http://www.rosestreetnursery.co.uk>

(Registered Charity No. 295572)

About Rose Street Nursery

Rose Street Nursery was formed in 1967 by a group of mothers from the Methodist Church and was one of the first in the Wokingham area. Although not an official church organisation, we do enjoy a close co-operation with them. Our group is committee run, members of which are elected annually at the AGM, held at the beginning of each year. The committee appoints the staff who are responsible for all the children in their care and the day to day smooth running of the Nursery.

We have been a member of the Pre-school Learning Alliance (formerly the PPA) from the very beginning and have strong ties with the local branch; some of our parents have served on the committee. We are a non-profit making organisation and we try to keep our fees and expenses as low as possible.

We are registered with Ofsted and are regularly inspected by them, this is also supplemented by visits and ongoing support from an appointed Early Years advisor. A copy of our certificate of registration is displayed on the notice board, along with a copy of our Insurance Certificate.

The Nursery meets at the Bradbury Centre from Monday to Friday, 9.30am to 12.15 pm. Terms and holidays correspond closely with the local schools. We are registered with Ofsted for 25 children per session, aged between 2½ to 5 years. We hold a Lunch Club from 12.15pm until 1.15pm for children over 3 years of age, subject to sufficient numbers, costing £3 per session. Any interested parents can contact the Nursery Supervisor.

At Rose Street Nursery we are committed to providing a high level of care and learning. We ensure every child is treated fairly, we believe every child is unique. We provide for equality of opportunity and anti-discriminatory practice ensuring every child is not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or age. We welcome children that may have additional needs (special educational needs, disabilities) and ensure that all children have equal opportunity to our nursery facilities, resources and curriculum. We will ensure that appropriate support is available for every child in our care.



AT ROSE STREET NURSEY WE AIM TO...



- ❖ Create a secure, happy, caring and stimulating environment focusing on individual children, their families and the community with the child at the centre of everything we do.
- ❖ Promote the equality of opportunity for all children, encouraging respect and tolerance for different cultures, beliefs, religion, gender and ability. Every child is unique.
- ❖ Offer a rich and varied program of curricular activities encompassing *The Early Years Foundation Stage Framework* in everything we do.
- ❖ Give each child the opportunity to achieve his\her full potential in all areas of nursery life, recognizing and celebrating individual abilities, strengths and achievements.
- ❖ Promote children's self esteem, independence, self discipline and a respect for others and their environment.
- ❖ Help children discover their talents, interests and passions.
- ❖ Use inspiring, energetic and varied teaching methods and resources to stimulate children's enjoyment and creativity.
- ❖ Encourage children to try new things and to respond with confidence thus giving them the opportunity to experience success.
- ❖ Embrace change and challenge.
- ❖ Strive for continuous improvement in all that we do.

The Staff Team

Nursery Supervisor

Michelle Hodgetts NNEB, ADCE, D32\33

We have an excellent ratio of at least 1 adult to 5 children. The team work efficiently together to provide quality nursery education and care and comprises of Early Years Practitioners appropriately trained in child development and early childhood education. The team have regular staff planning meetings and endeavour to provide a high level of care for the children. The staff's professional development is an important consideration and regular training courses are promoted as well as ongoing support, mentoring and dialogue. All the staff have gone through a rigorous process of having their references checked prior to starting at the nursery and have obtained enhanced police checks. All practitioners have an up-to-date understanding of safeguarding issues and implement the safeguarding children policy and procedure appropriately.

A key person system is operational at the nursery. Members of staff who make up the Rose Street team are allocated key person children. A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents. Parents will be introduced to the member of staff who is primarily responsible for their child's support on starting nursery. It is the responsibility of each key person to monitor, support, observe and document their children's progress and development. However, as a team it will be necessary for all staff to have understanding of all the children who attend the nursery. Meetings, planning sessions, sharing information, concerns and other relevant issues will be raised regularly. This sharing of information will enable each child's individual needs to be met. Key person groups will be regularly assessed for their efficiency by the Nursery Supervisor who oversees this provision. Key persons may be subject to change, eg: - should a member of staff leave. Any changes will be discussed with parents and will be undertaken as quickly as possible, a smooth transition is promoted.

What do we offer your child?

The philosophy of Rose Street Nursery is to ensure that all children feel included, secure and valued. The nursery environment is a homely one where children feel relaxed, confident, safe, supported and encouraged if needed. When children are confident in their environment they are willing to try things out. We believe that an environment should be warm and accepting of everyone. Staff members empathise with children and support their emotions. When children's physical and emotional needs are met they are more ready to take advantage of the play and learning opportunities on offer.

Learning and play work hand in hand and at Rose Street Nursery, we recognise the importance of providing exciting opportunities for all children to help them make progress in their development and learning. Play underpins all development and learning for young children. Most children play spontaneously, although some may need adult support, and it is through play they develop intellectually, creativity, physically, socially and emotionally. Providing well-planned experiences based on a children's spontaneous play, both indoors and outdoors, is an important way in which practitioners support young children to learn with enjoyment and challenge. Our aim is to provide every child with play opportunities as well as being a play partner if needed. Learning is very much geared for each individual child at a pace that suits them.

The learning environment is planned and organised to provide the children with rich, varied and stimulating experiences both in indoor and outdoor spaces. Its structure enables each child to have the confidence to explore, experiment, plan and make decisions for themselves, thus enabling them to learn, develop and progress. The environment supports every child's learning through planned experiences and activities that are challenging but achievable too. The setting itself is interesting, bright and varied. We regularly display the children's own creations, photographs and interesting pieces of art. Each child is also encouraged to bring in interesting items that are important to them, to nursery during "show and tell" sessions.

The Early Years Foundation Stage (EYFS) came into force in September 2008 and provides a statutory framework for providing learning, development and care for children from birth to five. The guidance and legal requirements in the EYFS helps children receive a high quality experience within the settings they attend. At Rose Street Nursery we are committed to providing the EYFS framework.

Within the heart of the EYFS framework there are four Themes. These four **Themes** express important **Principles** underpinning effective practice in the care, development and learning of young children. Each **Principle** is supported by four **Commitments** which describe how the Principle can be put into practice.

Theme: A Unique Child

Principle: Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Commitment: 1.1 Child Development
 1.2 Inclusive Practice
 1.3 Keeping Safe
 1.4 Health and Well- being

Theme: Positive Relationships

Principle: Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Commitment: 2.1 Respecting Each other
 2.2 Parents as Partners
 2.3 Supporting Learning
 2.4 Key Person

Theme: Enabling Environments

Principle: The environment plays a key role in supporting and extending children's development and learning.

Commitment: 3.1 Observation, Assessment and Planning
 3.2 Supporting Every Child
 3.3 The Learning Environment
 3.4 The Wider Context

Theme: Learning and Development

Principle: Children develop and learn in different ways and at different rates and all areas of Learning and development are equally important and inter-connected.

Commitment: 4.1 Play and Exploration
 4.2 Active Learning
 4.3 Creativity and Critical Thinking
 4.4 Areas of Learning and Development.

The EYFS is made up of six areas of Learning and Development. All areas of Learning and Development are connected to one another and are equally important. All areas of Learning and Development are underpinned by the Principles of the EYFS.

The areas of Learning and Development are as follows, they are divided into aspects:

Personal, Social and Emotional Development

- Dispositions and Attitudes
- Self-confidence and Self-esteem
- Making Relationships
- Behaviour and Self-control
- Self-care
- Sense of the Community

Communication, Language and Literacy

- Language for Communication
- Language for Thinking
- Linking Sounds and Letters
- Reading
- Writing
- Handwriting

Problem Solving, Reasoning and Numeracy

- Numbers as Labels and for Counting
- Calculating
- Shape, Space and Measures

Knowledge and Understanding of the World

- Exploration and Investigation
- Designing and Making
- ICT
- Time
- Place
- Communities

Physical Development

- Movement and Space
- Health and Bodily Awareness
- Using Equipment and Materials

Creative Development

- Being Creative-Responding to Experiences
- Expressing and Communicating Ideas
- Exploring Media and Materials
- Creating Music and Dance
- Developing Imagination and Imaginative Play

If you require further information about the EYFS framework please speak to the Nursery Supervisor. Copies of the publication can be obtained from:

DfES Publications

Po Box 5050 Sherwood Park

Annesley Nottingham NG15 ODJ

Tel: 0845 60 222 60

You can also download this publication or order copies online at:

www.teachernet.gov.uk/publications or www.everychildmatters.gov.uk

Each child whilst at the nursery can enjoy and experience a range of activities focused around the child. Enjoyment is promoted where each child can have the opportunity to encounter new challenges and experiences. A varied selection of activities is always available for children to actively explore and develop new skills as well as practicing and developing existing ones. We constantly review our provisions and rotate/introduce new equipment wherever possible.

We offer a range of resources such as sand and water-play, painting, creative, messy/tactile play, construction, design and technology, ICT, fine motor and small world activities. Children are able to access books independently and there are many opportunities available for practicing and refining their 'mark-making' skills, a free art trolley is available in the play room. We have a role-play area where children can develop their imaginative play and explore their own emotions as well as be aware of others and learn to play together.

The children are also helped and encouraged to take part in adult-led and small group activities. Every session there is time for circle-time/recall time the children have an opportunity not only to engage in a social opportunity but to express ideas, feelings and share experiences with others if they choose to. It is a time where social skills can be developed, co-operation and turn-taking can be encouraged – see the enclosed routine for an example of our typical nursery session. Again this is not rigid and every effort is made by

the team to offer diverse experiences\opportunities. During each nursery session time is spent promoting children's speaking and listening skills as well as preparing them for the teaching and learning of reading and writing. The nursery supports a child's learning and develops these vital skills using a wide variety of activities. A phonics approach called Jolly Phonics is used.

We also believe in the development of each child through movement and physical activity. With adult support, if needed, children learn to use scissors and modeling tools with increasing dexterity aiding the development of the fine motor skills necessary for eventual transition to writing. The children have the opportunity for engaging in lots of physical play such as running, jumping, hopping, skipping, balancing, dancing and free movement, music and movement sessions, outdoor experiences and using a wide variety of games and sports equipment can also promote and develop children's gross motor skills, mobility, co-ordination and awareness of space.

We never forget that each child is respected as a growing individual who is encouraged to develop at their own pace with praise and encouragement, developing self confidence, respect for others, independence and an inquisitive mind.

As well as developing the children's sense of belonging within the nursery itself, we also promote involvement within the wider community. Outings to the library, park, fire station, dentist and others are organized on a regular basis. We also invite visitors into our nursery such as police officers and guide dogs. We welcome parents, carers or family members who have a particular interest or area of expertise and are willing to come and share their knowledge and skills with the children. A secure courtyard garden can be found in the midst of the Bradbury Centre. This provides a very attractive area for the children to play and it is a wonderful opportunity for every child to enjoy outdoor experiences throughout all seasons. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

Record Keeping

Each staff member is responsible for compiling their key person children's developmental profile which is known as a learning journey. They can add to other children's profiles as well. Each key person understands that learning is a continuous journey through which children build on all the things they have already experienced and come across new and interesting challenges. Every child's learning journey takes a personal path based on their own individual interests. The profiles are for every child who attends the setting. They are formulated by Wokingham District Council and will chart your child's developmental levels\progress\achievements and other relevant notes. They are in line with The Early Years Foundation Stage Framework. When your child starts nursery they will immediately have a profile started which will be kept updated until they leave.

Observations are a vital part of this process and these will be carefully collated. Photographs, children's own pictures, records of achievement and notes will all form the basis of ongoing record keeping. Parents are also encouraged to contribute to this process, sharing information about their child. Any agreed conversations between staff and parents can be included. The children's own input is also encouraged and fully incorporated in the profiles. Parent meetings are promoted as a way of sharing information which will greatly enhance this important provision - these meetings will be scheduled once a term at a time agreed in advance. However, parents can ask to talk to a member of staff at anytime - any questions, queries, concerns or the passing on of information is encouraged – this is a two way process as staff will also pass on relevant information, thus strengthening the resolve of the nursery to fully support families with the child's individual needs paramount.

On leaving the nursery your child's profiles will be passed to the relevant location such as school or another nursery, either directly or at an exchange meeting. Parents can request to see their child's records at anytime and can contribute when and wherever possible. This extensive process is extremely important as information collected aid our understanding of the needs of each child, enabling us to provide the care they need. Record keeping is an essential part of complying with funding regulations. It is because of this that the nursery may be subject to a moderation inspection where our records are carefully analysed. This may be carried out at certain

intervals with notifications being issued by the Early Years department. It is a good way to obtain clarification and guidance on any changes that may have occurred with the format of records that are kept.

How Parents are involved in the nursery

Our setting recognises parents as the first and most important educators of their children. Every member of staff sees themselves as partners with you in providing care and education for your child. We believe that parents and families are central to the well-being of a child and for that reason we aim to build positive relationships with parents and carers in order to work effectively with them and their children. When parents and practitioners work together in early year's settings, the results have a positive impact on children's development and learning. This continues to be the case at Rose Street Nursery.

All parents have rights from the onset of enrolling their child at the nursery. These include a right to be:

- Valued and respected
- Kept informed
- Consulted
- Involved; and
- Included in the life of Rose Street Nursery

There are many ways in which parents/carers take part in making the setting a welcoming and stimulating place for everyone, such as:

- exchanging knowledge about their children's needs , activities, interests and progress with the staff
- helping at sessions of the setting
- sharing their own special interests with the children
- being part of the management of the setting
- taking part in events and informal discussions about the activities and curriculum provided by the setting.
- joining in community activities in which the setting takes part
- building friendships with other parents in the setting

Parent helper rota

Children thrive when their parents are actively involved in their early education and learning experiences. We operate a rota helper system and ask that each family come in and help during at least 2 Nursery sessions per term. Siblings are welcome; we ask that all parents/carers ensure additional children are supervised.

The rota is displayed on the notice board. By being a helper a parent has the opportunity to observe their child whilst at nursery and join in with activities, it is a time to get a glimpse nursery life and help the children get the best out of their activities. The children really enjoy their interaction with rota helpers and we also hope you will find your rota session an enjoyable experience. It is a special day for your child when you are there to help and the staffs very much value your time and assistance.

The nursery has two notice boards in our lobby. Please look at these regularly as they display important information. We also have a website which is updated with relevant information on a regular basis; this can be found at <http://www.rosestreetnursery.co.uk> The

Nursery Supervisor also sends out monthly newsletters updating you of many relevant issues. Other correspondence is sent out as required – this is an important link between nursery and home.

Fund raising and the committee

As soon as your child joins our nursery, you automatically become a member of the Committee. It is an informal group of parents and carers who meet once every half term to discuss a range of issues. All parents are invited to Committee meetings – see the notice board for dates and times. We welcome any new ideas and offers of help at any time. Getting involved is a great opportunity to get to know other parents and develop friendships. Under Pre-School Learning Alliance guidelines the nursery cannot operate without a Committee. Committee meeting notes are displayed on the notice board in the entrance lobby

It is because Rose Street Nursery is a charity, that fund-raising is an essential part of our activities. This enables us to update and renew equipment. Various events are held throughout the year and we hope parents will take part in some or all of them. We also depend upon these efforts to keep fees as low as possible and to subsidise the children's outings and parties. Please help by doing your share to keep our nursery thriving.

Pre-school Parent Committee Chairperson: Stephanie Richardson

Following your initial enquiry

After your initial enquiry requesting a prospectus it is strongly recommended that a visit to the nursery will be very beneficial if one has not already taken place.

We do operate an open door policy and welcome visitors into the nursery. You are also welcome to telephone the nursery supervisor, on 07749 744 783 between 9am-5pm, to make an appointment.

During the show round process you will be informed of relevant details as well as being given an opportunity to see the nursery environment first hand - any queries or questions can be raised during this time. A registration form is given out which once obtained by the nursery will enable your child to be placed on the nursery waiting list – the charge for this is £15.00 which is non returnable. All efforts will be made to accommodate your child as soon as a place becomes available, although numbers are limited we endeavour to process your registration and offer you a place as soon as we can. We ask parents for half a terms notice so that we can be aware of spaces becoming available so that new places can be offered. The Supervisor is very happy to discuss the availability of places when asked. As soon as a place is available you will be contacted immediately by telephone and then this will be confirmed in writing. Your initial requested sessions are obviously our priority; we endeavour to honour these to the best of our ability.

In order for you and your child to get a feel for the nursery we offer free pre-trial session(s) where each child is given the opportunity to stay and join in with session(s) along with their parent/carer. Children's individual needs are taken into consideration, we are fully aware that some may need more than one session. This process is extremely important as the team are very aware of the extra support and care that new children need to ensure that they have every opportunity to settle in their new surroundings. Their happiness and your peace of mind are paramount and we strive for a safe, happy, relaxed and stimulating environment. A waiting area is also available near to the play room which is a good way of allowing your child to play and if needed you can return to offer support to you child. Staff members will relay to you how they feel the settling in period is going. We also will ask you to give any relevant information which will aid the transition process, good communication from both sides is important in this. A "welcome pack" will be given to you at

this stage containing information about the nursery and important paperwork is enclosed which will be kept on file for each child who attends the nursery.

During the first official session it may be necessary for the child's parent\carer to be available for support at this time; again the waiting area can be used if needed.

Internal waiting lists are also in operation and parents that already have a child that attends Rose Street Nursery often ask for permanent extra sessions, these requests are also dealt with as quickly as possible and parents kept fully aware of how their requests are being processed.

Fees

Current fee/contribution per session

Unfunded children	9.30-12.15pm	£11.00
Funded children – parental contribution	9.30-12.15pm	£2.50
Lunch club (3-5s)	12.15-1.15pm	£3.00

Parental Contribution

Funded children – parental contribution 9.30-12.15pm £2.50

From the term after a child's third birthday, children are entitled to Early Education funding. We provide a 2 ¼ hour session on a daily basis, but our charity only receives grants to cover 2 ½ hours, 5 days a week, for 38 weeks a year. So to cover the additional costs that we incur throughout the year we ask parents for a contribution of £2.50 per session for funded children. (This is not mandatory.)

As a not-for-profit charity the contributions received from parents enable us to ensure that the nursery can continue to operate in the future providing quality care and education for every child who attends. The money generated enables us to update and renew equipment and resources for the children and to subsidise the children's parties and outings. It also contributes to rent and salaries. The dedicated staff team is paid a fair and competitive rate of pay. We believe strongly in providing ongoing professional development and funding training is a crucial part of our ongoing success.

Invoices are sent out to parents of unfunded children every half term and we ask that payment is made within two weeks. To parents of funded children we send out a note of the suggested parental contribution based on the number of sessions the child will attend that half term. If parents are experiencing difficulties with payments, please speak in confidence to the nursery manager and alternative arrangements can be made. If paying fees or a contribution by cheque please make payable to Rose Street Nursery.

Please note, in accordance with our admissions policy, a half term's notice is required if parents/carers wish to withdraw their child from Nursery other than to attend school. If this notice period is not given for unfunded children, fees will be charged in lieu of notice. A half term's notice is also required if parents/carers wish to reduce their child's sessions. If this notice period is not given for unfunded children, we reserve the right to charge the amount that has been invoiced.



"Where play and learning go hand in hand."
A Typical Nursery Session

9.30	<p>Children arrive - Welcomed. Register taken on arrival. Each child can collect their name card for "who's in today" board. Coats put on named peg.</p> <p>Free play - range of activities available -</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Imaginative play</td> <td>Tactile\sensory experiences, eg-sand\water</td> </tr> <tr> <td>Role play area</td> <td>Mark making\Art area</td> </tr> <tr> <td>Construction play</td> <td>Fine manipulative play</td> </tr> <tr> <td>Maths\science\language</td> <td>Puzzles and games</td> </tr> <tr> <td>Book\story area</td> <td>Design and technology/ICT</td> </tr> </table> <p>Each child is encouraged to access above activities, adult support and supervision is available if needed but the emphasis is very much on the child engaging in free choice</p>	Imaginative play	Tactile\sensory experiences, eg-sand\water	Role play area	Mark making\Art area	Construction play	Fine manipulative play	Maths\science\language	Puzzles and games	Book\story area	Design and technology/ICT
Imaginative play	Tactile\sensory experiences, eg-sand\water										
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Construction play	Fine manipulative play										
Maths\science\language	Puzzles and games										
Book\story area	Design and technology/ICT										
10.55	Tidy up time, staff and children join together for this.										
11.00	<p>Literacy time.</p> <p>It is a short session encouraging children of a variety of ages to develop listening\communication skills as well as promoting social\emotional development. Each child has the opportunity to learn and develop vital literacy skills in a fun, no pressure environment. The learning of reading and writing is promoted at this time using a wide variety of activities. Aphonics approach called Jolly Phonics is used.</p>										
11.15	<p>Snack time. Another social time. Children have the opportunity to pour milk\water for themselves (help given if needed). Fruit\vegetables they have bought in, which they have the opportunity to prepare, can be shared with their friends. Children given the time to enjoy themselves and are not rushed. Throughout session a water table is available for free access for all children and situated in play room within easy access.</p>										
11.30	Singing\music time\ group discussions\ circle time										
11.35-12.10	<p>Garden time-all children have opportunity to play in the Bradbury centre garden.</p> <p>Small group activities. Adult led. Topic\themes introduced or other interesting activities, eg- physical play e.g. gym session\musical instruments. Story opportunities - these are planned in advance but again may be subject to change.</p>										
12.10-12.15	Getting ready to go home - nursery leaving song.										
12.15	Going home time for children not attending Lunch Club.										
12.15-1.15	Lunch Club (please discuss availability with the supervisor)										

The Rose Street Nursery routine is not rigid and may be subject to change as everyday offers different learning and play opportunities. Outdoor play is available every session.