



Welcome to
Asterdale
Nursery

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Welcome to Asterdale Nursery.

We are pleased that you have chosen for your child to attend our nursery and hope that you will both enjoy your time with us.

During the nursery session we are able to accommodate 26 children who will be accessing their 15 hours free entitlement and there are some additional wraparound childcare places.

Staffing

The nursery is staffed by a well-qualified and experienced nursery team.

Mrs Sally Stanley- Assistant Headteacher/Head of Early Years

Mrs Lynne Smith - Higher Level Teaching Assistant

Mrs Sarah Noble - Teaching Assistant

Mrs Ellie Phillips - Teaching Assistant

Mrs Michelle Whilde - Teaching Assistant

We often have a number of students working in the nursery as part of their training. The students are very closely supervised and monitored by the nursery staff during their training and they are not able to start their placement without a full CRB check.

Admissions

We encourage parents to put their child's name down on our nursery waiting list as early as possible. Places are allocated according to our nursery admissions policy. Please ask if you would like to see a copy of this.

Children are eligible for 15 hours free entitlement from the term after their third birthday if places are available within the nursery. We are not able to take more than 26 funded children within any one session.

When your child qualifies for a free place

The table below shows when your child will become eligible for their free early learning place.

If your child is born between:	They are eligible for a free place from:
1 April and 31 August	1 September following their third birthday or the beginning of the autumn* school term
1 September and 31 December	1 January following their third birthday or the beginning of the spring* school term
1 January and 31 March	1 April following their third birthday or the beginning of the summer* school term

* Based on a three-term school year

Sessions

The nursery sessions run from 9am-12 noon and from 12.15pm -3.15pm.

The 15 hours free entitlement can be organised in the following ways:-

Morning sessions Monday-Friday 9-12 noon

Afternoon sessions Monday-Friday 12.15-3.15pm

2 $\frac{1}{2}$ days A Monday, Tuesday 9-3.15pm

Wednesday 9-12 noon

2 $\frac{1}{2}$ days B Wednesday 12.15-3.15pm

Thursday, Friday 9-3.15pm

If children have a 2 $\frac{1}{2}$ day model this also includes a school lunch. A charge of £2.20 per day is made for this. Lunch is cooked on the school premises and is served in the school dining room. Copies of the menu are available from nursery.

Transfer to school

Children transfer to full time school at the beginning of the school year (i.e. September) in which they are 5. Admissions to school are organised by the Local Authority and an application for a school place must be made for each child. Even though your child has a place at nursery this does not automatically guarantee a school place. Information from the Local Authority regarding admissions to school is given out by nursery staff during the second part of the Autumn Term. It is vital that you apply for a school place for your child by the closing date or you may miss out on a place in the school of your choice.

We welcome visits to school from prospective parents.

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- partnership working between practitioners and with parents and/or carers;
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The guiding principles of the EYFS which shape the practice in nursery are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Areas of Learning and Development

There are seven areas of learning and development that must shape educational programmes within the nursery. All areas of learning and development are important and inter-connected.

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

These three areas, the *prime* areas, are:

- communication and language;
- physical development;
- personal, social and emotional development.

In addition there are four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design.

All of the activities that we offer within the nursery are carefully planned to ensure that the children make progress within all areas of learning.

Assessments

We use observations and our developing knowledge of the children to identify what learning has taken place and what the next steps should be for each individual child.

These observations are gathered together to create a Learning Journey for each individual child.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children.

We do this through:

- welcoming families to visit our school prior to putting their child's name down
- inviting all parents to an induction meeting. This is held during the term before their child starts in Nursery and in Reception
- initial visits where we talk to parents about their child prior to them child starting in our nursery
- assigning each child a key person