



Thank you for your interest in our nursery. We hope your association with us will be a happy and fulfilling one where your child will make excellent developmental progress during their time spent with us.

Hickory Dickorys Day Nursery & Nursery School opened in 1999 by Sharon Johnson & Trudy Hobbs who have worked in The Early Years Sector for well over 30 years and who remain passionate about the importance and relevance of Early Years Development. Both Sharon & Trudy oversee the running of the nursery as Owner/Managers/Directors. The nursery is in Cheltenham Town Centre within walking distance of many shops and park areas. The nursery operates in a four storey Regency property catering for 40 children a day in small groups.

The nursery provides superb quality Day Care for parents and children in a relaxed, stimulating and caring atmosphere. All the team at Hickory Dickorys are friendly, kind, approachable, qualified and above all, interested in you, as parents and with the achievements and continued development of your child. The Team at Hickory Dickorys are chosen for their experience, qualifications but most of all for their commitment in providing the best possible care for your child.

Please find enclosed information about our nursery which outlines our fees (PAGE 13) and a small introduction to our groups. If you would like to view the nursery or you have any further questions, please call or e-mail us on the numbers provided on the following page and we will be happy to accommodate you.

I have enclosed a registration form, there is no obligation to secure a place with us at this stage it will, however, give us a greater understanding of your needs, the age of your child and the date the place will be required.

The Nursery received an 'GOOD' in our latest Ofsted Inspection February 2020

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 we look forward to greeting you and your family into our setting and becoming an important member of the nursery.

We look forward to hearing from you soon.

Kind Regards

Sharon Johnson & Trudy Hobbs  
Directors



## **OUR VISION AT HICKORY DICKORYS**

We provide excellent day care for children in a relaxed, friendly and welcoming atmosphere.

We work in partnership with parents or carers to make sure that your children get the best possible start in life.

We are approachable and interested in the development and achievements of your children, as well as you the parents.

We follow the EYFS curriculum which promotes each child's individual development and builds upon previously gained knowledge.

We provide a rich and stimulating environment in which your children can explore and extend their knowledge in safety and without inhibitions.

We encourage thinking of and caring for others and through this we foster positive emotions and good standards of behaviour.

We promote self-esteem in every child, and we praise and reward every achievement and effort.

We promote a high standard of skills to encourage independence, aiding that important first step into school life.

We offer equal opportunities to all children and adults by treating everyone as individuals and by respecting and supporting differences in language, culture and ability.

We provide qualified practitioners who are always well-motivated and enthusiastic in their role of caring for your child & who understand the importance to Safeguard them.

### **ALSO AVAILABLE IN THE FOLLOWING LANGUAGES:**



Spanish

French

Turkish

Polish

# Hickory Dickorys Day Nursery Ltd

## OFSTED REPORT

### FEBRUARY 2020

#### The quality and standards of the early years provision

Overall the quality of the provision is **GOOD**.

- Children make strong attachments at this setting.
- Babies are particularly well supported.
- The environment reflects the diversity and individual needs of the children.
- Children make good progress at this setting...staff know children well and build on what they know.
- Staff encourage and praise children on a regular basis, this supports children's self-esteem.
- Leaders are passionate about the care and education they deliver
- Children show excitement at the variety of concepts on offer

"Staff encourage children to become independent"

"Children have healthy, nutritious and home-cooked meals"

"Staff act as positive role models"

"...Quality of teaching is ambitious and staff have high expectations for children"

"The robust key person approach is evident"



NOTE: These are excerpts from the full report which is available to download or in a hard copy is available from the nursery.

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## **PROSPECTUS**

***This Prospectus forms part of the full Policy Pack that parents sign in agreement to.***

### **Our setting will:**

- Provide high quality care and education for children below statutory school age.
- work in partnership with parents to help children to learn and develop.
- add to the life and well-being of the local community; and
- offer children and their parents a service that promotes equality and values diversity.

### **Parents**

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.

We strive 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 with other children and adults to live, play, work and learn together.
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do.
- has a personal key person who makes sure each child makes satisfying progress.
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.



## **Children's development and learning**

The provision for children's development and learning is guided by The Early Years Foundation Stage. From September 2012 the Early Years Foundation Stage became law. This brings together Birth to Three Matters and the Curriculum Guidance for the Foundation Stage. Our provision reflects the three Prime Areas and four Specific Areas of the Early Years Foundation Stage.

### **A Unique Child**

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support.

Keeping Safe: Being safe and protected, discovering boundaries, making choices.

Health and Well-being: Growth and developing, physical and emotional wellbeing.

### **Positive Relationships**

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key Person: Secure attachment, shared care, independence.

### **Enabling Environments**

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together.

The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.

The Wider Context: Transitions and continuity, multi-agency working, the community.

### **Learning and Development**

Play and Exploration: Learning through experience, adult involvement, contexts for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming, and understanding, sustained shared thinking.

### *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 the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

- Personal, Social and Emotional Development.
- Communication and Language development.
- Literacy
- Mathematics
- Understanding the World.
- Physical Development; and
- Expressive Arts & Design

For each area, the practice guidance sets out 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 practice guidance also sets out in 'Development Matters' 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.

#### *Personal, social, and emotional development*

Our programme supports children to develop:

- positive approaches to learning and finding out about the world around them.
- confidence in themselves and their ability to do things and valuing their own achievements.
- their ability to get on, work and make friendships with other people, both children and adults.
- their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people, and our environment.
- their ability to dress and undress themselves, and look after their personal hygiene needs; and
- their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

#### *Communication & language (Literacy)*

Our programme supports children to develop:

- conversational skills with one other person, in small groups and in large groups to talk with and listen to others.
- their vocabulary by learning the meaning of - and being able to use - new words.
- their ability to use words to describe their experiences.

- their knowledge of the sounds and letters that make up the words we use.
- their ability to listen to, and talk about, stories.
- knowledge of how to handle books and that they can be a source of stories and information
- knowledge of the purposes for which we use writing; and
- making their own attempts at writing.

### *Mathematics*

Our programme supports children to develop:

- understanding and ideas about how many, how much, how far and how big.
- understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects.
- understanding that numbers help us to answer questions about how many, how much, how far and how big.
- understanding and ideas about how to use counting to find out how many; and
- early ideas about the result of adding more or taking away from the amount we already have.

### *Understanding the World*

Our programme supports children to develop:

- knowledge about the natural world and how it works.
- knowledge about the made world and how it works.
- their learning about how to choose, and use, the right tool for a task;
- their learning about computers, how to use them and what they can help us to do;
- their skills on how to put together ideas about past and present and the links between them;
- their learning about their locality and its special features; and
- their learning about their own and other cultures.

### *Physical development*

Our programme supports children to develop:

- increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- increasing control over the small movements they can make with their arms, wrists, and hands, so that they can pick up and use objects, tools and materials; and
- their understanding about the importance of, and how to look after, their bodies.

### *Expressive Arts & Design*

Our programme supports children to develop:

- the use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and
- their interest in the way that paint, materials, music, dance, words, stories, and role-play can be used to express ideas and feelings.

## ***Our approach to learning and development and assessment***

### *Learning through play*

Play helps young children to learn and develop through doing and talking, which research has shown to be how young children learn to think. Our setting uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

### *Assessment*

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development. 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. We use an online development system called 'Tapestry' which parents can access to view their child's development journey & for staff to assess progress & set new targets.

### *Records of achievement*

The setting keeps a record of achievement for each child called 'Tapestry' an online development system, Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's development journey helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work with you to keep this record. To do this you and she/he will upload 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**

In our setting we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. We have 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;
- allow the children to explore and be adventurous in safety.

## **How parents take part in the setting**

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. 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;
- helping at sessions of the setting;
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities in which the setting takes part; and
- building friendships with other parents in the setting, through open evenings, coffee mornings, picnics.

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

## **Key persons 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 what 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. We understand the need for each child to feel settled & have a sense of belonging towards the setting



## **Learning opportunities for adults**

As well as gaining qualifications in early years care and education, all staff access 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 in early years care and education. New members of staff who are undertaking training are offered a mentor by a senior member of staff this promotes knowledge through the Early Years practice in the nursery. Other staff are offered attendance to date seminars and courses relevant to childcare which enhances the settings approach to early years. In-house & external training & guidance is ongoing to enhance each person's Continued Professional Development (CPD).

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

## **The session**

We organise our sessions so that the children can choose freely from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development, and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playrooms

## **The day**

The setting organises the day so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the day. The setting caters for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.



### **Snacks and meals (5\* Food Hygiene Rating)**

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. Do tell us about your child's dietary needs and we will make sure that these are met. We offer an international cuisine on a four-weekly basis, which is rotated over a Spring, Summer and Winter Menu. The children serve themselves where possible. The children are encouraged through taster weeks to vote on which meals they preferred, this is then collated, and menus are created around child choices.

### **Policies**

Copies of the setting's policies and procedures are provided alongside this prospectus or are available for you to see at the setting. The setting's policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

The staff and parents of the setting work together to adopt the policies and all can 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 and to ensure that all the Team understanding Safeguarding policies & how the keep children safe from harm.

The Nursery operates a no-smoking policy in and around the building.

### **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 in the setting and we have a procedure for managing complaints or allegations against a member of staff.

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

Our Designated Safeguarding Leads are

**SHARON JOHNSON, KIRSTY POCKETT**

### **Special Educational Needs and Disabilities SENDCo**

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 additional needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2015).

Our Special Educational Needs Co-ordinators are: **SHARON JOHNSON & KIRSTY POCKETT**

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## The Management of HICKORY DICKORYS DAY NURSERY LTD

The Directors of the setting are:

**MRS SHARON JOHNSON AND MRS TRUDY HOBBS**

They are responsible for:

- managing the setting's finances;
- employing and managing the staff;
- making sure that the setting has, and works to, policies that help it to provide a high-quality service;
- and ensure that the setting works in partnership with the children's parents.

### Registration

A £50.00 non-refundable registration fee will be required to secure a nursery place for a single child & £75.00 for a full-time place (5 days) & multiple children. This fee is non-refundable in all cases.

If your secured start date is deferred, we will require a secondary non-refundable registration fee as above, and only 1 deferral is permitted before cancellation of the place. If you wish to alter or cancel your nursery sessions, A minimum of four weeks' notice will apply.

### Fees

**Nursery Fees are required in advance.**

Nursery Fees precede your child's entry to Hickory Dickorys. The option available to you is:

- A Payment Schedule payable monthly by Cash or BACS

If your child leaves the Nursery with fees outstanding and payment is not received within **7 days**, then the Nursery will take further action to recover the debt, via a recovery agent.

If your child is still attending nursery with fees of up to 2 weeks outstanding, and no effort has been made to clear this amount, the nursery reserves the right to refuse admission of your child, with immediate effect, until this debt is cleared. The maximum absence period that the nursery allows is 2 weeks. After this time, your place will be cancelled indefinitely without notice.

If fees are still outstanding after this time, the nursery will take further action to recover this debt. If you require your child to return to nursery after clearing this debt, you will be liable to pay for all missed, pre-booked sessions during this exclusion period. The nursery has the right to permanently exclude any child from nursery, after two late payment periods.

If your child receives additional days other than the pre-booked sessions, then payment will be billed accordingly. These extra sessions are non-refundable unless 2 weeks cancellation notice is received.

A charge of £3.00 per day is made for payments that are not received by the date stipulated on the email attached to your invoice.

### Workplace Vouchers (Tax Relief from Earnings)

The nursery accepts workplace vouchers from many companies. The vouchers are credited to the nursery via BACS transfers. These vouchers are for nursery fees. It is the parent's responsibility to ensure the amount of the vouchers coincides with the nursery invoice. Refunds are not given, however, in the event of an overpayment this amount will be carried forward, as a credit, to the next invoice or re-credited to the Company.



## Fee Structure

- All fees must be paid in advance CASH or BACS payments 1<sup>st</sup> of each month.
- All absences will be charged at the normal rate, including absences concerning Covid-19
- The nursery will close on bank holidays and one week at Christmas, no fees will apply.
- Fees are reviewed and increased in January and periodically in July.

### Under 2 years

8.15 am - 1.00 pm	£35.00	1.15 pm - 6.00 pm	£35.00
Full Day	£62.00		
Full Week	£290.00		

**ALL INCLUSIVE**

### 2-3 years

8.15 am. - 1.00 pm	£34.00	1.15 pm. - 6.00 pm	£34.00
Full Day	£58.00		
Full Week	£275.00		

**ALL INCLUSIVE**

***(Nappies & meals are not included for funded places)***

### Pre-School Fees 3-5 years (per hour)

**(NAPPIES NOT INCLUDED)**

8.15 am-1.15 pm	£7.00 per hour	1.00 pm-6.00 pm	£7.00 per hour
8.15 am-6.00pm	£6.50 per hour		

There is an additional charge of £3.50 per session to cover all snacks, drinks, and meals during Funded Sessions.

Any additional hours are through prior arrangement only and charged at £7.00 per hour. Late payments are charged at £3.00 per day.

## Arrival and Departure

Children must not arrive early or be collected late from the designated sessions; an additional charge will be made of £6.00 per each 15 minute intervals.

The nursery is open Monday to Friday 8.15am to 6.00pm

The Nursery is closed On Bank Holidays & 1 week at Christmas (no fees apply):

## **EARLY BIRD BREAKFAST CLUB ( cancelled until further notice)**

**From 7.45am to 8.15am at a charge of £5.00 per day**



## Admissions

Children are admitted into the setting in the following order:

1. Siblings of children already in attendance
2. Children from the waiting list with a secured Registration Fee
3. Children from the waiting list
4. All others

## Nursery Grouping

- Tiddlers (0 months to crawling)
- Tumblers (crawling to walking)
- Totterers (walking unaided up to 2 years)
- Toddlers (2-3 years)
- Early Pre-School (3-4 years)
- Senior Pre-School (4yrs to rising 5 years)

## Starting at Hickory Dickorys Day Nursery

### *The first days*

When a registration fee has been received, you will receive the full policies of the nursery via e-mail. Your child will be invited into the setting, 2-3 weeks prior to commencement of the place. These are complimentary sessions, for settling-in and to meet and greet your child's key person. 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.

All children receive:

- A complimentary nursery bag.
- Current menu.
- 'My Profile' & entry booklet to be completed by the parent.
- A full EYFS Development pack & resources including information on 'Tapestry'
- An information sheet with recommended items for your child to bring to nursery.
- An assigned Key Person and information about them
- Confidential Sheet for personal information and permissions.
- A Payment Request and Payment Schedule
- **The Nursery Requires:**
  - A copy of your child's birth certificate
  - A signed Confidential Sheet which includes your agreement to all the policies and procedures of the setting, which you have received prior to your child starting.
  - Any relevant documentation concerning the EYFS, from other settings.
  - Details of any involvement from other agencies.



## **Clothing**

We provide protective clothing for the children when they play with messy activities,

However, some children find wearing protection inhibits their play and enjoyment. It is therefore, essential that your child feels comfortable and able to explore the setting without inhibitions or fear of getting dirty, therefore we require all children to attend in 'play clothes' that can be easily laundered which enables freedom to become involved in activities in the setting

We encourage children to gain the skills that help them to be independent and look after themselves. Clothing that is easy for them to manage during toilet training will help your child to acquire this skill easier and with little distress.

## **Nursery Funding (Free For 2, 3- & 4-Year Olds)**

If you are on a low income or your child has additional needs you may be entitled to up to 15 hours free care per week for 38 weeks per year, the term after your child's 2<sup>nd</sup> Birthday, please refer to Gloucestershire County Council, who can offer advice and confirmation.

[www.gloucestershire.gov.uk/earlyyears](http://www.gloucestershire.gov.uk/earlyyears) or telephone Family Information Service: 01452 427362

All children are entitled to receive 15 hours Government Nursery Funding for 38 weeks per year, this is claimed via the nursery following the term after the child's 3<sup>rd</sup> birthday. The nursery claims for all the eligible children who are in attendance and parents are required to complete documentation which includes proof of birth date and an agreement to receive funding.

Funding is claimed by the nursery for up to 15hrs per week over 38 weeks per year divided into three terms. This equates to either 9.75 hours in any one full day or 5 hours for a morning session or 5 hours for an afternoon session.

If you are entitled to claim 30 hours extended funding it is the parent's responsibility to inform the setting & provide a code in advance to claim funding. We do not offer the 30 hours funding in a term time capacity it is spread over 50 weeks. For more information see: [www.childchoices.gov.uk](http://www.childchoices.gov.uk)

Any additional attended hours outside of the funded hours are charged at the normal nursery rate (page 13).

Session times are as follows:

8.15am to 1.15pm (5 hours funding can be claimed)

1.00 pm to 6.00pm (5 hours funding can be claimed)

8.15am to 6.00pm (9.75 hours funding can be claimed)

If your child attends for additional hours outside of your free entitlement period, full fees will apply.

Your child will only receive the care element of the funding for free, any additional services offered by the nursery such as lunch and/or tea will incur an additional charge of £3.50 per meal.

You must provide your own nappies if required.

You will receive further details and all agreements before your child's 3<sup>rd</sup> birthday. A payment Schedule is formatted for all children in the setting, any funding received is deducted accordingly.

Any additional hours and sessions and meals are charged at the current nursery rates. Any overpayments in funding must be re-paid by parents.

## Welcome to our Baby Suite for Children aged 0-2 years.



Hello, my name is Hollie and I am the Babysuite Manager.

and together with my team I provide a caring and sensitive environment for your child. Our Baby Suite has 3 rooms catering for a total of 12 children.

We offer unlimited personal attention to make your child feel as happy and secure as they would at home. Our homely baby suite is perfect for our smallest babies and each individual routine is catered for. We pride ourselves in providing a very loving and natural environment which is paramount in a young child's life.

We provide an extensive array of toys and equipment to encourage each child's individual development. Our soft playroom offers unlimited excitement and encourages physical development.

We have a separate room for our older babies called 'The Physical Room.' In this cheerful room children can sample the delights of creative play from the free choice cupboard, physical activities, a time to sample independent skills.

A Daily Diary informs Parents of their child's progress throughout the day and important factors such as sleep times, diet, fluid intake, outside play and general happiness and wellbeing throughout the session.

I look forward to meeting you and welcoming you and your baby to our Baby Suite, where your child will thrive and grow with us and above all be loved, feel special and have fun!

*Hollie*

Baby Suite Manager

## Welcome to our Toddlers For Children aged 2-3 years.

Hello, my name is Kirsty and I am the Toddler Manager.

Joining the Toddler Group with my Team is the next fantastic experience your child will receive at Hickory Dickorys. My group of children are split into smaller groups where they can experience a fantastic array of art and craft materials, construction kits, heuristic equipment, sensory play and a superb selection of stimulating activities, to promote the all-round development of your child.

We promote freedom of choice for the children throughout the nursery which enables them to explore, choose and self-select equipment at their leisure. A beautiful home-corner awaits them, as well as an extensive dressing range. An up-to-date multi-media PC is always available.

The Toddler group is a great way for young children to experience a wide range of activities and to socialise in a safe, comfortable environment which promotes independence. We promote free flow around the nursery which includes the outdoor environment, where the children can dig, water the plants, build and explore whatever the weather.

I hope your child will enjoy their time with us where they will learn new skills and improved independence I look forward to meeting you and welcoming you to my group where the sand pit, water tray and digging area awaits!

**Kirsty**

Toddler Manager

## Welcome to our Pre-School for Children aged 3-5 years.

Hello, my name is Coral and I am the Pre-school Leader.

I promote the nursery vision which all the Team believe in and we all promote the positive Ethos in the setting through this Vision. The children in my group are separated into two smaller groups differentiating activities for the 3-4-year olds and the 4-5-year olds.

I encourage independence in the group through mutual respect and understanding for each other, taking turns, being kind to each other, helping each other and playing together. The children have their own space where they can store special things such as drawings or letters to their friends. I encourage the children to explore the Science Area where there is a multitude of equipment such as magnets, telescopes, x-rays of animals and objects of interest.

A writing area encourages skills of bookmaking or story building as well as early writing and mathematical skills.

The outside area has tools for building, hammers, nails, wood, and saws which promote risk taking (supervised of course!). A digging area invites keen gardeners and explorers and a mud kitchen for budding chefs.

The Physical Room is full of interesting materials where the children can be imaginative and float away in space or sail away on the big sea. Children can also experience yoga and physical activities in this lovely room.

A Creative Room is also available for imaginative play & creative designs.

Together with my team, we observe each child's progress and establish goals for future development to increase knowledge and enhance development through the Early Years Foundation Stage 0-5yrs (EYFS)

The nursery offers a happy, fun, stimulating and supportive environment for all the children. We promote the abilities of each child so that they may become active learners and independent souls. The children experience an extensive programme based within the EYFS. All the activities are carefully planned giving each child a unique opportunity to learn about the world around them, to exercise problem solving skills and to develop their own character in an unequalled way. I provide a caring and relaxed environment which will promote confidence and self-esteem in all the children. I look forward to being a part of your child's life and aiding their transition to School smoothly and happily.

## *Coral & Gemma*

Pre-School Team

### **Additional:**

- Story Time at Waterstones, reading stories and introducing them to new characters
- Recycling: In Albion Street encouraging children to help the environment.
- Visits to the dentist, the park, the library, the museum, fire station, the theatre and many more!
- Road Safety Lessons for 2-5 year olds (in house)
- Graduation Party for children moving on to school
- Summer BBQ
- Christmas Production for 3-5-year olds only & Christmas Bazaar

\*All groups access an online Journal for each child's development called 'Tapestry' more information will follow upon entry to nursery.

## **ESTABLISHING AN EFFECTIVE KEY PERSON APPROACH** **OUR POLICY AT HICKORY DICKORYS**

'Quality in work with babies and young children can only be delivered through a caring, personal relationship between baby or child and practitioner. In nurseries, a key person system needs to link an individual practitioner with individual children and with their parent(s)'

Lindon, J (2005)

### **What do we want our children to receive?**

We promote healthy emotional attachments with every child in our care by providing, familiar, trusting, safe and secure relationships.

Each Key person will follow a child's routine, tone, and rhythm to develop a deep understanding of the child's needs.

The key person and parents will have open communication with each other to ensure the child's individual needs are met and well planned for.

Plan for specific times when babies and children of different ages come together with their key person.

Key persons will act as an advocate for the child sharing with parents and other practitioners the specific interests and concerns of the children.

### **How can we achieve this?**

We will plan specific opportunities for all children in our care to build secure relationships by creating opportunities for 'snuggling in' and having one to one time with their Key Person.

We will recognise that children need a predictable environment in which to feel safe.

We will manage times of transition carefully, fully informing the parents of the changes to ensure the key person settles their key child.

We will establish ways to support children who struggle to cope with inevitable staff absences by establishing a buddy system to support these shifts and any part-time staff. Each child will have their primary key person and a backup/buddy when needed.

We plan for a key person to sit with individuals or their key group, focusing on different ways of communicating, e.g. listening, smiling, singing, clapping or a mini show and tell time known as 'Key Times'.

At times of transition (such as the beginning or end of the day or change of shifts) greet and say goodbye to babies and their parents. This helps to develop secure and trusting three-way relationships.

We will talk to parents about significant events in the child's day and ask parents about important events at home.

We will fully involve parents/carers in all aspects of a child's care and acknowledge them as the most important people in their child's life.

We will establish shared understandings between home and the setting about ways of responding to child's emotions and offering an additional Home Visit.

We will always be available to talk with parents to develop a shared understanding.

All staff will have frequent information-sharing opportunities so that they all have some knowledge of each child and can effectively plan for the group's needs.

We will constantly observe, monitor and assess each child's individual needs and plan for children's individual interests and aid development.

We will manage staff routines so key persons can carry out the main care aspects for their key child, such as feeding, sleeping or nappy changing.

### **Aim of Home Visit**

- ◆ To build up a warm caring relationship with the child and parent/carer before the child starts Nursery.
- ◆ To meet the child in their natural environment and to establish a friendship to ease the settling in period.
- ◆ To ensure that the child has met staff on familiar territory. This can help the children feel more confident about making the transition from home to nursery.
- ◆ To encourage parents to share with us as much information as possible about their child. This information will help us get to know the child's needs and to plan an appropriate settling in programme. To get a picture of what the child likes to do at home.
- ◆ To share information about the nursery and what happens there.
- ◆ To allow parents/carers to share things in private and without interruption.

### **Procedure**

- ◆ Staff should attend home visits in pairs for their own security. They must leave a list of where they are going and leave a mobile number with the office. One of the staff should be the key person for the child being visited.
  - ◆ Home visits will not be done uninvited. Staff will have arranged a date and time well in advance of the visit. Parents/carers do not have to have a home visit if they do not wish it. They will be offered the option when they enrol their child or during the settling-in visits.
  - ◆ During the visit one adult focuses primarily on the child if this appropriate and the other adult gathers information about the child from the parent/carer. As part of our Safeguarding policy should staff observe a child protection concern, this will be shared with Senior Management.
  - ◆ It is important that this does not become merely a question and answer session. The most important thing is to build up a relationship with the family.
  - ◆ It is important that the parent/carer has the time and opportunity to ask questions about the setting.
- ◆ CONFIDENTIALITY SHOULD BE RESPECTED AT ALL TIMES.



## **CURRENT STAFFING**

### **Nursery Manager/Director**

Mrs Trudy Hobbs

BA (Hons) Early Childhood Studies  
Early Years Foundation Degree  
Certificate in Early Years Education  
N.N.E.B.  
City and Guilds Certificate in Childcare  
EYDCP Child Protection Certificate.  
St. Johns Ambulance First Aid Certificate.  
HIV and AIDS Awareness Certificate  
Multi-Lingual Children Course  
Conflict Resolution Course  
Diabetes Trained  
Food Safety Certificate  
Manual Handling Awareness Certificate  
Health & Safety Level 2

### **Nursery Manager/Director**

#### **Designated Safeguarding Lead**

#### **Send Co-ordinator**

Mrs Sharon Johnson

BA (Hons) Early Childhood studies  
Early Years Foundation Degree  
N.N.E.B.  
Special Needs Co-ordinator (SENDCo)  
Makaton Sign Language ADV.  
GSCB Child Protection Certificate (CPO).  
Designated Safeguarding Lead (DSL)  
St. Johns Ambulance First Aid Certificate.  
HIV and AIDS Awareness Certificate.  
Multi-Lingual Children Course  
Conflict Resolution Course  
Diabetes Trained  
Food Safety Certificate

### **Baby Suite Manager**

#### **Nursery Deputy Manager**

Miss Hollie Morrison

NVQ Level 3  
Leadership Safeguarding Certificate  
First Aid Certificate  
Allergy Awareness Certificate  
Exemplary practice in 0-2 Years  
What is Baby Thinking? Certificate

### **Toddler Group Manager**

#### **Nursery Deputy Manager**

#### **Designated Safeguarding Deputy**

Miss Kirsty Pockett

NVQ 3  
First Aid Certificate  
Safeguarding Certificate  
Food Hygiene Certificate  
DSL Training  
2-Year-Old Check Training

### **Pre-School Leader**

Miss Coral Knight

NVQ 3  
First Aid Certificate  
Safeguarding Certificate  
Pre- School Sounds & Letters Training

**Pre-School Practitioner**  
Miss Gemma Brotheridge

Cache Level 2  
Safeguarding Certificate

**Baby Suite Practitioner**  
Miss Coral Brickwell

NVQ Level 3  
First Aid Certificate  
Safeguarding Certificate  
What is Baby Thinking? Certificate  
Food Hygiene Certificate

**Nursery Practitioner**  
Miss Zara Mustoe

NVQ 3  
First Aid Certificate  
Safeguarding Certificate  
Food Hygiene Certificate

**Nursery Practitioner**  
Miss Hannah Barker

NVQ Level 3  
Safeguarding Certificate

**Nursery Practitioner**  
Miss Chloe Beames

NVQ Level 2  
Safeguarding Certificate

**Parent Liaison Co-ordinator  
& PR Manager**  
Mrs Amy Mann

NVQ 4  
Team Leading Certificate  
First Aid Certificate  
Safeguarding Certificate  
Diabetes Trained  
Food Safety Certificate  
Inspiring Play

**Nursery Practitioner**  
Miss Hannah Wiggins

Cache Level 3  
Safeguarding Certificate  
Inspiring Play Training  
Exemplary practice with Babies Training

**Nursery Chef**  
Mrs Marion New

Food Safety Certificate Level 3

**Caretaker**  
Mr Graham Jones

Experienced

**ALL STAFF HOLD A CURRENT DBS CLEARANCE**

# Hickory Dickorys Day Nursery Ltd Information

Dear Parents & Families, welcome to our Nursery, we have outlined some FAQ's below which will help with your transition into nursery life.

## NEWS & INFORMATION

Notice boards are at the front entrance. Newsletters and a full Policy Pack are sent via e-mail, and hard copies are available.

Some notes go home in your child's nursery bag, keep an eye out for them! The Policies are also available to view upon request.

A suggestion box is accessible in the foyer, we always welcome constructive ideas and comments.

## KEY PERSON

Your child is allocated a Key Person upon arrival at nursery to aid with their emotional attachment. However, this person may change as your child settles and chooses for themselves.

## NURSERY FUNDING

Your child is eligible for funding the Term after their 3rd Birthday. Funding for 2 yr. olds is available with conditions, please ask for more information.

This will be claimed automatically by the nursery and deducted accordingly

## PARKING

**You are welcome to access the car park for dropping off and collection only.**

Please be considerate of other parents who may be waiting behind you. Please do not park right at the end of the driveway as this obstructs other parents.

## PAYMENTS

You will receive an e-mail copy of your Invoice 1 week before fees are due. Fees are due 1st of each month.

Please send your confirmation of how your payment will be made. A receipt will be sent via e-mail when all payments have been cleared

**Sort Code: 60-05-16 A/C 19560567  
Hickory Dickorys Day Nursery Ltd.**

The Registration Fee of £50.00 is non-refundable.

## OFFICE

Sharon & Trudy are happy to receive any calls throughout the day into the office. When they are unavailable please speak to your Group leader. The Office is located on the ground floor adjacent to the rear entrance.

## ENTRANCE & EXIT

\*We request that all parents are shown in and out of the building by a member of staff. If an alternative person is collecting your child from nursery then photo ID is required, and a password will be issued by the nursery daily. If you wish the person to have regular access for collection of your child, you may give this consent in writing until further notice.

*\* entrance procedures have changed due to Covid-19. Information is provided upon entry*

## LEARNING & DEVELOPMENT

Your child's journey through the nursery is observed and assessed to aid in their personal development. We follow the Early Years Foundation Stage Curriculum (EYFS) for guidance. You will receive an invitation to access 'Tapestry' an online development portfolio, which contains assessments, photographs and samples of work which reflects their development through the nursery and the EYFS.

\*Throughout the year you are invited to attend Parents Evenings and Social Gatherings both informally and formally to discuss your child's development with their Key Person. Invitations are sent out in advance for these events.

\* These are on hold due to Covid-19

## FAMILY PARTICIPATION

We welcome any forms of participation from families such as, fundraising, time in the nursery and supporting your child any way that you can

# Hickory Dickorys Day Nursery Ltd Waiting List Registration Form



Child's Name or Baby's Surname:

Parent/Guardian Names:

Address:

Post Code

Tel No:

Mobile No:

Main contact e-mail address:

Child's age on entry to nursery

Date of Birth (EDD)

Start date of Nursery Care or Approximate Month of entry:

**PLEASE TICK YOUR REQUIREMENTS BELOW:**

Please tick to indicate whether your sessions are definite or awaiting confirmation from your employer (0-2yrs only)

0yr-2yrs 11m	AM 8.15 - 1.00	PM 1.15 - 6.00	FULL DAY 8.15 - 6.00	Definite Selection	Non- confirmed Selection	3-5 YRS	AM 8.15 - 1.15	PM 1.00 - 6.00	FULL DAY 8.15 - 6.00	Definite Selection
MONDAY						MONDAY				
TUESDAY						TUESDAY				
WEDNESDAY						WEDNESDAY				
THURSDAY						THURSDAY				
FRIDAY						FRIDAY				

1. Please return this form if you wish to be placed on our Waiting List.
2. We will request a £50.00 non-refundable Registration Fee to secure a place with us.
3. We will request a £75.00 non-refundable Registration Fee for a Full-Time place (5 days) and multiple children.
4. If your secured start date is deferred, we will hold the place for a further 3 months. After this time, we will require a secondary non-refundable registration fee for a further 3 months (at the discretion of the management).
5. We would appreciate at least 4 weeks' notice of any changes to your booked place.

If you require any other information or wish to discuss your requirements further, please contact us:

Tel: 01242 574362 or e-mail us at [enquiries@hickory-dickorys.co.uk](mailto:enquiries@hickory-dickorys.co.uk)

Kind Regards,

*Sharon Johnson & Trudy Hobbs*

Nursery Directors

This form is for nursery reference only and will not be shared with another party. Our GDPR procedures apply for the disposal of this form following place cancellation.