

# Goldilocks Day Nursery

NVQ Level 3 qualified staff. Tel: 0118 9451129 Fax: 0118 9452100 Email: [goldilocks@goldilocknursery.plus.com](mailto:goldilocks@goldilocknursery.plus.com)



## Prospectus

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## Key Person

At Goldilocks Day Nursery we operate a "key worker" system in all our age groups with the aim of giving personal attention to the needs of every child. A key person is a member of staff who has responsibility for a specific number of children. A key person will, where possible, discuss the child with the parent or carer and complete an entry profile covering the child's likes and dislikes, any medical or dietary requirements, allergies and their management and answer any questions about the nursery routines and activities.

On the first visit, the key person will welcome the child and parent and spend time befriending the child before the parent leaves. The key person will then spend time with the child while he/she explores the new environment and join in with their chosen activity so as to be able to comfort and reassure the child so that their first experiences are happy, safe and positive. The Key person will subsequently:

- ◆ Be there to provide comfort and reassurance if the child becomes distressed.
- ◆ Encourage the child to join in activities and, eventually, become independent.
- ◆ To share mealtimes and snacks at the table with the child and help them with their toilet skills, if necessary.
- ◆ Make observations and to keep records of the child's attainments and progress. These records are available for parents to consult and become the parents' property when the child leaves the nursery.
- ◆ Be available at the beginning or end of the session to keep the parents informed of their child's activities and routines.
- ◆ Work closely with the family of a child with special needs and liaise with the appropriate outside agencies.
- ◆ Understand the way the curriculum is planned and presented and be able to answer any queries about this.
- ◆ Keep a daily diary to pass between home and nursery where young babies are involved.

Inevitably there will be times when the key person will be absent due to illness or holidays. At these times a familiar member of staff will care for the child.

## Please Note

At Goldilocks we keep a policy folder that parents are welcome to view. This contains information about Equal Opportunities, Behaviour Sanctions, Health and Safety, Fire Procedure, Daily Routines, Record Keeping, Staffing and Admission Policies. Information kept on children is confidential, although parents are free to see any information kept on their child. A copy of our Registration and Public Liability cover is displayed on our notice board.

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## Meals

We provide the children with a mid morning drink of milk or water. Lunch is a two course, home made meal prepared by our talented cook from fresh ingredients on a daily basis for children aged 1 and over. We believe that the provision of fresh ingredients and a nutritionally well balanced menu, contribute to the well being of the children in our care and fresh fruit is available to the children daily. A simple mid afternoon tea is provided for all of the children. Breakfast is available as an extra to those families who would like it, please refer to the fees list for further information. Children who attend the nursery for the morning session only need a home packed lunch. We hope to soon be sampling the produce from our home grown organic vegetable garden. **Our meals have been awarded 5 stars for food hygiene.**

## Additional Information

Goldilocks Day Nursery is registered by OFSTED as an Early Years provider and we receive Nursery Grant funding. **We are also able to offer free grant funding sessions of 15hrs maximum for any child who is over 3 years of age.** We offer Holiday Club for children up to age of 8 until 6pm through all holiday periods.

*Prospective parents are invited to visit the nursery between 9.30 and 11.30am and 2-3.30pm, please contact us for an appointment.*

*Please be aware that if you are visiting our baby nursery, you will be asked to remove your outdoor shoes before entering the room to prevent any contamination of the floor where our babies are playing and crawling, thank you.*

If you require the prospectus in a non European Language please let the nursery manager know and we will get a translation for you.

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## Items To Bring from home

### Under 2 Years Old

- ◆ Nappies, wipes, creams and lotions \*.
- ◆ Full change of clothing (more if your child is prone to "spitting up")
- ◆ If walking, slippers, pumps and Wellington boots with names in please.
- ◆ If using a dummy, please supply a dummy cover or put it in a named container to ensure hygienic handling.
- ◆ Bottles made up or water/milk powder and with the lid on - please name to avoid mix-ups.

### Children 2-5 Years Old

- ◆ A complete change of clothes. Even if your child is toilet trained, they can get muddy, spill a drink, be sick, get wet in water play etc.
- ◆ If your child is in nappies, they will need a supply of nappies, wipes and creams.
- ◆ If your child is in the process of toilet training, we will need a supply of several pairs of spare pants plus trousers, socks/tight.

### All Children

- ◆ All children need slippers and Wellington boots. It encourages their independence if shoes and slippers are easy for the child to fasten & unfasten and are not lace ups. It is important for shoes/ slippers/ boots to be named as one pair look much like another.
- ◆ Sun hats and sun cream are needed for all children in the summer, named please.
- ◆ "Morning session" children need a home packed lunch.
- ◆ Please note: Environmental Health have said that the highest risk of infection due to bacteria is from home-made perishables like sandwiches. They recommend that all food is brought to the nursery in cool boxes as the nursery cannot be held responsible for foods brought from home. These cool boxes can be bought from large supermarkets for under £10.

\* Please supply a suitable bag for your child's nursery needs (we do not allow drawstring or plastic bags for safety reasons).

To prevent cross infection, all staff wear disposable gloves and aprons when changing nappies.

**THE NURSERY CANNOT BE HELD RESPONSIBLE FOR ANY LOSS OR DAMAGE TO THESE ITEMS.**

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## *Routine and Activities*

### Babies - Rabbits

7.30 - 9.30	Welcome and greeting children. Talk to parents. Free play. Under 1's routines	
9.30am	Morning drinks Story time and singing	
9.45am	Nappy changes	
10am	Morning activities	
11am	Lunch time	
11.30- 12.00	Nappy changes	
12.00 - 2.00	Sleep time for over 1's	
2pm	Afternoon activities	*outdoor play as appropriate
3pm	Snack time	* Baby meals and sleep time vary for individual babies according to their routine.
3.30pm	Nappy changes	
4.15 - 6pm	Free play / quiet time	

In the baby nursery we provide a homely environment which is secure, loving and stimulating. We care for babies aged 6 weeks to 18 months approximately. We have space for 12 babies in each room with a staff ratio of 1:3. All aspects of development are promoted, ranging from small manipulative skills e.g. grasping a toy to gross motor skills e.g. crawling, walking. Co-operation and friendship are encouraged and lots of affection and cuddles are given.

A wide range of activities are provided including sand and water play, music and movement, singing, action rhymes, construction and - the favorite - destruction of towers that have been built! All activities provided for the older nursery children are scaled down for the babies. Physical play takes place in the baby garden or, in poor weather, inside with a range of soft play, a tent, a tunnel, cushions and bean bags as well as push along toys. The Home Corner is an ideal place for imaginative play. The babies have tea parties or simply bang the cups together and enjoy the noise they make. A favorite activity is simply large cardboard boxes to climb in, play hide and seek in or simply pile all the toys in and tip them out again - and again! The babies enjoy looking at books, listening to a story but they decide for themselves whether they want to stop and join in or to continue with their own activities.

All the babies are very special to us and we like to make a fuss of them when they reach important milestones. We keep a development file for each baby to record achievements like sitting up alone, finger feeding and cutting a tooth.

Your baby is a special individual and we appreciate you discussing with us anything affecting your baby, e.g. words that they use to communicate needs or interests, sleep problems or when they are not feeling well.

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As they grow, the older Rabbits transition to squirrels and will have their own routine planned for their changing needs and rapid development.

## ***Routine and Activities***

Squirrels (1-2 years of age)

7.30 - 9.15am	Greeting children and parents. Free play
9.15 - 9.45am	Singing/ story time and snacks
9.45am	Nappy change
10.00 - 11.00am	Directed, supervised activity time or outdoor play **
11.00am	Lunch time
12.0 - 12.30	Sleep time
2.00 - 2.45pm	Directed, supervised activity time or outdoor play **
2.45 - 3.15pm	Singing/ story time and nappy change
3.15 - 3.45pm	Afternoon snacks
3.45 — 6.00pm	Outdoor play if suitable weather. Free play with the toys inside or exercise time with the soft play or indoor balls.

\*\*This will vary day to day but will include:

Music and movement

Topic work based on concepts such as wet/dry or colours, shapes etc.

Art work including paint, chalks, crayons, printing etc.

Modeling with playdough

Play with materials like water, sand or pasta

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## Routine and Activities Badgers (2 - 3 years of age)

- 7:30-9:15 Greeting children and free play. Both rooms joined in Badgers until approx. 8.15 am
- 9:15-9:40 Singing and morning drinks  
water/milk
- 9:40-10:15 Planned activity within 7 areas of learning
- 10:15-10:45 Outdoor play or physical indoor play using the soft play equipment, the mats, the tent or the tunnels.
- 10:45-11:00 Story time and singing
- 11:00-11:45 Lunch time Nursery cooked lunch for 'all day' children  
Packed lunch from home for 'morning only' children
- 11:45-1:45 Sleep time  
Indoor/outdoor play for non-sleepers and afternoon children as they arrive (depending on weather/Season).
- 1:45-2:30 Planned activity within 7 areas of learning
- 2:30-3:00 Free play with a range of construction toys, puzzles, dressing up clothes, junk play etc.
- 3:00-3:15 Singing and action rhymes.
- 3:15-3:45 Afternoon snack time - sandwiches, milk plus any snacks from home - e.g. fruit, yoghurt.
- 3:45-6:00 Free play, outdoors if weather permits.  
Greet parents and discuss child's day.

In the Badgers Room the capacity is for 15 children, ratio 1:4.

Within their groups the children are involved in a lot of activities including painting, printing, threading, colouring, cutting and sticking, drawing, reading/looking at books, messy play - sand, water and even jelly or pasta.

Throughout the activities the children are spoken to, praised and encouraged for everything they try to say, do or take part in. The children are not forced to take part in any activity and they put their own limits on how much/little they do, when they have had enough or when they would just prefer to do something else.

Our planned key person activities encourage the children to develop skills including fine motor skills, hand/eye co-ordination, new language and vocabulary, social skills and gross motor skills. All these help with intellectual, emotional and physical development. They also ensure that your child has a happy and stimulating day in a friendly, caring environment where they feel loved and secure and where they know they will have a lot of fun.

Nappies are changed at regular intervals and then checked and changed where necessary, in between. Potty training is included when requested and where appropriate to the child's age and stage of development.

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## Pre School - 'Bears and Cubs'

In the pre school building with have two rooms Bears and Cubs. Ratio 1:6/1:8 dependant on age. The cubs have space for 24 children and Bears have space for 36.

We are committed to keeping your children happy, busy and stimulated.

Activities are divided between directed topics/the child's free choice of activity

The children are divided by age into key worker groups. The adult led activities concentrate letter recognition and sounds, early writing and mark making skills, counting and numbers, sorting and matching shapes and patterns, science topics such as weather, properties of wate and experiments with magnets. We introduce new concepts like more/less, bigger/smaller ft example. These concepts are also reinforced in free activities with sand ,clay paint etc. Art materials are freely available complemented by planned activities centered around topics on weather, seasons, animals or special occasions. There are morning and afternoon group story times with opportunities given for dressing up and acting the stories as well as rhymes and discussion/news time.

Our main focus is on communication, language development , comprehension, speaking and listening, thinking, exchanging ideas and opinions, expressing fears, dreams and feelings, imaginative development and learning about the world to which they belong. The children are expected , and encouraged, to make their own decisions about the materials that they select and their uses. This is far more effective than simply following adult ideas and models. They learn to think, to make decisions, to accept what doesn't work without upset and to rethink and to modify their designs and ideas. They are also adept at solving their problems and minor squabbles with one another through discussion and negotiation.

We adhere to the Early Years foundation stage curriculum. This is made up of 7 areas, 3 prime and 4 specific.

## **The early learning goals**

### **The prime areas**

#### **Communication and language**

Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how and why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.



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## Physical development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

## The specific areas

### Literacy

Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their they also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

### Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measurements: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

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## Understanding the world

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world : children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology : children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

## Expressive arts and design

Exploring and using media and materials : children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

When a child is aged between 2 and 3 years our practitioners will review their progress and provide parents with their child's development in the prime areas. The progress check identifies the child's strengths and any areas where the child's progress is less than expected. If there are significant concerns or an identified special educational need, practitioners will develop a targeted plan to support the child. Further information can be found in the Early Years foundation stage framework.

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## Routine and Activities

Cubs room (Pre school term time only)

9.15-The Cubs room opens and staff will be available to greet both children and parents

9.30- registration, talking about the days of the week, the weather and we reflects on our rule cards. The children then find their name and allocate on the board under their key person.

9.45 – Milk and water encouraged although available throughout the day

10.00- Garden play activities planned within 7 areas of learning.

11.00 Indoor play-The planned activities may include counting games, number recognition or activities to practice letter formation or phonics. There will be opportunities to play with sand and water, cooking activities, computer skills, early science experiments. They can choose construction, art, clay, books or the Home corner.

Choice of activities as above in key worker groups appropriate to individual child's development.

11.45 - Story time in small groups so stories are suitable for age and stage of development plus rhymes, drama, action songs, discussions. Stories may illustrate the week's topic or be used to open discussion about personal interests.

12.00- Lunch

12.45- Garden play in the back garden, activities planned within 7 areas of learning.

1.15 – Indoor activities, structured play and free play.

2.00 – Group story

2.15 – Greet the parents

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## Routine and Activities

### Pre-School - Bears (approx. 3-5 years)

7:45-9:00 Free flow where the children can choose activities or help prepare materials, mix paint, make play dough, set out games, puzzles, construction toys or play in the Home corner or sand pit. Outdoor play if warm.

9:00-9:15 Registration- we talk about the day of the week, the weather and the Season we are currently in. The children dress our monkey in the appropriate clothing for the weather that day. We reflect on our rule cards we have in the Bears and each child finds their name and puts it under their key person on the board.

9:15-10:15 The planned activities may include counting games, number recognition or activities to practice letter formation or phonics. There will be opportunities to play with sand and water, cooking activities, computer skills, early science experiments. They can choose construction, art, clay, books or the Home corner and activities are planned around the interests of each key child.

**10:15-10:20** Milk and water encouraged although available throughout the day

10:20-11:30 Choice of activities as above in key worker groups appropriate to individual child's development and interest. Free flow to our back garden is in the morning covering all the 7 areas of learning.

11:30-12:00 Story time in key worker groups so stories are suitable for age and stage of development plus rhymes, drama, action songs, discussions. Stories may illustrate the week's topic or be used to open discussion about personal interests.

12:00-12:45 Lunch time at tables of six to encourage social skills and conversation. The children take turns in laying tables, recognising their name card at their place, collecting their lunch and making reasonable choices about food, portion size etc. Packed lunches can be provided with cool packs in and the children collect their lunch boxes and are encouraged to eat sandwiched before a range of their healthy snacks afterwards.

Staff sit and eat with the children role modelling good practise.

12:45-2:00- Garden play or free flow play, free choice of construction, drawing, games like dominoes, card games, books, floor puzzles etc.

2:00-3:00 Activities as the morning with drinks offered.

3:15-3:45 Story time Reflecting and discussing the day's activities to assess learning and comprehension. Acting a story with dress up clothes and props, time to sing and chat.

3:45-4:30 Snack time with sandwiches, fruit etc. Sometimes a picnic outside.

4:30-6:00 Outdoor play if fine or floor play with board games, cards, dominoes, reading stories etc. Children begin to go home so time for informal chat with parents about the children's day or future plans.