***Sticky Fingers Day Nursery***

***ABOUT US***

Sticky fingers was launched by sisters Kim Woods and Tina Booker in 1991. Since obtaining the NNEB Certificate in 1978, both have had vast experience of a range of early years settings.

The nursery is housed in a large, bright hall with fully equipped kitchen, and safe enclosed garden.

***OUR AIMS***

We at Sticky Fingers believe that we promote a culture of concern, affection, sensitivity and respect towards children, parents and each other, creating a warm and caring family environment in which your child will feel secure, valued and thrive.

By being there for your child, planning time to play together and observing what they can do, we will support them in their growing skills and independence and help them to approach new challenges. We aim to allow children time and space to explore, investigate, practice their skills and enjoy being with other children.

We aim to listen and respond with interest to your child’s talk, encouraging them to express their ideas, thoughts and feelings: Supporting them in their developing speech and language.

We recognise each child as an individual with their own feelings, needs, experiences and abilities and aim to promote opportunities for your child to develop to their full potential irrespective of age, gender, ethnicity, culture, religion, educational needs or disability.

Since you are the most important factor in your child’s life, we aim to work in partnership you, ensuring that we all understand and meet your child’s needs, valuing and building upon your knowledge and developing good open communication.

We aim to encourage children to develop self discipline, consideration and an awareness of effects of their words and actions upon others by example and clearly defined boundaries of behaviour.

***STAFF***

Stickys staff are dedicated, caring professionals who bring a multitude of qualities to our team. All are qualified to level 3 and have opportunities for development through further training.

In the relaxed and friendly atmosphere of the nursery, owners work alongside staff in the day to day care of the children. All are committed to maintaining good working practice and high quality care for your child.

***WORKING TOGETHER***

We hope that you will find our nursery a welcoming and happy place. We would very much like to get to know you and from you learn about your child. Your views and opinions are valued and should you have anything you wish to discuss staff are always available.

Sharing information is invaluable in recognising your child’s needs, development and learning and planning for the next steps in their learning journey. Should you have some time that you would like to come and spend with us, we will be very glad to see you.

We assess children’s progress through ongoing observation, using the information gained to note their stage of development and learning and to plan for building upon their skills and knowledge. We record children’s achievement against steps set out in Development Matters from the EYFS practice guidance and your contributions to this process will be greatly valued.

***THE KEYPERSON***

Your child will be one of a small group for whom one member of staff will be responsible - this is the keyperson.

The keyperson will be responsible for helping your child throughout the settling in period providing comfort and reassurance, monitoring and recording your child’s progress and planning for their future learning.

The keyperson will welcome and encourage your involvement in all aspects of your child’s well being , allowing us to share views on their progress and development and work together in best meeting your child’s needs.

This co-operation and mutual support between parents and keyperson will ensure a sound base on which we can build and from which your child can grow. We are confident that by working together in this way, you will be happy with the care that your child is receiving.

***DAILY ROUTINE***

The routines and activities that make up the day at Sticky Fingers are flexible and respond to children’s interests and needs. We aim to help each child feel secure, special and an integral member of the group, building a solid foundation for their learning. We take all possible precautions to check that the environment and resources are suitable and safe.

On arrival at nursery children are welcomed by staff. We ask you to sign your child in (and out, at the end of the session) and for you to support your child in selecting and posting their name card. Throughout the morning they will have the opportunity to experience a range of child choice or adult led activities, indoors and out, across all six areas of learning.

Children have access to water throughout the day and are offered a mid-morning snack of fruit.

Lunch is served at eleven thirty - we aim to ensure that mealtimes are relaxed and social events, with staff eating with their small groups of children. Children make choices and are encouraged to serve themselves.

After lunch younger children are able to rest quietly or sleep, whilst others engage in quiet games and activities.

Afternoon sessions offer a different range of resources with some activities ongoing with tea being served at three o’clock.

Throughout the day there are planned and impromptu times for sharing news, sharing books and listening to stories, songs, music, dance, drama and physical play.

We are always happy to celebrate children’s birthdays or special festivals with a little party if you wish – just let us know.

***MEALS***

Lunch, tea, mid morning fruit and drinks are provided, should your child require breakfast we ask you to provide it and we will be happy to give it to your child.

Menus are nutritious and varied, catering for vegetarians and individual children’s

requirements. All meals are freshly prepared on the premises. Weekly menus are displayed on the notice board.

***STARTING NURSERY***

On reserving a place a Sticky Fingers, you and your child will be invited to visit the nursery. During this visit you will be introduced to your child’s key person and other staff. The key person will be able to provide you with information about the nursery and have the opportunity to find out about your child: His or her likes, dislikes, favourite toys and games, interests, special words or names dietary requirements and medical information.

Leaving you and starting nursery can be difficult for some children; we aim to make this transition as easy as possible. We ask that during your child’s settling in period, you stay with him or her for some time during the first week, this also gives you the opportunity to get to know us and how we work. As your child becomes more familiar with the nursery and staff you will be able to leave him or her for short periods, gradually increasing over the week. Please be assured that your child’s key person and all staff will be there to offer comfort and reassurance to your child. We recognise that your child starting nursery can also be very stressful for you too. We will support you in whatever way we can. Please feel free to call us whenever you wish, as often as you wish.

During this period we ask that your child brings with them to the nursery any special toy or comforter of which they are particularly fond.

Should your child become distressed during this settling in period we will contact you.

***CLOTHING***

Please dress your child in comfortable, hard wearing clothes that will stand the odd splash of paint. Although care will be taken to avoid this - these things do happen!

A spare set of clothes should be provided in case of mishaps - your child may feel more secure in his or her own things.

And **please** ensure that your child’s clothes are clearly marked with his or her name.

***OUTDOOR PLAY***

Outdoor play provides so many opportunities for exploring, imagining, creating and taking risks, all essential in promoting children’s learning across all areas of the Foundation Stage. We have a large, safe garden with a sensory, natural area which becomes a jungle or forest which is perfect for looking under logs, balancing, climbing or hiding. Children will have opportunities to experience outdoor play every day and we ask that you provide appropriate clothing for all weathers – especially wellingtons, warm coats and sun hats. Please apply sunscreen before bringing your child to nursery when appropriate.

***PERSONAL BELONGINGS***

Paper towels, tissues and bedding are provided by the nursery. All personal belongings must be clearly labelled with your child’s name.

We ask that children do not bring toys to nursery, unless for colour or theme displays.

**Although reasonable care will be taken, Sticky Fingers does not accept responsibility for loss or damage to any belongings brought to the nursery.**

***INCLUSION AND DIVERSITY STATEMENT***

Sticky Fingers aims to promote a welcoming environment for children and their families in which all feel included and valued.

Our inclusive policy encourages children to develop self esteem, positive attitudes to others and

an acceptance that we are all unique and should be treated with care, respect and tolerance - through example, provision of resources and positive reinforcement.

We make provision for every child in our care to have equality of access to a broad and balanced curriculum, and will work with parents/carers and other professionals in order to achieve this.

We aim to create an atmosphere of caring, openness and honesty upon which we can build good working relationships and together with parents best meet the needs of the individual child.

***SUPPORTING CHILDREN WITH EDUCATIONAL SPECIAL NEEDS***

We will make efforts to identify a child with special educational needs as early as possible and respond quickly and appropriately.

We will draw upon the ongoing process of observation and monitoring by members of the nursery team, along with discussions with parents/carers, supported by our Special Educational Needs Co-ordinator. (SENCO)

Together we will then agree the interventions necessary to support the child’s needs through the graduated response system.

The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001).

***SAFEGUARDING CHILDREN***

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

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

It is essential that we develop good, honest relationships with parents and carers to ensure that

we are aware of any problems which may emerge. We follow procedures that are set down in “What to do if you’re worried a child is being abused” in offering support to families in difficulty which includes referral to appropriate agencies when necessary.

From 1 July 2015 all schools, registered early years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. Schools and childcare providers can also build pupils resilience to radicalisation by promoting fundamental British values. This involves:

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

* Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other’s views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
* Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

* Staff can ensure that children understand their own and others’ behaviour and its

consequences, and learn to distinguish right from wrong.

* Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

* Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated. As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

* Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
* Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
* Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other’s opinions.
* Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children’s experiences and providing resources and activities that challenge gender, cultural and racial stereotyping

*http://www.foundationyears.org.uk/2015/03/fundamental-british-values-in-the-early-years/*

***NURSERY POLICIES***

We have policies regarding the operation of the nursery, staffing, health and safety and safeguarding children, copies of which are available for you to view at the nursery.

***LEARNING THROUGH PLAY***

Whilst at play, children learn about the world around them, relationships, communication, how things work, solving problems and developing concepts through talking and doing. Here at Sticky Fingers we use our observations of the child’s interests, experiences and stage of development to plan interesting activities to promote progress and learning. Our experienced team support children in their play, knowing when to allow them time and space to explore and use resources in their own way, being on hand to extend learning opportunities and when to take the lead. We draw upon the practice guidance from the Early Years Foundation Stage in our provision of resources and activities as well as in our assessment of how children are learning and achieving.

***EARLY YEARS ENTITLEMENT***

* This is available for all three and four year olds receiving nursery education from a provider registered under the Early Years Development and Childcare Plan. Your child is eligible from the term after their third birthday. Sticky Fingers will submit your child’s details to London Borough of Ealing Education Authority.
* Children are entitled to a maximum of 15 hours per week over a minimum of three days, 570 hours per year.

You will receive the **basic** entitlement as specified under the Government rules for the three hour session which covers only the child’s attendance at the setting. The allowance does not cover any extras or overheads; we can charge for additional services which the NEF *does not* fund.

* You will be required to sign a declaration stating that you are not receiving funding from another setting and provide us with a copy of your child’s birth certificate.

***OPENING HOURS***

We are open from 8.00 to 6.00 Monday to Friday.

Full time or sessional places are available.

We offer a minimum of four half days or three full days.

*We have an allocation of three afternoon sessions with limited availability.*

It is essential that your child is collected within session hours. Late collection will incur charges.

Closed over the Christmas and New Year period

***PAYMENT***

One months deposit is required on acceptance of a place. This is refundable on

receiving one month’s notice of leaving.

**Fees are payable monthly in advance on the first of the month.**

**Full fees are payable for any absence including sickness.**

***FEES***

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|  | MONTHLY FEES |
| FULL TIME | 845.40 |
| DAILY RATE  £42.44 per day |  |
| 4 Days | 721.41 |
| 3 Days | 541.06 |
| SESSIONS  £22.81 per session |  |
| 5 | 484.70 |
| 4 | 387.76 |

FEES ARE SUBJECT TO ANNUAL REVIEW.

We reserve the right to amend fees at our discretion.