

## Nursery Prospectus 2022

### **Welcome to Sawston Nursery**

Hello, my name is Tina Spencer, and I am the 'Head of Sawston Nursery'.



I am committed to ensuring that all children get the best start in life. For me, the needs of all the children are always paramount and I strongly believe that we should provide children with exciting, creative, and meaningful learning experiences and opportunities. We can then build their enthusiasm for learning and help them grow positively in a variety of ways.

A little bit about me, so, I have been working in childcare in a variety of roles within the early year's childcare sector for many years. At the beginning of my childcare career I worked in pre-schools, playgroups, afterschool clubs and a Junior School supporting children with Special Educational Needs. In 2004 I qualified as a Level 3 Nursery Practitioner and then continued to complete my Level 4 qualification in 2007. I have worked in the childcare sector ever since, managing day care provisions and nursery settings which have included managing classrooms of children aged between 3 months - 4 years. My degree qualification is in education, play work and early years childhood development which I completed in 2013. I have a vast amount of knowledge and skills in the above areas together with a good understanding of the Early Years Foundation Stage Curriculum. I have trained and gained qualifications in areas that include Paediatric First Aid, Health and Safety, Management and Leadership, Designated Safeguarding Officer and Special Educational Needs Co-ordinator Level 3. My roles at Sawston Nursery also include Positive Behaviour

Management Coordinator, Prevent Duty Lead and more recently HR together with a counselling qualification.

I hope this Prospectus will give you the information you require to find out more about Sawston Nursery where our most recent Ofsted Inspection (2018) states:

*Children develop close and affectionate bonds with caring and attentive staff. They enjoy their time in the nursery and demonstrate they feel safe and secure. This is achieved through staff being responsive and sensitive to a child's needs, helping them to understand they are valued, respected, and understood.*

*The nursery is led well by the experienced manager and her well qualified team. Staff retention is very good, and morale is high. Staff build positive relationships with parents and children. They learn key skills for the next stage of their learning whilst demonstrating good independence skills promoting independence in their learning and thinking.*

If you would like to look around the nursery and talk to us about the service, we can offer please feel free to call us and we will be happy to organise a convenient time for you to come in and meet our team in a friendly and happy atmosphere. We have a virtual tour on our website that is available if you wish to view the nursery online at [www.sawstonnursery.org](http://www.sawstonnursery.org)

If you have any questions, please do not hesitate to e mail me or contact my administration team who will be happy to help you.

I look forward to meeting you and hope you and your child enjoy your experience at Sawston Nursery.

Best Wishes

*Tina*

### **All about Sawston Nursery**

Sawston Nursery is only a few miles from Cambridge, is purpose-built with modern facilities for childcare and pre-school education. It is situated in a peaceful road, with off road parking.

The nursery has always been designed with the safety and security of the children in mind. We operate a coded entrance system to ensure that staff are aware of any visitors within the nursery at all times.

A modern kitchen provides cooked meals and snacks for the children and has always achieved the highest hygiene rating with our onsite cook and kitchen assistants who have years of experience providing good quality nutritional food for all the children in our nursery.

We welcome children to the nursery from surrounding villages and occasionally further afield if room in the nursery classrooms is available.

Sawston Nursery is operated by Sawston Childcare Ltd, a non-profit making charitable company. Its volunteer Trustees include 7 professional Individuals with diverse skills who are able to support the Nursery Head in the effective day to day operation of the nursery. There is provision for two parents of children attending the Nursery to be elected by parents to the Board of Trustees of Sawston Childcare Ltd. Sawston Nursery building is owned by John Huntingdon's Charity and leased to Sawston Childcare Ltd.



## Principles:

- All children are entitled to high quality learning and teaching. This will give them the skills they need to prepare themselves well for the future.
- Sawston Nursery promote active learning within the nursery where every child has the opportunity to thrive. We talk to the children about their learning and follow their interests and fascinations to ensure their time with us is enjoyable.
- Children are able to build on the foundations of earlier concepts in their learning. The order in which a child learns is dependent on the child, their interests, broadening their possibilities to gain more knowledge to develop and extend their skills further.
- We provide activities and experiences to enable children to develop in the context of relationships and the environment around them.
- We believe that every child can thrive with the right support.
- Our curriculum is ambitious, and careful sequencing is considered to support the children in their learning over time.
- To treat every child as an individual and meet additional needs regardless of gender, race, nationality, and culture without discriminating. Furthermore, we encourage equal opportunities for all children and adults involved in the Nursery.
- Endeavour to ensure that appropriate provision is made for children who have *Special Educational Needs* with regard to the Code of Practice (January 2015). Early identification of needs and the timely provision of appropriate support, together with high aspirations, can help ensure that the vast majority of children who have SEND (Special Educational Needs and Disabilities) can achieve well and make a successful transition into adulthood.
- Sawston Nursery believe that children flourish best when their personal, social, and emotional needs are understood, supported, and met and where there are clear, fair, and developmentally appropriate expectations for their behaviour.
- Recognise the importance of 'working together' as both parents and practitioners are key people and have a joint interest in and responsibility for children's development and learning.
- Sawston Nursery have record keeping systems in place that meet legal requirements; this means, we use, store, and share that information, which takes place within the framework of the General Data Protection Regulations (2018) and the Human Rights Act (1998).
- A copy of our General Data Protection Regulations Privacy Notice can be found on our website [www.sawstonnursery.org](http://www.sawstonnursery.org)

**Staff: Child ratios****Statutory Framework for the Early Years Foundation Stage, 2017)****Buttercups Room**

3 months to 24 months approximately

The staff ratio is 1:3 children.

**Daffodil Room:**

18 months to 36 months approximately

The staff ratio is 1:3 and 1:4 children.

(Dependent on the age of the child)

**Poppy Room:**

24 months to 48 months approximately

The staff ratio is 1:4 and 1:8 children

**Sunflower Room:**

36 months to 60 months approximately

The staff ratio is 1:8 children.

However, if the nursery is at capacity children may be in their current room longer than the ages above.

### **Characteristics of Early Learning (CoEL)**

CoEL are a revived element in the current Early Years Foundation Stage Curriculum (EYFS). CoEL advocate that in planning and guiding children's activities, practitioners must reflect on the different ways that children learn, and then reflect these in their practice. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. Three characteristics of effective teaching and learning identified by the EYFS are:

- **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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

**(Taken from Development Matters, September 2020, Revised July 2021).**

### **Early Years Foundation Stage**

**(Published 31 March 2014, last updated 1 September 2021)**

Sawston Nursery aims to help all children reach their maximum potential and to build on partnerships with parents whilst recognising parents as the child's prime educators. A record of progress is made using Tapestry in the Nursery showing each child's development in all Early Years Foundation Stage curriculum areas. The content of this report is shared with the parents regularly, with provision for parents to add their own comments and effectively be involved in their child's learning.

Children learn from every aspect of life around them. The most valuable resource any child can have at their disposal is a familiar, attuned, sensitive, and knowledgeable adult. This means that whether children prefer to be indoors or out, our highly skilled staff can take learning to where they are and meet their interests.

Children can learn from the environment, the atmosphere, the routines, and the activities and learning experiences presented to them. It is impossible to separate aspects of learning and development in very young children, but the

Early Years Foundation Stage Curriculum helps us as educators, to track and plan for children's next steps in learning as they aim towards the Early Learning Goals, which are the expectation for the end of their first year in Primary School.

Here at Sawston Nursery we deliver the Early Years Foundation Stage Curriculum which supports children 0-5 years. We plan activities for children to help them develop their skills and take their learning forward. The curriculum itself is divided into 7 areas of learning and development:

Three areas are particularly crucial for igniting curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These are the prime areas of learning, which are:

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

We then support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

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

All teaching is delivered through practical activities and learning through play. Parents are closely involved and are asked to inform staff about their child's interests, to gain a starting point for their child. The children are regularly assessed to monitor their progress and to enable accurate plans to be made for future teaching and learning.

**More details on the Early Years Foundation Stage Curriculum are available on the Department for Education (DfE) website.**

[www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

Through play children learn the skills necessary to effectively participate in their world. This provides children with the opportunity to engage in meaningful activities that enhance, physical, language, social and cognitive development.

Children at Sawston Nursery learn through play. *'Play, both indoors and outdoors, is a keyway in which young children learn with enjoyment and challenge'.*

Children are motivated to learn by their own curiosity. Activities such as sand and water play, art, craft, creative activities, imaginative and construction play are all available to the children, both indoors and outdoors.

The child's experience must always be central to the thinking of every practitioner who will be effective and responsive to all children in our care.

### **Curriculum Development and Ethos**

Our **vision** at Sawston Nursery is to provide a caring, stimulating, and professional learning environment for all children. We recognise that children thrive in a warm, nurturing, and friendly atmosphere, where staff ensure that each child feels individually valued and are able to reach their full potential.

#### **Intent:**

**We offer a holistic approach to learning, so each child is able to explore a variety of experiences through play and follow their own interests across the seven areas of the Early Years Foundation Stage.**

Areas within our continuous provision are accessible to all children where they are able to experience age-appropriate resources which are challenging, hence creating confidence, providing 'thrill and will' for each child.

We are fortunate to have large outdoor spaces across the nursery which allows the children to interact and develop a sense of freedom to make discoveries by themselves. Children are able to develop their own ideas or create games and activities to take part in with their friends, whilst they experience risk taking. For example, 'Shall I climb this tree, or should I jump off this log?' Children begin to understand what they can do by themselves and develop a 'can do attitude' which will act as a solid foundation for future learning.

At Sawston Nursery, we feel that our outdoor space should be an extension of our classroom where children can explore and express themselves freely without classroom constraints. This in turn, promotes a sense of well-being and an active lifestyle.

Spending time in our garden area allows the children to challenge themselves and take risks, building self-esteem and helping them gain independence and confidence.

- Children are also encouraged to develop an appreciation for nature. From an early age we motivate everyone to go out for walks in the local community and interact with nature. So, when the child notices an animal, a bird, or even a flower, we make sure their questions are answered through sharing some fun facts.

We are fortunate to have a forest area close to the nursery which we visit regularly to explore our local wildlife and their habitats.

We believe that consistency supports children in developing a resilient attitude to learning and to feel good about themselves. Good interactions with children together with communication and conversations help a child to problem solve and self-regulate.

We strive to be aware of each child in the Nursery, establishing their interests, and developmental level. We are then able to promote children's next steps in their learning through play and discussions with other adults and build on the child's current stage of development.

We aim to form good relationships with parents and work together to provide the best possible outcomes for each child. Staff are friendly, approachable, positive, and respectful to all children and their families, treating everyone as an individual recognising their uniqueness.

Play is the business of childhood. We believe through play, children are able to become an enquirer, an experimenter, a discoverer, and an explorer, as play sets the stage for learning and children at Sawston Nursery have the opportunities to learn through quality play.

#### **Implementation:**

**Children learn through a balance of child initiated and adult directed activities where they are given plenty of time to engage in exploration and challenge themselves.**

Our environment enables children to follow their interests and become independent learners based around experiences. We believe that if a child is interested in an activity, they can be taught anything. Adults will provide thoughtful resources that children are interested in and like to play with. We want our children to be resilient, independent and be able to communicate with others. We want them to make thoughtful decisions about what they want to do, and the risk involved. This will impact decisions in the world about what they do. Staff across the nursery plan activities for the children that excites them and allows their interests to be acknowledged. Modelling to the children takes place in the daily routines and capturing those teachable moments such as allowing a

child to show an interest in scissors and have a go themselves before the adult offers support and shows the child how these are used.

We ensure the content of the curriculum is differentiated to meet the needs of all children so that children build on prior learning. We plan activities around the child's interest and extend the activities to challenge children further where appropriate, to consistently give the children the opportunity to consolidate and learn new skills. This will support them in their next steps and transitions to the next classroom.

There is robust and effective communication with parents and practitioners actively seek advice from parents about their child's learning and development at home. Parents and practitioners work together to create a two-way partnership that ensures we give every child the best possible start in life.

**Impact:**

**We provide a caring, stimulating, and professional learning environment for all. Children will be allowed to gain and develop their social skills and be ready for the next stage of their learning journey.**

**At the end of a child's time at Nursery the transitions to new settings and schools are positive and children are praised for their readiness. Children are confident, resilient and have good self-esteem in preparation for new experiences.**

Children are able to focus and engage in their play due to experiences on offer throughout their time in the Nursery. Allowing children time and space to follow their own interests promotes their independence to learn.

Through outdoor play opportunities in the Nursery, children can learn the skills of social interaction and friendship, care for living things and their environment, be curious and fascinated, experience awe, wonder and joy and become 'lost in the experience'. They can satisfy their deep urge to explore, experiment and understand and become aware of their community and locality, thus developing a sense of connection to the physical, natural, and human world.

Staff evaluate practice and the learning environment through regular audits and being reflective practitioners.

Sawston Nursery's ethos reflects the varying approaches used for many years in Childcare and Education, including, the caring and concern for one another and the world around us. Those children learn best through actively participating in their own play situations, supported by the adults, offering stimulating safe activities with enthusiasm and dedication. This includes using everyday experiences and life skills in a multi-cultural environment ensuring all children have the best possible start to their early education.

Individual children should be respected and have access to a provision that fosters their unique aptitudes and abilities and enables them to thrive and develop.

**Margaret Mc Millan, 1860 - 1931** (McMillan was a nursery school pioneer) of the belief that children learn by exploring and that they could achieve their potential through active learning and a first-hand experience. She believed that outdoor play and fresh air was important to a child's development).

We adopt a child centred approach where we take great care to provide a structured environment which supports children in becoming active, independent learners. Children learn best when they feel safe to explore and experiment, make mistakes, and try again.

**Vygotsky 1896 - 1934** (A Soviet psychologist, known for his work on psychological development in children)

Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition.

Children are able to problem solve through social interaction with others during childhood. Culture and environment play a large role in a child's development where social interactions support a child in their learning. Sociocultural theory asserts that learning is an essentially social process in which the support of parents, caregivers, peers and the wider society and culture plays a crucial role in the development of the child. Within the nursery children are able to scaffold their learning through the interactions with adults and children around them.

### **Reggio Approach**

The Reggio Emilia approach is an educational philosophy and pedagogy focused on preschool and primary education. This approach is a student-centred and constructivist self-guided curriculum that uses self-directed, experiential learning in relationship-driven environments

In our outdoor areas we have mud kitchens with utensils where children are able to play imaginatively, enjoy sensory play, whilst developing their maths skills and hands on exploration.

The large sand pit in the garden area can generate countless variations of role playing and imaginative play.

Physical movement of climbing, jumping rolling and crawling can be facilitated through the choice of equipment available.

### **Monitoring Progress**

Sawston Nursery operates a key worker system, which is especially helpful to children and parents when your child first enters the Nursery. It can also support the transition from one room to another across the Nursery.

Key workers monitor your child's progress and are aware of his or her needs, providing continuous support to you and to your child while your child remains at Sawston Nursery. The Head of Nursery and staff are always available to discuss your child's progress and development. Parents are encouraged to participate fully in their child's learning and developmental records, and these can be shared through our online learning journal called, Tapestry.

### **Welcome to the Buttercup Room**

The Buttercup Room caters for up to 15 babies per day. We are registered to provide care for babies from 3 months old.

Buttercup Room is a large room and well-resourced with a variety of equipment, age appropriate to the children. It is heated with an under-floor heating system as well as a wall mounted hot/cold air conditioning system. The room has double doors to allow lots of light into the room and leads into an enclosed outdoor play area, designed specifically with babies in mind. We also have a larger garden space, for the more mobile babies, allowing for their physical needs to be developed and opportunities to develop fine and gross motor skills further.



Display boards show colourful pictures which the children help to create and mobiles that hang from the ceiling to aid in the stimulation of the children.

This room is mainly carpeted, and there is a lino covered area which is designed for water/messy play and mealtimes.

There is a large home corner where children can engage in role play activities and use their imagination to support their play. Baskets are positioned on the shelving units at low levels to allow the babies free choice of all the resources they choose to use, which encourage and support their play in the home corner.

Within the room, we have an expressive corner where we have musical instruments. These are freely accessible to the children throughout the day, where they have the opportunity to express themselves. Within this area, we also have a large wall-mounted mirror with a handrail to aid the children's physical needs. The children enjoy looking at themselves as they explore the instruments and different ways in which they can play each of them.

We also have a large mark making area which includes a large chalk board, whiteboard and resources which are changed regularly, whilst we follow the babies' interests and developmental stage of learning and development. The different tools are also accessible throughout the day which allows the children use of a variety of tools to make their marks independently.

In the room, we also have a large slide that is always accessible to the children with supervision of an adult. The slide has a handrail for the children's safety and aids their physical development.

The babies' changing area is connected to the room with a stable style door to ensure ratios are always adhered to. The babies' nappies are changed on a changing mat which is on top of the changing unit. The changing mat is sterilised with anti-bacterial spray between each nappy change and staff wear disposable aprons and gloves. Parents are asked to bring a supply of nappies, either disposable or reusable. Our children are changed at 3 intervals throughout the day - morning, afternoon, and evening. Soiled nappies are changed immediately to prevent children becoming uncomfortable and sore. A complete change of clothing clearly marked with the child's name needs to be provided by the parent and children may also bring in a favourite comforter which the child might like to have.

The room has a small separate kitchen for the preparation, storage, and cleaning of babies' bottles.

Due to the setup of our rooms, we are able to offer separate sleeping and eating areas. This allows us to work to the routine and needs of the individual child allowing them freedom and space to continue their play and exploration.

Each baby is unique, and we recognise this within the Buttercup Room. They are able to feed when hungry and sleep when tired, in line with home routines and information we share with the parent/carer. There are cots, pushchairs, and snooze mattresses available for children to rest and sleep. We will talk to parents/carers about preferences of the above during sleep times for the child.



An intercom is always in operation to enable good communication throughout the Nursery.

A welcome pack is given to each new parent on their first settling in visit with their child.

A typical daily routine includes times for free play and focused activities, normally topic based so we are able to extend children's learning.

Children enjoy outdoor play through free-flow every day, times for singing and stories which are part of our daily routines in the baby room.

Creative play in the form of art/craft work, music, baking, computing, gardening, and more are offered to support the Early Years Foundation Stage Curriculum. Snack, lunch, and tea times provide times for social interaction, communication, as well as bodily nourishment.

Drinks are available throughout the day and at mealtimes. Children who need to sleep or rest are catered for, in line with home routine for babies, and after lunch for older children. Details of each room's daily and weekly plan are available for parents to see and can be discussed with staff at any time.

### **Welcome to the Daffodil Room**

The Daffodil Room holds up to 12 children per day.

The room is spacious and well equipped. It has an under-floor heating system and a wall mounted hot/cold air conditioning system.

Daffodil Room have areas in the classroom to complement our curriculum and the seven areas of learning. The children are encouraged to independently explore, create, and share their thoughts in play, which in turn supports them to become self-motivated learners in the future.

There are double doors in the room which lead out to a covered, enclosed garden area which can be accessed in all weather conditions. The doors are always open to allow free flow to play throughout the day.

Daffodil Room also have a large outdoor space with a secure boundary. The children are able to use this space throughout the majority of the day.



There is a range of age-appropriate play equipment available to the children. We have a large, sheltered sandpit, mud-kitchen, a dedicated mark-making area and a raised mound and slide and tunnel to promote physical development. Activities and resources are offered outdoors to reflect the learning opportunities in the classroom, we strongly feel spending time outdoors is beneficial for all aspects of development.

The room itself has a carpeted area where the children can relax in a quiet communication space. Children can access books, singing spoons and puppets in this area or choose to sit with an adult to share their chosen songs and stories. There is also a home-corner which encourages roleplay and enables the children to act out their life experiences with a variety of props.

The rest of the room is designed for messy play such as sand, water, and art activities.

These zones are then adapted for sleep time on the carpet and mealtimes on the hard floor.

A typical day in Daffodil Room includes time for free play and focused activities. The focused activities are based on the children's interests and learning abilities and are offered to help the children achieve next steps in their learning and development.

Children also enjoy singing and dancing where they can express themselves freely whilst enjoying energetic play. Children are encouraged to be involved in thinking creatively through art/craft work, music, baking, using their imagination in the role play area and the introduction of different types of material. All the activities and resources are offered to support the planned curriculum.

Each child has their own tray in which any artwork and their personal belongings can be stored along with letters to be sent home for parents. This gives the children a sense of ownership and belonging.

There is shelving which is at a low-level containing play equipment and staff encourage children to have a free choice and self-select the toys that they wish to play with.

There is a toilet area so that children are able to begin their toilet training and low-level sinks for the children to wash their hands encouraging independence. Nappies are changed within a private toileting area.

The children can have a sleep after their lunch if they wish. There are snooze mats provided and calming music is played to create a relaxed atmosphere within the room for all children. For those who don't wish to sleep, quiet time and outdoor play is offered.

There is a whiteboard displayed outside the room to provide parents with information on the activities which have taken place during the day. We also communicate via Tapestry sharing information about your child's day in Nursery.



### **Welcome to Poppy Room**

The Poppy Room caters for two- and three-year-olds and currently holds up to 12 children within a 1:4 or 1:8 ratio.

The classroom is a spacious, well-resourced, and welcoming environment with a comfortable carpeted area and a hard floor, ideal for exploring messy play and mealtimes. The room has an array of toys and materials to encourage independent play and learning, supporting development in all areas of the Early Years Foundation Stage.

The room consists of multiple areas for the children to explore and investigate at their own leisure which enables the children to become critical thinkers and active learners. This includes an Enchanted Reading Garden where the children can take time to look at books, be calm, quiet and reflect in a secure, cosy environment.

Our Marvellous mark-making station is available throughout the day for the children to become creative and develop their fine motor skills with the use of writing tools, glue spreaders and scissors. The children are encouraged to peg their works of art on the display board, showing pride in their achievements.

There is a home corner on offer to the children, to support role play, communication, enhance their imagination and allow them to act out their life experiences. Dress-up encourages creative thinking, communication, and social skills. Playing with another child or adult requires teamwork, cooperation, and sharing which can be practised within the home corner.

There is an opportunity for children to participate in loose parts play, with baskets containing a variety of items such as wooden pegs, pinecones, scoops, pebbles, and shells. Loose parts play has many benefits for the children, helping them to develop skills across the whole of the curriculum. This child-led play helps strengthen their independence, enabling them to observe, enquire and investigate.

A discreet nappy unit within the room enables children to have their nappy changed in private. As they grow and become more aware, the children are offered the use of a potty or toilet, gaining independence in their personal hygiene needs. There are two separate toilet areas within the space for the children to use along with low level sinks for hand washing.

There are double doors that lead out to a sheltered fenced in garden area that the children have free access to throughout the day. In this section, the children have the opportunity to create and build with a variety of construction materials and investigate the water and sand tray. These resources help develop problem solving skills and cause and effect to ignite curiosity in STEM.

From the little garden space, there is a gate that opens into a much larger area that the children share with the Daffodil Room where they have the opportunity to access trikes, climbing apparatus, slide, sheltered sandpit, musical instrument station, well equipped mud kitchen and a mark-making area.

Each child has their own tray in the room that they can use to store their personal belongings, any artwork, or models they have produced for parents to take home.

A white board is situated outside the Poppy Room to inform parents of the day's activities to keep you up to date with what we have achieved. We also use the Tapestry Learning Journal to communicate with parents about your child's day in Nursery, including what they have eaten or slept.

## Welcome to Sunflower Room

The Sunflower Room can currently hold up to 24 children each day. However, most days we will be operating with a maximum of 16 children per day.

The classroom is spacious. We have a fenced outdoor area that the children can access all day. The space is well equipped with resources to promote the Early Years Foundation Stage and support children's learning and development.



The room has under floor heating and air conditioning to make it a comfortable environment for the children and staff.

The children are encouraged to use the resources available within the continuous provision where they are able to play, explore, be active learners and be creative and think critically. All these areas underpin learning and development and support the child to remain an effective and motivated learner.

The organisation of the pre-school classroom sends important signals to children about, "What there is to do, and how to do it". Having a well organised classroom helps the children learn and motivates them to interact positively with each other.

There are display boards around the room which show the children's artwork and relate to the topic or theme that is on offer and available within the room.

Beyond the enclosed garden area, we have a larger secure area where children can freely explore throughout the day. This garden space is a natural woodland area, which houses a large gazebo where children can sit and relax. There are also numerous opportunities for children to practice climbing skills on the trees and climbing frame. Our garden area is an extension of our classroom where we offer many challenging activities for the children to access. Providing more opportunities for learning and development.

There are two separate toilet areas within the space for the children to use along with low level sinks for hand washing. The children can access these areas freely throughout the day, helping to promote their independence and hygiene practices.

For some of the younger children the room also has a private nappy changing area which provides privacy for children whilst being changed. The children also

have access to potties which are provided to help the children who are transitioning from nappies to pants.

All children are encouraged to make use of all activities available at Sawston Nursery to build on their own experiences and further develop their skills. Children are free to explore and be creative through activities such as water, sand, and other sensory resources during their play. Furthermore, activities such as baking (manipulative play), music and movement, imaginative, painting, craft, and construction play are available to the children. There are opportunities for children to participate in calm, quiet play such as reading, board games, and spending time at the mood table are freely available to children in the Sunflower Room.

Each day there will be the opportunity for the children to choose which toys they wish to play with to encourage more independence. Many of the toys are stored at low level to ensure that the children have free access to these.

Encouraging independence is promoted in the Sunflower Room and therefore all toy boxes have corresponding pictures and labels to enable children to recognise the contents. This allows children to self-select and have an awareness of where resources should be stored after play.

Each child has their own tray in the room that they can store their personal belongings, any artwork, or models they have produced for parents to take home.

A white board is situated outside the Room to inform parents of the day's activities to keep you up to date with what we have been doing throughout the day and forthcoming activities. We would also ask that you use the online Tapestry Learning Journal to communicate and find out about your child's day in Nursery. We post a care diary each day your child attends informing you about how well they have eaten and slept throughout the day. As well as any other important info.

Sunflower have regular visitors to their rooms to talk to the children and to enhance their learning, for example dentists, scientists, dancing teachers, animal experts, police officers, sports coaches, and a music teacher.

## Transition to School

When it is time to plan your child's transition to school, please inform the Room Leader or Head of Nursery which school he/she will be attending.

Liaison between Sawston Nursery and your child's school is vital, and your child will benefit from careful management of this important step to support the smooth transition into Primary Education.

## Opening Hours

At Sawston Nursery the morning session begins at 8.00am. You should aim to arrive as close to this time as possible, so your child can be involved in the initial input of the session and is aware of what is happening. However, your child should be in Nursery before 9.30am so your child can take advantage of the activities provided and to ensure your child is fully involved in the session. If you are going to be later than 9.30am, we appreciate a telephone call.

The Nursery closes at 6.00pm and all children should be collected by this time. It is important for parents to avoid collecting their children late as this causes upset to the child and inconvenience to staff (We also have a late collection fee policy which can be viewed on our website or provided upon request from the admin team).



## Holidays

Sawston Nursery is open all year round with the exception of all Bank and Public Holidays and about a week at Christmas. Parents are informed of the exact dates well in advance. Please inform the Head of Nursery as soon as possible of your own holidays or any other absences your children will have from the Nursery - four weeks' notice is desirable. Holiday notification forms can be found in the reception area.

## Sickness/Unwell Child

If your child appears unwell or off-colour, please do not bring him/her to the Nursery as it is unfair to your child and the other children and may affect staffing ratios where 1-1 care could be necessary to the unwell child. A child will only be re-admitted to the Nursery at the discretion of the Head.

If a child attends Nursery whilst on any medication, Sawston Nursery staff will administer this, but only if the medicine is prescribed by a doctor. An entry must be made on the medicine sheet signed by the parent.

### **Current Terms and Conditions**

The waiting list is routinely reviewed, and we will offer you a place for your child as soon as we know it is available. We try to give you one month's notice of availability of the place, although occasionally this may not be possible.

When your child is offered a place at Sawston Nursery, you will be asked to pay a refundable deposit of two weeks' fees. The actual amount of the deposit will be offset against the child's last month's fee when he/she leaves Sawston Nursery.

- All places are filled at the Head of Nursery's discretion.
- Sawston Nursery reserves the right to close in periods of severe weather or for other reasons beyond the control of the Nursery. In such circumstances, **fees will not be refunded**. Please see our admissions policy on the website at: [www.sawstonnursery.org](http://www.sawstonnursery.org)
- The current fee schedule can be found on our website or obtained upon request from the admin team.
- Sawston Nursery requires one month's notice in writing of termination of a child's place.
- There is no reduction in fees for any absences.
- You will find some of our policies and procedures on our website. Also, parents/carers can request copies of additional Nursery policies to be either emailed, or a hard copy provided from our admin team.

### **Staff and Training**

Sawston Nursery employs highly qualified, trained staff. All staff will be trained in First Aid, Child Protection, and Food Hygiene,

Additional training will be available to all staff as relevant courses arise and to ensure staff are up to date with early years practice and informed of any new government and early years development.

**Can you help to support our nursery?**

Could you support Sawston Nursery in raising funds when shopping online?

All you have to do is type [www.easyfundraising.org.uk](http://www.easyfundraising.org.uk)

Select 'find a cause'.

Type in Sawston Nursery.

Follow the directions to get started.

Start your shopping from many different retailers.

Donations will be created free to the nursery.

All funds raised will be used for resources and equipment in the nursery 😊.