

Tree Tots Welcome Pack



Ofsted URN; 2577494

Tree Tots Day Nursery
Salisbury Road, Tidworth, Wiltshire SP9 7XP
Email; treetots@tnbearlyyears.org
Tel; 01980 847823

Opening Hours
Monday to Thursday 08.00 – 18.00
Friday 08.00 – 17.00
50 weeks of the year



Starting nursery is a big step for both you and your child and we hope by working together we can make it a happy and rewarding experience.

Tree Tots is a purpose-built day nursery which offers a fabulous and unique setting. We are registered with Ofsted to provide care for up to 60 children between the ages of four months and five years.

The nursery is open between 08:00 and 18:00 Monday to Thursday and 08.00-17.00 Friday. We are closed at weekends.

SESSIONS AND DAYS

Under 3's £7.95/hour

Over 3's £7.66/hour

Sessions	Under 3	Over 3	Mon	Tue	Wed	Thu	Fri
08.00-18.00	£79.50	£76.60					
08.00-17.00	£71.55	£68.94					
08.00-16.00	£63.60	£61.28					
09.00-18.00	£71.55	£68.94					
09.00-17.00	£63.60	£61.28					

We also have an essential charge of **£8.00 per day for all Government funded children** which goes towards the cost of meals, snacks, resources, toiletries, EY log, providing skilled staff etc.

Our highly qualified, enthusiastic and dedicated members of staff are committed to providing the very best for every child in their care. All our staff members regularly attend training courses in child development, the Early Years Foundation Stage, Paediatric First Aid, Safeguarding children and many more to keep them fully updated with any changes in legislation and procedures.





Our Ethos

Supporting children through the Forest School ethos promotes a love of learning through play, discovery and curiosity in the natural world, fostering a connection with and love for the environment.





Mission Statement

At Tree Tots nursery we are passionately committed to ensuring that we provide a nurturing, inspirational, stimulating and secure environment for every child.

We aspire to be a positive contribution to the lives of all our children and their families regardless of their religion, ethnic or cultural background or any individual additional needs. The first five years in a child's life are crucial in setting foundations for their future. It is paramount that the children in our care feel safe, secure, and happy.

At Tree Tots nursery the children learn through many different types of play and gain an insight into the world in which we live. We are also passionate about the wonder of learning through outside play and exploration by embracing the Forest School ethos.

All our Early Years Educators are dedicated to ensuring that strong partnerships are formed with all families. Together as a team built with healthy parenting and high-quality learning, we can provide the foundation children need to make the most of their abilities and talents as they grow and develop.





Tree Tots Nursery prospectus

Tree Tots Nursery, Salisbury Road, Tidworth, Wiltshire, SP9 7XP Email; treetots@tnbearlyyears.org

Tel; 01980 847823

Ofsted URN; 2577494

Our setting aims to:

- provide high quality care and education for children from 4 months to 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

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; and
- included at all levels.

As part of the TNB Garrison Early Years and Play charity, we also depend on the goodwill of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their 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.
- 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 good 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 For children aged 0 – end of reception year in primary school

The provision for children's development and learning is guided by the Early Years Foundation Stage (DfE 2021). Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage.

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 with teaching and support from adults

- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between educators and parents and/or 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 year's provision including children with special educational needs and disabilities.



There are 7 key features of effective practice in the Early Years Foundation Stage

These are:

- the best for every child.
- high-quality care.
- the curriculum: what we want children to learn.
- pedagogy: helping children to learn.
- assessment: checking what children have learnt.
- self-regulation and executive function.
- a partnership with parents.

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

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

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.



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

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, educators will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.



Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.



Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Our approach to learning and development and assessment;

Learning through play

Play is vital for the development of the brain and helps to build children's communication skills, to understand their place in the world and to explore their feelings. Furthermore, play also builds self-worth and resilience. In fact, play is such a crucial element of a child's life that it's been enshrined in the United Nations Convention on the Rights of the Child. Article 31 states that every child should have the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.



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 Development Matters section in the Early Years Foundation Stage guidance as:

- Playing and exploring - children investigate and experience things, and 'have a go'.
- Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

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 as a setting respect that parents are the children's primary educators and therefore are best placed to ascertain their child's entry levels of development. To support each child's home learning, on entry to our setting the senior key person together with the parent will fill out an entry profile and questionnaire. This will then enable us to support your child's personal needs and development levels from day one.

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. As we believe that parents know their children best, we ask them to continue to contribute to assessment by sharing information about what their children like to do at home and how they, as parents, are supporting development. This information will be placed alongside our observations within the child's online learning journal.

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 into a different group or when they go on to school.



The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short-written summary of their child's development in the three prime areas of learning and development: Personal, Social and Emotional Development; Physical Development; and Communication and Language, when a child is aged between 24 - 36 months. The Key Person is responsible for completing the check using information from ongoing 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 setting keeps a record of achievement for each child. Your child's record of achievement helps us to celebrate together his/her achievements and to work together to provide what your child needs for his/her 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/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 stage of progress. You and the Key Person 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 safely.



The staff who work at our setting are:

Name	Job Title/ Room	Qualifications and Experience
<p>Shirley Hitchmough Manager</p>	<p>Manager SENCO trained. Derbyshire Language Scheme. BLAST Adult Mental Health Practitioner. Advanced Safeguarding Trained. Level 3 Forest school trained.</p>	<p>Level 5 Early Years and children’s Development (management Role) as well as 20+ years’ experience in a job role that I am passionate about believing that each child has the right to experience the best start in their educational journey. Level 3 Forest School Leader Designated Safeguarding Lead Health and safety Representative Behaviour Management Lead. I am approachable and will support anyone at any time, I care deeply for all my staff, the children, and their families.</p>
<p>Melanie Smith Deputy Manager</p>	<p>Deputy Manager/Curriculum Lead Level 3 Forest School trained.</p>	<p>Mel is our Deputy Manager with a Level 3 Early Years Educator qualification. She is one of our very experienced members of the team. All our children hold a special place in her heart and this shines through her practice. Co-ordinating our curriculum to ensure it is enriched with experiences that are crucial to child development. Mel’s passion is outside learning with her level 3 Forest school qualification all the children benefit from their forest school experience.</p>
<p>Georgia Parnham Training Lead</p>	<p>Training Lead, Level 5 Early Years Educator Qualified</p>	<p>Georgia is a dedicated Educator who supports all staff but especially those who are undertaking a qualification. Georgia enjoys sharing her knowledge which in turn helps Tree Tots grow committed and qualified staff. Working towards Assessors Course.</p>
<p>Wavney Cenac Admin</p>	<p>Administrative Assistant</p>	<p>Wavney is the initial point of contact at the nursery. She extends a warm welcome to everyone and is delighted to offer her assistance in any way she can.</p>
<p>Samantha McDermont SENCO</p>	<p>Oaks (3 years – 5 years) Early Years Educator</p>	<p>Level 3 Early Years Educator Sam is also a level 3 qualified SENCO who is passionate about supporting all children with Special Educational Needs.</p>
<p>Amy Brewer</p>	<p>Bank Staff</p>	<p>Level 3 Early Years Educator who supports some of our youngest children from their first days in nursery. Amy is very calm and always nurturing a popular choice for cuddles.</p>

Isabel Burton Lead Educator	Oaks (3 years – 5 years) Lead Educator	Level 3 Early Years Educator Bel is a lovely bubbly character, when she reads a story all the children sit in awe of her characters and voices. Bel is a very creative and enthusiastic Educator.
Chloe Hitchmough	Oaks (3 years – 5 years) Forest School Trained	Level 3 Early Years Educator Working towards Level 3 Forest School
Kayla Hitchmough	Acorns (4 months – 2 years) Forest School Trained	Level 3 Early Years Educator Working towards Level 3 Forest School
Martine Spooner	Acorns (4 months – 2 years) Early Years Educator	Level 3 Early Years Educator
Rhiann Down	Oaks (3 Years – 5 Years)	Level 3 Early Years Educator
Maddison Laddie	Saplings (2 Years – 3 Years) Apprentice Early Years Educator	Working towards Level 2
Skye Mcliveen	Maternity Leave	Working towards Level 3
Victoria Lightfoot Lead Educator	Acorns (4 months – 2 Years) Lead Educator	Level 3 Early Years Educator
Jessica Page	Acorns (4 months – 2 Years)	Level 3 Early Years Educator
Emily Ingram	Saplings (2 years - 3 years) Early Years Educator Forest School Trained	Level 3 Early Years Educator
Kimberley Gregson	Saplings (2 years- 3 years) Lead Educator	Working towards Level 5 Early Years Educator
Tammy Busby	Oaks (3 years – 5 years)	Working towards Level 3 Early Years Educator
Sophie Dalton	Maternity Leave	Level 3 Early Years Educator
Nadia Zimbalatti	Saplings (2 years- 3 Years)	Unqualified

Jade Cassidy	Bank Staff	Level 3 Early Years Educator
Liam Jewett	Cook Level 3 Food Safety & Hygiene City & Guilds Health & Safety with NCASS	Liam has joined the Tree Tots family excited to involve the children in growing and cooking their own produce. If parents have any questions about the menus Liam will be happy to help.
Rose Mills	Saplings (2 years- 3 years)	Level 3 Early Years Educator
Kimberley Alexander	Oaks (3 years – 5 years)	Level 3 Early Years Educator
Samantha Derrick	Acorns (4 months- 2 years) Dinner Assistant	Samantha helps support our babies over the dinner period.
Stephanie Milbourne	Oaks (3 years – 5 years) Level 3 Educator Forest School Trained	Level 3 Early Years Educator. Stephanie is a fun and enthusiastic individual. Her creativity and compassion shine through in her interactions with the children.
Kelly Astley	Acorns (4months – 2 years) Lunch time Assistant	Kelly helps support our babies over the lunch period.

Please note that all staff are safeguarding trained, and DBS checked before employment.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All the 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 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 the staff.
- contributing to the progress check at age two.
- helping during sessions at the setting.
- 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.
- being part of the management as a trustee of the setting for the TNB Garrison Early Years and Play charity.
- 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.
- attending parents' evenings to discuss their child's progress.

The Parents' Rota

The setting has a dated rota which parents can sign if they would like to help at a particular session or sessions of the setting. Helping at the session enables parents to see what the day-to-day life of the setting is like and to join in helping the children to get the best out of their activities especially the Forest School Sessions (please see our Forest School Policies and Procedures).

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

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 the setting's 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. The setting also keeps itself up to date with best practice, as a member of the Pre-school Learning Alliance. From time to time the setting holds 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 the setting are provided in ways that:

- help each child to feel that he/she 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

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 to its completion. The children are also helped and encouraged to take part in adult guided 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. Each child will have the opportunity to take part in our Forest School sessions providing both child chosen and adult guided activities, as well as those provided in the indoor playroom(s).

Snacks and meals

The setting makes 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. All meals are cooked on site prepared by our cook who will cater for all dietary requirements so please make sure you tell us about your child's dietary needs so we can ensure that these are met. All parents will have the opportunity to meet with our chef to discuss your child's individual needs, we will always do our best to accommodate these where possible.



Clothing

We provide aprons 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 encourage every child to explore all areas of the setting including our vast outdoor spaces. We advise you to provide waterproof trousers and jackets so that your child can explore these areas in all weathers. A spare set of clothes is essential to cover toileting accidents or messy / water play.

Policies

Copies of the setting's policies and procedures are available for you to see on our website www.tnbearlyyears.org they can be emailed to you or at the setting. These are located in office so please do just ask if you would like to see them.

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

The staff and parents of the setting work together to adopt the policies and then have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the 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 are kept safe from the likelihood of abuse in our settings and we have a procedure for managing complaints or allegations against a member of staff.

By working together with parents, we are able to respond to queries, resolve concerns and offer support including referral to appropriate agencies if necessary.

E safety

We operate a closed Facebook page which is strictly monitored by the Senior Management Team. All pending posts will need to be approved by the Manager before being uploaded to the Facebook page. Parents will be asked some questions to ensure their child attends the setting prior to being approved. Parents will be removed from the group as soon as their child leaves the setting. Our Welcome Page images are protected against image copying. Parental consent is obtained prior to images being uploaded onto sites. Mobile phones are not permitted to be used within the building or outdoor spaces. Parents are also prohibited from



filming or photographing whilst the setting is operating. For more information, please see the setting's Safeguarding policy and Online Safety (including use of Mobile Phones and ICT) policy.

Special needs

As part of the setting's 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 Special Educational Needs Code of Practice (2014)

Our Special Educational Needs Co-ordinator is **Samantha McDermont**

The management of our setting

Our setting is a registered charity and is run by a Board of Trustees made up with a mixture of MOD officials, parents of children who attend the setting and other professionals. The elections take place at our Annual General Meeting. The board of trustees alongside the Executive Coordinator and the Finance Manager is responsible for.

- Overseeing the financial validity of the charity
- employing and managing the Senior Management staff in conjunction with the Executive Coordinator
- making sure that the setting has, and works to, policies that help it to provide a high-quality service; and
- making sure that the setting works in partnership with the children's parents.

The Annual General Meeting is open to the parents of all 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.

The Executive coordinator of the TNB Garrison Early Years and Play charity is Sarah Hawkins.

She can be contacted by email; ec@tnbearlyyears.org

Fees

An up-to-date fees list is enclosed within this pack. All fees are payable monthly in advance. Fees must still be paid regardless of attendance; this also includes any holidays booked. If you have any issues, please talk to the nursery manager. For your child to keep his/her place at the setting, you must pay the fees. As a TNB Garrison Early Years and Play setting we operate a "No pay No stay". We are in receipt of nursery education



funding for two, three- and four-year olds; where funding is not received, then fees apply. Please be advised the “No pay no stay “policy does not affect your child’s free funding entitlement.

Increases to Fees

TNB Garrison Early Years and Play endeavour to keep childcare fees to a minimum for our families, however, there are times when the fees must be increased. Fees are generally increased in line with the annual rise in the National Living Wage which is a statutory requirement that TNB Garrison Early Years and Play must adhere to. The rise in fees is determined by the extend of the government increment, where possible TNB Garrison Early Years and Play try to absorb some of the additional cost which allows the increase to the hourly rate to be as minimal as possible. Please bear in mind that TNB Garrison Early Years and Play have no control over the statutory rise in the National Living Wage. Where possible a minimum of one months’ notice is given before an hourly fee rate change.

Termination notice

The setting requires 4 weeks paid notice in writing to terminate your child’s space/ hours/ sessions.

Sickness

Our policies and procedures are in line with the Health Protection Agency guidelines for all infection and illnesses. A copy can be viewed in the office or by visiting the Health Protection agencies website. As a setting within our “Managing children who are sick, infectious, or with allergies” policy it states that if your child has had Calpol or other pain relief/ medication that may mask symptoms of illness and a raised temperature we ask that they stay at home. If you bring your child into setting, we will ask you to take them home as a welfare and safeguarding measure so that you may observe them further and seek medical attention if needed.

Sickness and diarrhoea

The Health Protection Agency (HPA) currently states that for sickness and diarrhoea exclusion is **48 hours** from the last bout of sickness or diarrhoea. We adhere to this for both children and staff. We ask for your cooperation to help keep both our children and staff free from illness.



Antibiotics

If your child is prescribed oral antibiotics by your doctor, and they have never taken that antibiotic before they are not allowed to attend for **48 hours** following commencement of treatment, this is to ensure that your child does not have any adverse effects from the medication. After this time if the course is continuing and needs to be administered, we can assist in this providing a Medication Administration form is completed prior to the child returning. If in any doubt, please speak to management.

Temperature

If your child has a temperature please keep them at home, they should be temperature free for a minimum of 24 hours before returning to the setting they must not be Calpol dependent to facilitate coming in.

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, the staff will work with you to decide on how to help your child to settle into the setting. Our policy on 'The Role of the Key Person and Settling in' is available from the office.

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. The staff are always ready and willing to talk with you about your ideas, views or questions, and management always have an 'open door' policy where you can come in and talk to us any time.