



Ullswater Nursery Prospectus 2025-26

Ullswater Nursery
Patterdale C of E School

Patterdale

Penrith

Cumbria

CA11 0NL

017684 82383

info@patterdale.cumbria.sch.uk

Welcome to Ullswater Nursery and thank you for registering your child with us. Ullswater Nursery has part of Patterdale CofE Primary School since September 2019.

We know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best.

This prospectus aims to provide you with an introduction to Ullswater Nursery our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. This should be read alongside our Childcare Terms and Conditions for a full description of our services.

Our setting 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; and
- offer children and their parents a service that promotes equality and values diversity.

Parents

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

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

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

Children's development and learning

We aim to ensure that each child:

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

The Early Years Foundation Stage

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2020):

- *A Unique Child*
Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- *Positive Relationships*
Children learn to be strong and independent through positive relationships.
- *Enabling Environments*
Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.
- *Learning and Development*
Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

- *Prime Areas*
 - Personal, social and emotional development.
 - Physical development.
 - Communication and language.

- *Specific Areas*
 - Literacy.
 - Mathematics.
 - Understanding the world.
 - Expressive arts and design.

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

Development Matters (2020) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

- building relationships;
- self regulation
- managing self.

Physical development

- gross motor skills
- fine motor skills

Communication and language

- listening, attention and understanding
- speaking

Literacy

- word reading
- writing
- comprehension

Mathematics

- number
- numerical patterns

Understanding the world

- people, culture and communities;
- the natural world
- past and present

Expressive arts and design

- creating with materials
- being imaginative and expressive

Our approach to learning and development and assessment

Learning through play

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- playing and exploring - engagement;
- active learning - motivation; and
- creating and thinking critically - thinking.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

Assessment

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

We make periodic assessment summaries of children's achievement based on our on-going development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different group or when they go on to school.

Records of achievement

We keep a record of achievement for each child. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

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

Working together for your children

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We also have volunteer parent helpers, where possible, to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

The main staff who work at our setting are:

| Name | Job Title | Qualifications and Experience |
|---------------|--------------------------------|---|
| Nicola Reay | Class Teacher | BEd (honours) teaching degree 30+ years' experience in education |
| Susie Simpson | Class Teacher | BEd (honours) teaching degree 30+ years' experience in education |
| Emma Dowson | EYFS Senior Teaching Assistant | Level 3 Cache Diploma 20+ years experience |

We are open for 38 weeks each year (term time only)

We are open for 30 hours each week

The times we are open are Monday – Friday 9am – 3pm

We provide care and education for young children between the ages of 3 and 5 years.

How parents take part in the setting

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

- exchanging knowledge about their children's needs, activities, interests and progress with our staff;
- helping at sessions of the setting (please let us know if you would like to do this);
- sharing their own special interests with the children;
- helping to provide and look after the equipment and materials used in the children's play activities;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities, in which the setting takes part; and
- building friendships with other parents in the setting.

Key person and your child

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

Learning opportunities for adults

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to date with thinking about early years care and education. We also keep up-to-date with best practice, as a member of the Pre-school Learning Alliance, through *Under 5* magazine and other publications produced by the Alliance. The current copy of *Under 5* is available for you to read (attached to the notice board). From time to time we hold learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

The setting's timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in our setting are provided in ways that:

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

The session/day

We organise our sessions and days so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor room. These activities also take account of children's changing energy levels throughout the day. We cater for children's individual needs for rest and quiet activities when needed.

Snacks and meals

We make snacks and meals a social time at which children and adults eat together. We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. Please tell us if your child has dietary needs and we will plan accordingly. A lunchtime meal can be purchased at a cost of £2.50 a day, please contact the office for details of payment or your child could bring a packed lunch. The menu for each week is displayed in the classroom and on the school website.

Clothing

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

We ask parents to make sure their child has a change of clothes at nursery at all times (in case they get wet etc), also:

- waterproof and warm outdoor clothing and a pair of wellies (named)
- a sun hat in warm weather
- a t-shirt, shorts and trainers for P.E activities, (all named please).

Policies

Copies of policies and procedures are available on the school website.

Our policies help us to make sure that the service provided by our setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

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

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

Our employment practices ensure children against the likelihood of abuse our setting and we have a procedure for managing complaints or allegations against a member of staff.

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

Special needs

- To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice (2014).

Our Special Educational Needs Co-ordinator is **Nicola Reay**

Starting at our setting

The first days

We want your child to feel happy and safe with us. To make sure that this is the case; our staff will work with you to decide on how to help your child to settle into the setting.

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

Absence

If your child is absent, please let us know as soon as possible. A brief email or a telephone message is required to explain why a child is absent from nursery.

Medicines

If your child needs medicine during the day please discuss it with the Nursery beforehand. It must be given to staff for safekeeping and not left with the child.

Discipline

Much of the discipline in nursery takes the form of **expectations** rather than rules. We encourage a caring attitude towards each other and towards the property of others. We expect children to be courteous, friendly, well mannered and thoughtful. Parents will be consulted if persistent misbehaviour occurs, so that together we may decide on a suitable course of action.

Organisation

The nursery is based in the EYFS unit and outside area, with access to the library and hall. These areas are sometimes shared with the Reception and KS1 children.

Complaints

If you have any worries or concerns about your child's nursery life, specific or general, please discuss them in with the staff. We all understand the importance of talking through a problem. Your child's well being is our first concern.

If you do not get satisfaction from this approach, your next line of contact is the Headteacher of the school.

If the previous methods have been unsuccessful in solving the complaint the official complaints procedure can be followed by contacting Ofsted directly by phone on 0300 123 1231 or by letter to:

The National Business Unit
Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD