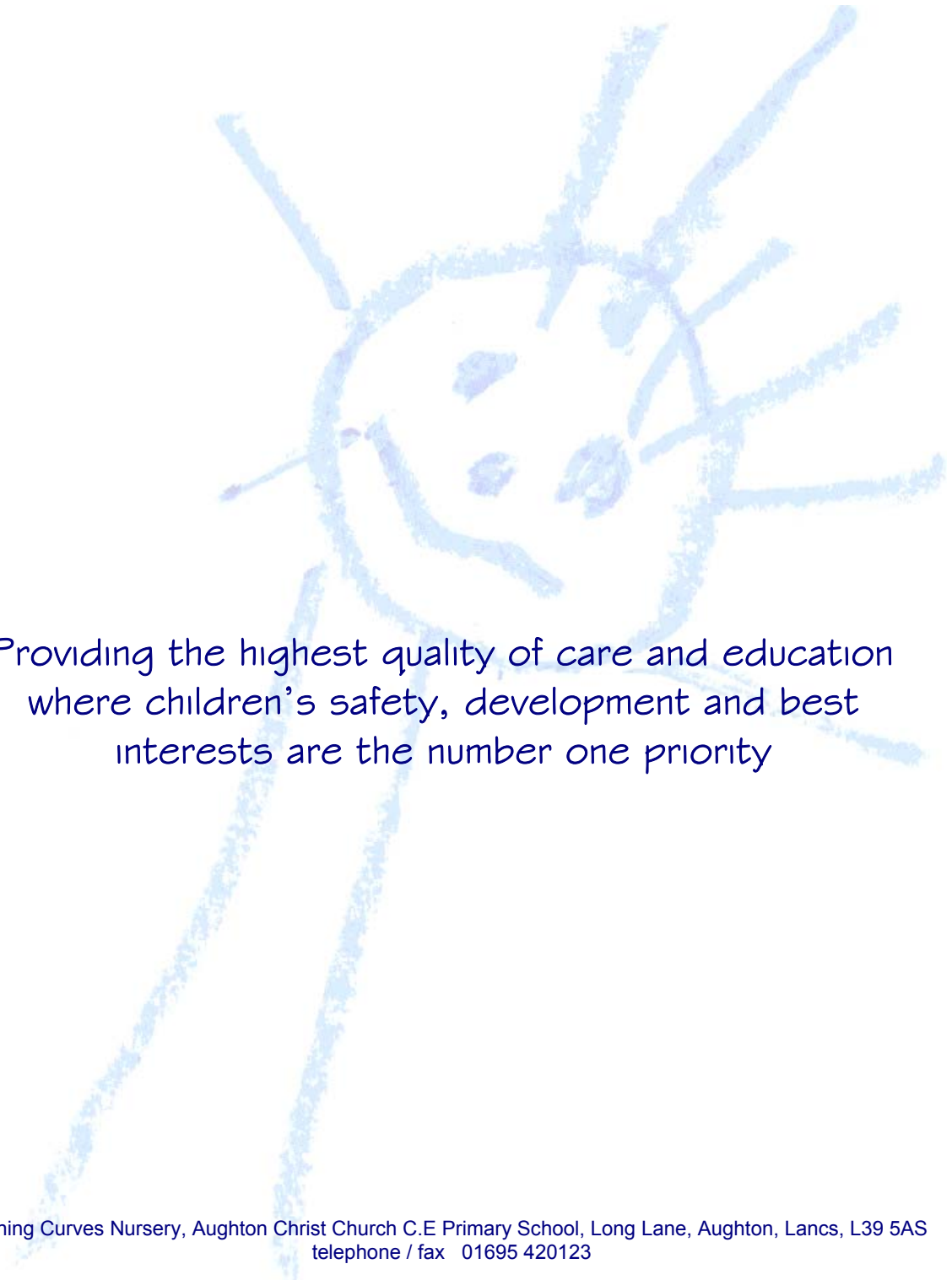




at Aughton Christ Church C.E. Primary School



Providing the highest quality of care and education
where children's safety, development and best
interests are the number one priority

Learning Curves Nursery, Aughton Christ Church C.E Primary School, Long Lane, Aughton, Lancs, L39 5AS
telephone / fax 01695 420123

www.learningcurvesnursery.co.uk

Our Aims

Our aim is to provide the highest quality of childcare and early years education for every child in our care within a safe and stimulating environment. Every child's welfare, development and best interests are of paramount importance to us.

To achieve this we will:

- work in partnership with parents to help children to learn and develop;
- value each child and develop their potential;
- create a happy, secure and caring atmosphere;
- make learning enjoyable and fun;
- encourage children to be confident, co-operative and independent.

At Learning Curves we will ensure your child:

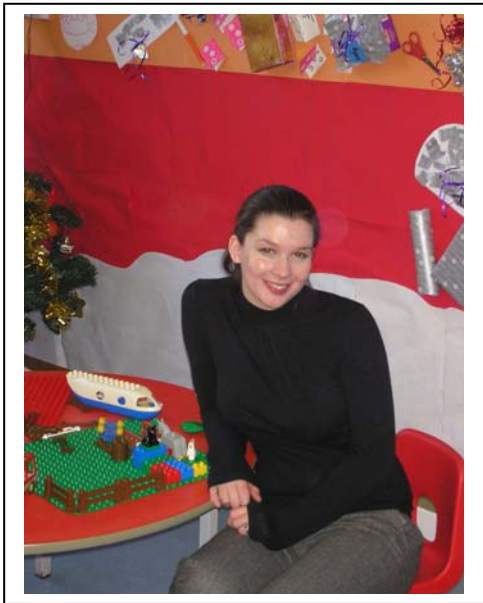
- is in a safe and stimulating environment;
- is given generous care and attention, because of our high ratio of adults to children;
- is given opportunities to interact with other children and adults to play, work and learn;
- is encouraged to build on what she/he already knows and can do;
- has a personal 'key worker' who will ensure she/he makes good progress.

Nursery Staff

Mrs Valentine
Nursery Manager



Mrs Rigby
Deputy Manager



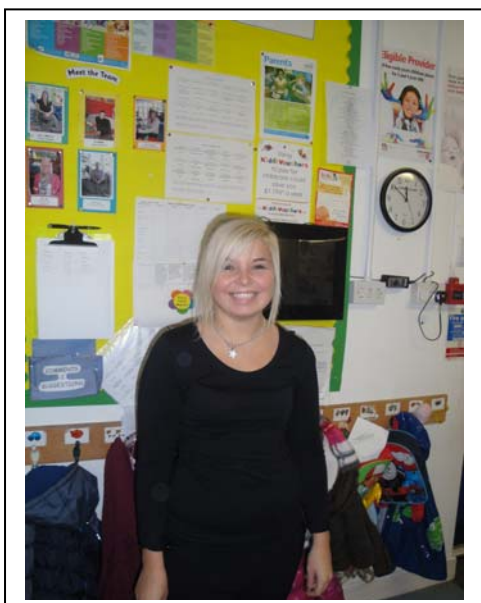
Miss Allen
Senior Practitioner

Mrs O'Loughlin
Practitioner

Miss Hughes
Practitioner



Miss Brookes
Practitioner



Miss Upham
Trainee Practitioner



Working together for your children

Learning Curves has a high ratio of staff to children. This helps us to:

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

Staff development

As well as gaining qualifications in early years care and education, the nursery staff take part in further training to help them to keep up-to-date with changes in early years care and education.

The nursery also keeps itself up-to-date with best practice in early years care and education through the Early Years Childcare Partnership and National day Nurseries association magazines and publications.



The Early Years Foundation Stage Curriculum

For all children we follow a framework to support children in their earliest years. This framework is called 'Early Years Foundation Stage Curriculum'

The framework divides children's learning and development into four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Each theme is divided into four commitments:

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
<p>1.1 Child Development Babies and children develop in individual ways and at varying rates. Every area of development – physical, cognitive, linguistic, spiritual, social and emotional – is equally important.</p>	<p>2.1 Respecting Each Other Every interaction is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families.</p>	<p>3.1 Observation, Assessment and Planning Babies and young children are individuals first, each with a unique profile of abilities. Schedules and routines should flow with the child's needs. All planning starts with observing children in order to understand and consider their current interests, development and learning.</p>	<p>4.1 Play and Exploration Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.</p>
<p>1.2 Inclusive Practice The diversity of individuals and communities is valued and respected. No child or family is discriminated against.</p>	<p>2.2 Parents as Partners Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning.</p>	<p>3.2 Supporting Every Child The environment supports every child's learning through planned experiences and activities that are challenging but achievable.</p>	<p>4.2 Active Learning Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.</p>
<p>1.3 Keeping Safe Young children are vulnerable. They develop resilience when their physical and psychological well-being is protected by adults.</p>	<p>2.3 Supporting Learning Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources.</p>	<p>3.3 The Learning Environment A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.</p>	<p>4.3 Creativity and Critical Thinking When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.</p>
<p>1.4 Health and well-being Children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being and is supported by attention to these aspects.</p>	<p>2.4 Key Person A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents.</p>	<p>3.4 The wider Context Working in partnership with other settings, other professionals and with individuals and groups in the community supports children's development and progress towards the outcomes of <i>Every Child Matters</i>: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being.</p>	<p>4.4 Areas of Learning and Development The Early Years Foundation Stage (EYFS) is made up of six areas of Learning and Development. All areas of Learning and Development are connected to one another and are equally important. All areas of Learning and Development are underpinned by the Principles of the EYFS.</p>

Each half term we plan a focused topic through our medium term planning, which we are then able to plan themed weeks and daily adult initiated activities to help each child develop within the six areas of Learning and Development. We are also guided by children's wishes and interests.

The six areas of Learning and Development recognise that children develop and learn at different rates, and that all areas are equally important and are inter-connected:

Area of Learning and Development

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Knowledge and Understanding of the world
- Problem solving, Reasoning and Numeracy
- Physical development
- Creative development

Each child is supported individually to make progress at their own pace. Children are competent learners and develop and learn in a wide variety of ways. We look carefully at the children in our care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all the areas of learning and development.



How parents take part in our nursery

At Learning Curves, we recognise parents as the first and most important educators of their children. All of the staff recognise that they are co-workers with you in providing care and education for your child. There are many ways in which parents take part in making the nursery 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 nursery sessions;
- 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 'special book' mornings held through out the year.
- joining in community activities in which the nursery takes part; and
- building friendships with other parents in the nursery.

We welcome parents help in the nursery. This enables you to see what the day-to-day life of the nursery is like and to join in helping the children to get the best out of their activities. You may prefer to offer to take part in a session by sharing your own interests and skills with the children, i.e sewing, baking, art work etc

Key Workers

At Learning Curves each member of staff has a group of children for whom she is particularly responsible. Your child's 'key worker' will be the person who works with you to make sure that what the nursery provides is right for your child's particular needs and interests. Your child's key worker will be assigned to your child once they begin nursery.

My special book

During your child's time at Learning Curves they will compile a 'special book' which will contain a portfolio of artwork, photographs, special memories, significant comments etc. Each key worker will gather this information through observations and assessments to display in your child's special book. This book helps us monitor your child's individual progress and helps us plan challenging and enjoyable experiences across all the areas of learning and development.

We are able to track each child's progress and identify areas that need to be developed further. This tracking sheet can be found at the beginning of each child's '*Special Book*'.

These special books will remain in nursery until your child leaves but can be viewed by parents at any time.

Nursery Routines

The routines and activities that make up the nursery session/day are provided in ways that:

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

We organise our day so that children can take part in a variety of 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.

We take into account that children's energy levels change throughout the day, therefore, children's individual needs for rest and quiet times are catered for throughout the day.

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 activities.

Snacks and meals

We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs and we will make sure that these are met.

The nursery makes snacks and meals a social time at which children eat together. Children are offered regular drinks and we encourage them to drink plenty of water.

Our hot meals are provided by Yummy Catering. A menu sample can be viewed on www.yummycatering.co.uk.

We encourage you to bring in a toothbrush and toothpaste for your child to use after meal times.

Special needs

To make sure that we meet the needs of each individual child, we take account of any special needs which a child may have.

The nursery works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2000).

Please feel free to speak to us at anytime about your child's individual needs.

Policies

The nursery policies help us to make sure that the service provided by the nursery is of the highest quality.

Copies of our nursery policies and procedures can be read in our Operational plan which is displayed in the nursery . We review our policies and procedures each year, please feel free to browse through them. We welcome your comments and contributions.

Fee Structure

2010 – 2011

Morning session	8am till 1pm	inc. lunch	£20.00
Afternoon session	1pm till 6pm	inc. afternoon tea	£20.00
School day	8.45am till 3:45pm	inc. lunch	£29.00
Full day	8am till 6pm	inc. lunch & afternoon tea	£34.00

HELP WITH FEES

Local Education Authority Funding

Funding is currently available for ALL children aged 3 & 4 from the term after their third birthday. The funding is currently worth £3.39 per hour and available for up to five 3 hour sessions per week for 38 weeks of each year. This funding can be used to offset your nursery fees which will reduce the amount payable.

Tax Credits

In addition to LEA funding, parents should also be aware that tax relief is available to almost 90% of families in the UK – and not only low income families - so everyone should enquire about their entitlement with the Inland Revenue.

For more information and to find out if you are eligible for help, contact the Tax Credit helpline on 0845 300 3900 or visit www.inlandrevenue.go.uk/taxcredits

Payment of fees

Nursery fees are to be paid monthly in advance. Fees must still be paid if children are absent. If your child has to be absent over a long period of time, please speak to the nursery manager. For your child to keep her/his place at the nursery you must pay the fees and we must receive nursery education funding for your child where applicable.

Four weeks paid notice is required if you no longer need your nursery place.

Holidays

Please let us know if you are planning to take your child on holiday. Fees must still be paid in your absence to keep your child's nursery place available. You are entitled to 2 weeks holiday at 50% of your normal weekly amount.

Unfortunately holiday entitlement is not available for children accessing government funded sessions only.

Illnesses

Please let us know if your child is going to be absent from nursery.

If your child becomes unwell at nursery, we will contact you to collect your child, so please keep your contact information up to date with us.

We recognise that at times you may ask us to administer medicine to your child. We will only administer medicines that have been prescribed by your G.P. In these circumstances, you will be asked to sign a consent form stating the name of the medication, the dose and frequency. A full policy and procedure is in place for administering medicines.

The following chart offers guidelines regarding the length of absences required for various illnesses;

Disease/Illness	Minimal absence period
Temperature	If sent home ill, child must stay off for 24 hours
Vomiting	If sent home ill, child must stay off for 48 hours
Conjunctivitis	Keep at home for a minimum of 1 day, longer if eyes are still weeping
Diarrhoea	48 hours
Chickenpox	7 days from the appearance of the rash
Gastro-enteritis, food poisoning, Salmonellas and dysentery	24 hours or for notifiable diseases, until advised by the relevant public health official
Infective hepatitis	7 days from onset of jaundice
Measles	7 days from appearance of rash
Mumps	Until the swelling has subsided and in no case less than 7 days from onset of illness
Pertussis (whooping cough)	21 days from the onset of paroxysmal cough
Impetigo	Until the skin is healed

Starting at Learning Curves Nursery

Play Visits

Your child can attend for free play visits prior to them starting at Learning Curves - please feel free to arrange these with us.

The first days

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

We encourage parents to feel free to telephone at any time to be reassured that a child is happily settled at nursery.

We have a policy about helping children to settle into the nursery: a copy is displayed in the nursery.

Items to remember to bring to nursery

- coat
- toothbrush and toothpaste
- full change of clothing
- nappies and wipes
- wellies
- sun cream and sun hat – weather permitting

Clothing

The nursery provides protective clothing for the children when they play with messy activities. We want to make your child as independent as possible, therefore, we ask that you send your child to nursery in suitable clothing so that they are not going to be worried or upset if they do get messy.

We encourage children to gain the skills to help them to be independent and look after themselves. These include taking themselves to the toilet and taking off - and putting on - outdoor clothes. Clothing which is easy for them to manage will help them to do this.

And finally.....

We hope that you and your child enjoy coming to Learning Curves Nursery.

The staff are always ready and willing to talk to you about your ideas, views or questions.



at Aughton Christ Church C.E. Primary School

APPLICATION FORM

Please complete this form to register your child with Learning Curves Nursery. You will be contacted by email or telephone to discuss the availability of sessions.

Child's full name Male Female

Date of birth (dd/mm/yy) / /

Home address

Postcode

Parents name(s)

Telephone: Home Mobile

E-mail address:

When would you like your child to start with us?

Which school do you expect your child to attend?

And when?

CHILDCARE REQUIREMENT (please tick as applicable)

Morning Session 8am till 1pm Mon Tues Wed Thurs Fri

Afternoon Session 1pm till 6pm Mon Tues Wed Thurs Fri

School Day Session 8.45am till 3:45pm Mon Tues Wed Thurs Fri

Full Day 8am till 6pm Mon Tues Wed Thurs Fri

Funded session 8.45am – 11.45am (TERM TIME ONLY) Mon Tues Wed Thurs Fri

Funded session 12.45pm – 3.45pm (TERM TIME ONLY) Mon Tues Wed Thurs Fri

Parent's signature Date

Please return your completed application form in the envelope provided to:

Learning Curves Nursery

Aughton Christ Church C.E. Primary School, Long Lane, Aughton, Lancs, L39 5AS.