



# PARENTS' HANDBOOK

**FOR CHILDREN AGED 2 – 5 YEARS**

**AFTER SCHOOL SESSIONS  
FOR CHILDREN 4 – 7 YEARS**

After school pick-ups from Downs Infant School.

**OPEN TERM TIME**

Dates will follow the Brighton and Hove City Council set school terms, holidays and half-term breaks. We open on school inset days.

**TIMES OF OPENING**

8.00am. – 5.30pm.  
(flexible)

Children may bring a packed lunch or a meal to be heated up.

27, Grantham Road  
BRIGHTON, BN1 6EE

**OFSTED registered number 130697**

Telephone 01273 381406  
Mobile 07745 000760

email: [joylandnursery@gmail.com](mailto:joylandnursery@gmail.com)  
website:  
[www.joylandnurserybrighton.co.uk](http://www.joylandnurserybrighton.co.uk)

**Privately owned  
nursery first  
established in 1986**



Owners Lynn (ex Early Years teacher and OFSTED inspector) and George Hoare (ex primary school headteacher). High calibre management personnel working with caring, experienced and friendly staff.

## **WELCOME TO JOYLAND**

I opened Joyland in 1986. As a teacher I had taught in London and Brighton for a number of years before starting my family. Having decided not to return to teaching I started a small term-time only childcare setting in dedicated rooms in my own house with my youngest son being the first child on roll.

Joyland will always be a special place for me.

There have been a number of changes in childcare provision since 1986. My experiences as an early years teacher and an Ofsted Inspector have been of great benefit in the implementation of these developments. A number of years ago we extended our opening hours to offer parents/carers the use of an after-school club. This too has been very successful.

In 2005 I was joined in the 'nursery world' by my husband who retired early from the headship of a local school.

Your child is about to start nursery for the first time. This is a very important stage in your lives and I'm sure that it is a day that you will never forget! You probably have a lot of questions to ask. I hope that this handbook will answer most of them and help you to prepare yourself and your child for nursery.

Please remember when reading the contents of this handbook that our priorities are your child's safety and happiness. We aim to enable you to leave your child in our care, confident that they will be happy and well looked after giving you peace of mind. We know that there is large amount of information. However, we feel that this is needed so that you are able to make an informed choice.

We encourage prospective parents/carers to visit the nursery to see us in action. The manager or deputy will be able to answer all your questions.

Contact details have also been provided should you have any further queries.

Lynn

## **GROUP ORGANISATION**

Our priority is your child's safety and happiness. Your child will be cared for by trained and experienced staff. There are up to 20 children and up to 4 staff at all sessions. The children have some time outside every day. The sessions begin busily, go on to news time, snack time, song time, then free play and end with stories. This structure provides security for the shy and stability for the not so shy!

Your child's happiness, safety and growing awareness of other people and the world are our most important considerations. We maintain a relaxed and happy family atmosphere caring for one another. The children call us by our first names and we try to treat them as if they were our own.

Staff names, photographs and relevant qualifications are on the noticeboard.

Staff professional development and training are continually encouraged and provided.

Joyland's accommodation consists of five main areas;

- The Play Room; where it is rarely quiet, but 'sitting down' activities take place [puzzles, cars, small world, duplo etc.]
- The Den; where we sit in a circle for news time or in a group for story time. The computer, for the children's use, is also in this room.
- The Messy Room; where we have messy play and the staff kitchen and toilet.
- The Noisy Room; where we have dressing-up and pretend toys to facilitate role-play.
- The Garden (grassed and paved areas); where we go for at least part of every session. During the summer we take nearly everything outside and enjoy the fresh air.

## ACTIVITIES

Each session begins with settling to the main activity of the day. There is a new theme every month. If your child does not attend every day they still have the complete range of experiences. The younger children usually want to copy the older ones, so everyone enjoys the activity at their own level. Later comes news time, the children are encouraged to speak and to listen. Their news might be anything from "My favourite colour is green" to "I sleep in a big bed now." We encourage children to bring items, relevant to the monthly theme, to show at news time.

Then we have snack time, when the children sit to drink and eat their own snacks. They do not share or swap and we put back what they don't want into their lunch-boxes; this way you know what they have eaten. The children are also offered milk.

After snack is song time. We learn nursery rhymes, counting rhymes, dancing songs [like Ring o' Roses], game songs and seasonal songs. We often use simple percussion instruments and enjoy music and movement.

The children are then given time for free flow, inside and out, imaginative play and for finishing things off. Sometimes the older children are introduced to reading skills, and taught to read if they are ready. Every session usually ends with story time and/or learning letters and/or numbers. The routine provides a framework for learning and security for the children.

Activities which are always available:

computer, sand or water, play dough or junk modelling, construction toys, puzzles, bikes, pretending games for role-play, dressing-up, duplo, lego, cars, play-people, dolls, balls, climbing frame etc. etc.

Ongoing assessment is an integral part of the learning process. We observe the children throughout the day and respond appropriately to help them make progress towards the early learning goals. Assessment is based on our observations of what the children are doing in their day to day activities. All adults who interact with the children contribute to this process. We also take note of any information parents give us. We believe that an ongoing dialogue with parents is essential. Progress and achievements are reported to parents both informally and formally throughout the Early Years Foundation Stage. We use Tapestry, an on-line recording and assessing programme. You will be given details of how to access your child's details and photographs.

### **The After-school Club**

The after-school club is very relaxed with no pressure for the children to do anything if they don't want to. They start with a snack and just play. We cannot re-heat cooked food that has not been refrigerated. If you want us to re-heat previously cooked food for your child's lunch or tea please bring to Joyland between 8.00am and 9.00am and we will refrigerate it for you. Tins, jars and packets which do not need refrigerating are fine. Please remember that your child needs one free hand to hold on to someone when walking back. Make sure that they can fit everything into their bags and back-packs and still have one free hand. First refusal for spaces for after-school is given to Joyland attenders then those on the waiting list.

## TYPICAL MONTHLY THEMES WHICH FORM A BASIS FOR ACTIVITIES.

<b>JANUARY</b>	WINTER (cold, snow, ice, cold lands and their animals) #Chinese new year.
<b>FEBRUARY</b>	PEOPLE WHO HELP US (police, doctors, milkman etc) #Purim-Jewish festival
<b>MARCH</b>	BIG AND LITTLE (dog/puppy, etc. and Mother's day) #Holi-Hindu festival
<b>APRIL</b>	SPRING AND EASTER TIME (new growth/hatching etc) #Easter-Christian festival
<b>MAY</b>	SOLAR SYSTEM (earth, sun, moon, planets and stars) #Baisakhi-Indian new year
<b>JUNE</b>	ENGLAND (our country, travel and transport too)
<b>JULY</b>	SUMMER (hot lands and their animals) #Raksha Bandhan-Hindu festival
<b>AUGUST</b>	HOLIDAYS! (Yippee!) #Kwansa-African festival (early September)
<b>SEPTEMBER</b>	ME (my name, my body, my clothes) #Rosh Hashanah-Jewish new year
<b>OCTOBER</b>	AUTUMN (and all my family) #Divali-Hindu festival
<b>NOVEMBER</b>	MY HOME (my room, my address, and Brighton) #Hannukah-Jewish festival
<b>DECEMBER</b>	LONG AGO (when mummy and daddy were little!) #Christmas-Christian festival

**#to be learned about during the month and 'celebrated' at the appropriate time.**

## WE PROVIDE NURSERY EDUCATION

We are inspected by OFSTED (Office for Standards in Education) to ensure that we are providing quality teaching, based on learning through play. We work, age and stage appropriately, very gently, towards the Early Learning Goals (ELG). The Curriculum list and Themes for the month list present a clear description of our structured learning plans. But your children are learning all the time. Everything we do with the children can be said to be working towards the ELG. Most children are expected to reach the goals by the end of the Early Years Foundation Stage (by the time they leave the reception class at school).

**These things happen every day. Communication and language development is happening all the time as we constantly talk about what we are doing.**

ACTIVITIES	CL	PD	PSE	L	M	UW	EAD
Welcoming, choosing and settling	*		*				
Sand / water	*	*			*	*	*
Praising effort	*		*				
Dough	*					*	*
Washing hands	*		*				
Computer	*	*		*	*	*	
Circle-time / news-time	*		*	*			
Singing and dancing.	*	*	*		*		
Going to the toilet.	*	*	*				
Taking turns, helping, caring and saying sorry.	*		*				
Eating and drinking	*		*				
Sharing time and space.	*		*				
Construction toys (Duplo / Brio etc.)	*	*			*	*	*
Counting the queue (when we line up)	*				*		
Mark making (drawing/writing/painting)	*			*	*	*	*
Tidying up	*		*				
Reading books	*	*	*		*	*	*
Running outside	*	*					
Climbing, balancing and sliding	*	*					
Bikes, bats and balls.	*	*					
Dressing-up	*	*	*				*
Puppets	*	*	*				*
Home-corner	*	*	*	*			
Story time	*		*	*		*	
Role-play	*		*	*		*	*
Puzzles	*	*		*	*		
Dressing / undressing / aprons	*	*	*				
Noticing the weather, sky, trees etc.	*					*	
Letter and number friezes	*			*	*		

**CL: Communication and Language**  
**PD: Physical Development**  
**PSE: Personal, Social and Emotional Development**  
**L: Literacy**  
**M: Mathematics**  
**UW: Understanding of the World**  
**EAD: Expressive Arts and Design**

## ALPHABET NAMES AND SOUNDS

We do not use a scheme or system with characters for learning our letters. We pronounce the names and sounds as follows.

<b>Letter Big and little</b>	<b>The name of the letter is:</b>	<b>We use the sound as pronounced in:</b>
Aa	ay	apple
Bb	bee	bun
Cc	see	cot
Dd	dee	dog
Ee	ee	egg
Ff	eff	fox
Gg	jee	get
Hh	aich	hat
Ii	eye	in
Jj	jay	jog
Kk	kay	kit
Ll	ell	log
Mm	emm	mum
Nn	enn	nut
Oo	oh	ox
Pp	pea	pot
Qq	queue	quit
Rr	are	rat
Ss	ess	sun
Tt	tea	top
Uu	you	up
Vv	vee	vase
Ww	double you	win
Xx	ex	axe
Yy	why	yawn
Zz	zed	zoo

## GENERAL INFORMATION

### 1. Ofsted Registration

We are registered with Ofsted to provide for children from the ages of two years to five years (Early Years Register). We are also included on the Childcare Register as we provide after school care for a limited number of children up to the age of eight.

### 2. The First Day

Attending Joyland is an exciting adventure for your child. We encourage parents/carers to be positive about this forthcoming experience so that your child arrives looking forward to the first day.

At your familiarisation session you will have seen how our staff work hard to settle your child in. However a child can still show signs of 'missing you' when you first leave. After all, you are the most important person in his/her life!

### 3. Snacks and Meals

Parents are expected to provide drinks and snacks although fresh drinking water is available to the children at all times and milk (one per session).

Parents must provide breakfast/lunches for their children and these will be served as requested.

All food brought to Joyland is stored safely.

In this way dietary requirements and parental preferences are met. The children are served with food that they enjoy eating and meal times are pleasurable occasions.

Advice to parents is available at;

<https://www.nutrition.org.uk/healthyliving/toddlers.html>

### 4. Special Needs

Staff are trained for specific special needs as necessary, (e.g. Makaton, Epi-pen, Portage). Access is at street level. We have regard for the DfE Code of Practice in the Identification and Assessment of Special Educational Needs. The Special Needs Co-ordinator will work out, with parents/carers, an individual programme for children with special needs. Outside agencies will be called upon for help and assistance whenever they are required. You are kept thoroughly informed.

#### Brighton & Hove Local Offer

In 2014, the new Children and Families Bill became law. As part of the Children and Families Bill, Local Authorities have been directed to produce a Local Offer.

The Local Offer provides clear and accessible information about provision that Brighton & Hove expects to be locally available for our children and young people from birth to 25 who have special educational needs and/or disability.

As a Local Authority, they have listened to parents and carers who have told them that it can often be difficult to find out what is available for children and young people with special educational needs and/or disability and their families. The Local Offer makes it much easier to find out about this information as it will be all together in one place.

The Local Offer helps you to understand what services you can expect from a range of local agencies, including your statutory entitlements, eligibility & referral criteria. The Local Offer



also makes clear what is available from early years settings, schools (including Academies and Free Schools), colleges and other services including those from health and social care.

Brighton & Hove City Council, health services and all partners are committed to working together to support the needs of children and young people with special educational needs and/or disability and their families. They have worked closely with parents, carers and young people in producing their Local Offer, and will continue to do so. They do not own the local offer but merely host it. It is owned by the residents of Brighton and Hove and as such they are reliant upon working in partnership with you to ensure that the Local Offer contains everything you feel you need to make the community more accessible.

The Local Authority's aim is that the Local Offer enables them to build stronger relationships and helps them to understand the needs of you and your family, and in turn help them to provide more effective support.

Please access [www.brighton-hove.gov.uk](http://www.brighton-hove.gov.uk) and follow the 'Children and education; Special education needs SEN' links for more information.

## **5. Confidentiality**

You and your children are protected by the Data Protection Act. We will not give any information, not even your phone number to anyone outside the nursery. In cases where we are concerned about children we may refer to doctors, health visitors or the social services department.

## **6. Admissions**

Applications are invited from any child whose parents/carers are willing to accept the terms of agreement as set out in this handbook. Children are accepted as soon as a place, suitable to their needs, becomes available. Their needs are individual and usually stated by the parents/carers. First refusal for sessions and days is given to children already attending the nursery, then to siblings of current attenders, after to those who have been on the waiting list for the longest time.

## **7. Access to Information**

Parent/carers receive an on-line handbook and other relevant information when their child starts attending Joyland. Parents/carers are welcome to request copies of any nursery policies. Relevant information is also available on the parents' notice board.

Parents/carers are also able to access records on Tapestry and regular meetings are arranged to share this information.

All nursery settings are now required to supply parents/carers with a short written summary of their child's development in the three prime learning and development areas of the EYFS: Social and Emotional Development; Physical Development; and Communication and Language; when your child is between 24-36 months.

The progress check has been introduced to ensure that parents/carers have a clear picture of their child's development and to note areas of good progress and to identify any areas where progress is less than expected. This will enable earlier identification of developmental needs so that additional support can be put in place (including working with other professionals where appropriate).

The report will be completed by a member of staff who knows your child well and works with them in the setting. The views of other staff working with your child and your own views will be taken into account. Staff will use the information that they gather through

everyday observations to complete the form. Once agreed you will be provided with the report and another copy will go your child's Health Visitor.

## **8. Arrivals and Departures**

It is the policy of the nursery to give a warm welcome to each child on arrival.

The staff member receiving the child ensures that their arrival is recorded in the daily attendance register. Any specific information provided by the parents will be recorded.

If parents/carers wish to arrange their child to be collected by a nominated adult; they must have previously introduced this person to the key person and manager or have shown the key person and manager a photograph of this person. On unplanned or emergency occasions a 'password' must be used. The parent must inform the nursery and the adult of the password which is to be used for that occasion only.

The planned departure of the child will be anticipated by the key person in the group. All medicines should be recovered from the fridge or cupboard only when the parent/carer has arrived and handed to them personally.

All visitors must sign and write the time on the register on arrival and departure.

No child will be handed over to anyone other than the known parent/carer unless an agreement has been made at the time of arrival (If the adult collecting is not known to the nursery see unplanned/emergency occasions above). If the child departs at a time other than the end of their booked session/day, the time of departure will be recorded on the register.

### After Closing Time

If a child is left beyond the nursery closing time the following procedure will be followed. Two members of staff, one senior, will remain on the premises. The child's key person should be one of these people if possible.

One member of the staff will attempt to locate the child's parent/carer. If the parent/carer is not contactable then emergency contacts will be phoned.

If all attempts to contact parent/carer or emergency contacts fail then the procedure should be repeated at ten-minute intervals. The nursery manager will be alerted after 30 minutes.

During this time, staff will be careful not to cause undue stress to the child. When the parent/carer arrives staff will expect an explanation. However, this will be dealt with in a courteous manner.

If all reasonable attempts to contact parent/carers have failed then the nursery manager will contact the relevant social services departments.

### 'Lost' Children

If a child is 'lost' the staff member who notices this will immediately inform the manager who will affect a thorough search of the premises. If the child is not found the manager will search the immediate locality, to a distance of up to 100 metres in all directions. If the child is still not found the police will be telephoned immediately. If the child is not found within 15 minutes the manager will contact the parent/carer and inform them of exactly what has happened. Staff will comply with the police with any information, regardless of its confidential nature, with a view to facilitating the search. The lost child's safety and swift return is paramount.

## **9. Illness**

It is nursery policy to encourage and promote good health and hygiene for all the children in our care. This includes monitoring the children for signs and symptoms of communicable diseases such as chickenpox, measles, mumps, rubella, meningitis, hepatitis, diarrhoea, vomiting and fevers of 101°F/38°C or over.

With the welfare of the sick child in mind and in the interests of the remaining children in the nursery, if in the opinion of the staff, your child is ill, then you will be contacted and requested to collect him/her as soon as possible. If possible during this time your child will be cared for by his/her key person.

Your child must only be returned to the nursery once they are in good health. Please see the exclusion procedures for illnesses/communicable diseases at the end of this section.

In the case of a serious accident or illness occurring then you will be contacted immediately along with the medical professional and the appropriate action taken. In the unlikely event of you not being available the senior staff member will assume charge and if necessary take your child to hospital along with all relevant details.

## **10. Behaviour**

Everyone within the setting takes a responsibility to respect, support and encourage all others to create a happy and supportive environment. All staff, with reference to the developmental stage of the children, establish clear boundaries of what is and is not acceptable behaviour and support the development of a clear understanding of what is right and wrong.

We do our utmost to establish an environment which is well ordered, purposeful, secure and usually calm, (except during lively activities). We develop positive relationships with the children in a framework of mutual respect and trust where self-esteem is nurtured. We encourage the children to be in full control over their own behaviour and set achievable expectations. Some of these are included in our Golden Rules.

All staff are models of behaviour for the children. We actively interact with the children to encourage them to develop social skills. We greet and expect to be greeted. We speak and expect to be spoken to. We smile, relate and communicate. We remember to say 'please' and 'thank you' as appropriate, to children and other adults.

Good behaviour is rewarded throughout the day through positive comments and actions by staff. Nursery assistants use 'Well Done' and other appropriate stickers. Children are encouraged to get on with each other, support each other and to respect and care for each other during their everyday interactions.

On the rare occasion that a child behaves inappropriately s/he is gently spoken to in a manner that is developmentally suitable. If age appropriate s/he will be asked to say or sign sorry for her/his actions. If the behaviour continues then the nursery assistant (usually the key person) will gently hold her/his hand until s/he is calm. This 'time out' will sometimes be carried out in an area of the room away from the other children so as not to draw too much attention to negative behaviour and to give her/him a better opportunity to calm down without being the centre of attention.

If necessary the nursery assistant would ask for support from the deputy or manager. In exceptional circumstances the child might have a few minutes 'time-out' with the behaviour co-ordinator/manager. Incidents of 'time-out' are recorded in our incident book and signed by parents/carers at the end of the day.

Staff ensure that all forms of bullying are very firmly discouraged and that all members of the nursery community accept that bullying is totally unacceptable.

If staff do have concerns about the behaviour of individual children this will be quickly communicated confidentially to their parents. The expectation is that together we would resolve any issues.

A copy of our Behaviour Policy is available on request.

## **11. Safeguarding Children**

We are committed to promoting and safeguarding the welfare of children and to protect them from harm. We treat all children with dignity and respect paying particular attention to their individual needs and circumstances.

We will endeavour to work in partnership with parents and other professionals in order to safeguard and promote the welfare of the children in our care.

We ask parents/carers not to use cameras or mobile phones when they are on the premises. Visitors or parents/carers are not allowed to take photographs.

A copy of our Safeguarding and Child Protection Policy is available on request.

## **12. Choosing a 'Big' School**

A long way off! However, it is important to be prepared. Visit as many schools as you can. Ask everyone that you know, who has school age children, what their views are on their schools.

Take your child to visit the school. Watch your child's reactions. Is the atmosphere one in which you are sure that your child will be happy? Is it welcoming, interesting, busy, happy and controlled? Were you shown around the classrooms? Was your child welcome on the visit? Is it far from home? Are you prepared to have to travel by car every day? Will your child's friends live far away?

Find out how the school works. Ask about the approach to reading, number work, computers, art, music, sport, science and extra help for children with learning difficulties. Find out about their policies on behaviour, competitiveness, and parental involvement.

If you chose an independent school, find out about the qualifications of the early years staff and the adult/child ratios.

Once you have decided on a school, be prepared to commit yourself wholeheartedly. Your enthusiasm, or lack of it, will profoundly affect your child's attitude to school.

## **13. Medication**

Only prescribed or prescription medicines can be administered. Prescribed medicines are ones that have been recommended by a doctor, dentist, nurse or pharmacist (no written prescription). Prescription medicine is formally prescribed by a doctor, dentist or an appropriate accredited pharmacist or nurse, with written instructions for the pharmacist and parent/child (normally on the label).

If parents/carers want their child to be administered medicines they must sign a medication form giving details of the medicine, dosage and times to be administered. They must also indicate whether the medicine is prescribed or a prescription medicine. This applies to each and every medicine a parent wishes the nursery to administer and includes products such as

topical creams and gels. It does not apply to every occasion when the medication is given. For example permission will be needed at the start of a course of antibiotics, but will not be needed for every time each dose of the antibiotic is given during the course of the treatment. This applies to other medications such as pain and fever relief or teething gel. This information will be retained in a safe place for inspection and future reference.

Medication can only be administered on the request of a parent/carer and where there is an acceptable health reason to do so. Written consent in advance must be obtained from parents to allow nursery staff to administer any medication. Without written permission medicine cannot be administered. Children under 16 years of age should never be given medicines containing aspirin unless a doctor has written a prescription for that medicine for that particular child.

## EXCLUSION PROCEDURES FOR ILLNESSES/COMMUNICABLE DISEASES

### Minimum Periods of Exclusion from Nursery

<i>Disease/Illness</i>	<i>Minimal Exclusion Period</i>
Antibiotics prescribed	24 hours from first dose
Chickenpox	Until all blisters have fully crusted over
Common cold/cough (without fever)	No exclusion
Conjunctivitis	No exclusion
Cryptosporidiosis	48 hours from last episode of diarrhoea
Diarrhoea and/or vomiting	24 hours from last episode
Diphtheria	Exclusion is essential, always consult your local HPU
E. coli, Typhoid (enteric fever), Shigella (dysentery), Gastroenteritis, Salmonella	At least 48 hours from last episode of diarrhoea. Further exclusion may be required, consult your local HPU.
German measles (rubella)	6 days from onset of rash
Hand, foot and mouth	No exclusion
Head lice	No exclusion. Should be treated.
Hepatitis A	7 days from onset of jaundice
Hepatitis B, C, HIV/AIDS	No exclusion
Impetigo	Until lesions are crusted and healed, or 48 hours after commencing antibiotic treatment
Influenza (flu)	Until recovered
Measles	4 days from onset of rash
Meningococcal meningitis/septicaemia	Until recovered
Mumps	5 days after onset of swelling
Pertussis (whooping cough)	5 days from commencing antibiotic treatment or 21 days from onset of illness if no antibiotic treatment
Ringworm	Exclusion not usually required

## EXCLUSION PROCEDURES FOR ILLNESSES/COMMUNICABLE DISEASES

cont...

Scabies	Child can return after first treatment
Scarlet fever, streptococcal infection of the throat	Child can return 24 hours after commencing appropriate antibiotic treatment
Temperature	See GP
Tonsillitis	No exclusion
Tuberculosis	Always consult your local HPU
Warts and verrucae	No exclusion

## OFSTED INSPECTIONS

All nurseries are inspected by OFSTED inspectors at regular intervals. Results of our last inspection were excellent and we were judged as outstanding. A copy of the report is available on request. The report is also available on the Ofsted website (see link on our website).

We do however continue to strive for perfection and are regularly monitoring the performance of staff as well as carrying out self evaluation exercises on all aspects of our nursery. We are also very happy to hear parents/carers' views. There is a suggestion box for your ideas and/or thoughts.

Detailed below are key points linked to the care of your children. For ease of reference this information has been divided under five separate headings.

### **I. We Keep Your Child Healthy!**

We promote the good health of children at our nursery.

The premises and equipment are cleaned regularly and all staff are aware of the importance of good hygiene practice. The children learn about personal hygiene through their daily routines.

We use disposable gloves for dealing with any body fluids and for changing nappies. Blood 'spillages' are cleaned with household bleach. The children's soap is anti-bacterial.

We take positive steps to ensure that they remain free from infection and take appropriate measures if they become ill.

Staff are all trained in first aid and deal with minor injuries. We have an appropriately equipped first aid box and always inform you of any injuries. If more serious or urgent treatment is necessary, we will take children to hospital. We keep records of all accidents in our accident book which you are asked to sign when you collect your child.

We have clear policies regarding the administration of medication and about children who are ill or infectious. This includes a procedure for contacting parents/carers if a child becomes ill whilst in our care.

We are firm believers in helping parents/carers ensure that their children eat food that they consider appropriate to their needs. Food provided by parents/carers is served to the

children as requested. In this way dietary requirements and preferences are met. All food brought into nursery is stored safely. Fresh drinking water is available to the children at all times.

Joyland has an outside area frequently used by the children. Sheltered and shaded areas are readily available. However, we do ask that in the hot weather children bring in their own sun-block cream and a hat for them to wear outside. In cold weather we ask you to send in a warm coat, hat and gloves.

Throughout Joyland there is a no smoking policy.

## **2. We Keep Your Child Safe!**

Your children are safe and secure at Joyland. The rooms are welcoming and friendly to children and parents/carers with access to the outside play area. A telephone is available in all rooms.

We make provision for children to relax, play quietly or sleep. Play areas are large enough to give scope for free movement and well spread out activities.

The outdoor play space can be used all year around. A range of equipment is readily available. These include; slides, a climbing frame, a sand pit, bikes, scooters, outside tables and chairs. The children have access to a larger walled garden in dry weather with an enclosed trampoline and swing.

Suitable toys and play materials are available in all rooms to provide stimulating activities and play opportunities for the children in all areas of play, learning and development.

Staff are trained to have an understanding of health and safety requirements for the environment in which they work. Risk assessments are routinely carried out.

The premises are locked during the day. Entry can only be gained through the main door. A bell is available for use by parents/carers and visitors. The children are supervised at all times.

We have clearly defined procedures for emergency evacuation of the buildings. Regular evacuation drills are carried out. Fire exits are clearly marked. Fire blankets, extinguishers, alarms and smoke detectors conform to BS EN safety standards and are checked annually. The electrical circuits are inspected every four years. There is an RCD fitted to the main fuse box.

We comply with the local child protection procedures and ensure that all adults working and looking after children in our nursery are able to put the procedures into practice. We have a designated member of staff responsible for this area. However, all staff are aware of child protection issues.

### **3. We Want Your Child To Be Happy And Achieve!**

We want your children to enjoy their time at Joyland and to achieve.

We encourage children to be confident, independent and develop their self-esteem. We provide resources and activities so that through play opportunities and first hand experiences the children build on their natural curiosity as learners, develop their language and mathematical thinking, use their imagination and develop social relationships.

We help the children to learn right from wrong. We are keen to build positive relationships with the children and parents/carers. This is so we can work together to facilitate a good understanding of individual needs and home circumstances. We listen and value what children say. We talk to them about what they are doing and have high expectations of what they can achieve.

We observe the children so that we can help them learn and develop. We make resources readily available to them. We give the children opportunities to be active, indoors and out, as well as time to relax.

We have clear statutory requirements and guidance from the DFES covering the educational provision we have to make for your children. Details of these follow in the section 'Learning and Development'.

### **4. We Promote Equality of Opportunity and Anti-Discriminatory Practice for All Children**

There is a clear Equality, Diversity and Inclusion Policy in place. This is implemented by all and available to parents/carers. We promote the welfare and development of the children within the setting in partnership with parents/carers.

We treat all children and adults with equal concern. We liaise with parents/carers to ensure that all children's records contain information which enables appropriate care to be given.

We are aware that some children may have special needs and are proactive in ensuring that support is given. We have a written statement about special needs. This is available to parents/carers.

We create an environment that encourages good behaviour. Staff are clear on the methods used to manage children's behaviour. Adult handling of behaviour is consistent and developmentally appropriate, respecting individual children's level of understanding and maturity. Physical punishments or the threat of them are not used and children are not excluded from their group.

Lisa Amiet, the manager at Joyland has responsibility for behaviour management issues.

We work in partnership with parents/carers to meet the needs of the children, both individually and as a group. Information is shared.

We provide a range of information for parents/carers. There is a system in place for regular exchange of information between parents/carers and staff members. Appropriate and prompt action is taken on any concerns raised. We provide regular information for parents/carers through newsletters, wall displays, photographs and examples of children's work.



## **5. We Are Organised!**

All staff are suitably qualified and have been through appropriate vetting procedures for working with children. Staff awaiting vetting results are never alone with children.

The manager organises the day to day running of the nursery and ensures that staff are deployed effectively to ensure the welfare and development of children. There is a named deputy who is able to take charge in the absence of the manager. All staff regularly undertake training to further enhance their skills and practice. The staff noticeboard displays photographs and qualifications of all the staff.

Staff to child ratios are 1:5, well above the minimum requirements as laid down by Ofsted. Suitable contingency arrangements are in place to cover emergencies and unexpected staff absences. We keep a daily register of staff and children, recording absences as either sick or on holiday (whichever is appropriate)

A full range of records, policies and procedures are in place for the efficient and safe management of our nursery and to promote the welfare, care and learning of the children. All of the above mentioned policies and procedures are available to parents/carers to read. Records about individual children are shared with the child's parents/carers through Tapestry, on-line.

### **EARLY YEARS FOUNDATION STAGE (EYFS) Areas of Learning and Development**

There are seven areas of learning and development that shape the educational programmes in our nursery. All areas of learning and development are important and inter-connected. Three *prime* 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; and
- personal, social and emotional development.

When working with the youngest children we focus strongly on the three *prime* areas, which are the basis for successful learning. These areas reflect the key skills and capacities all children need to develop and learn effectively.

As children grow in confidence and ability within the three prime areas we look to support their learning in four additional areas. These *specific* areas are:

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

Please remember that the Early Years Foundation Stage is from birth to five years old so this includes all the time a child is at their nursery setting plus the first year at school (reception class). The areas are explained briefly below. They have been organised as bullet points to make this part of the handbook easy to read.

## **Communication, Language**

(Three aspects: Listening and attention, Understanding and Speaking)

This area of learning;

- encourages your child to communicate his/her thoughts, views and feelings through warm and loving relationships with people s/he trust.
- helps your child to develop speaking and listening skills that build the foundations for reading and writing.
- encourages your child to build up relationships with adults and other children.
- gives opportunities for your child to share and enjoy rhymes, songs, poetry, stories and non-fiction books.
- will help your child to learn through music, dance, rhymes and songs which support language development.
- helps your child to develop good listening skills and to give attention to what others say.
- encourages your child to ask questions.
- encourages your child to answer 'how' and 'why' questions.
- helps your child follow instructions involving several ideas or actions.
- encourages your child to use the past, present and future forms of language accurately.
- helps your child to understand how stories work and to develop their own
- gives opportunities for your child to link language with physical movement in action songs and rhymes.

## **Physical Development**

(Two aspects: Moving and handling, Health and self-care)

This area of learning;

- supports your child's healthy development.
- supports your child to develop a positive sense of well-being.
- develops your child's ability to move with confidence, imagination and in safety.
- encourages your child to move with control and co-ordination.
- provides opportunities for your child to use a range of large and small equipment.
- helps your child to develop an awareness of space around themselves and others.
- encourages your child to recognise the importance of keeping healthy and to develop healthy eating habits by learning about food and activity.
- encourages your child to develop the practical skills needed to dress/undress, eat skilfully and have personal independence in the bathroom.
- provides opportunities for your child to develop safe use of a range of tools including pencils for writing.

## **Personal, Social and Emotional Development**

(Three aspects: Self-confidence and self-awareness, Managing feelings and behaviour and Making relationships)

This area of learning;

- helps your child to gain confidence through secure attachments with special people.
- helps your child to express their ideas, thoughts and feelings.
- is about making your child feel safe and secure by promoting a sense of belonging.
- encourages your child to be interested and motivated to learn and to say when they do or don't need help.

- encourages your child to be independent, to make decisions and choices for themselves.
- encourages your child to interact with other children and adults and build social skills.
- helps your child make good relationships with other children and adults showing sensitivity to others' needs and feelings.
- prepares your child for new experiences.
- encourages children to be part of a group and to play co-operatively, taking turns with others.
- helps your child to develop a positive sense of him/herself and others, through adults acting as good role models.
- helps your child develop an understanding of what is right or wrong.
- helps your child to develop respect for others and for him/herself.

## **Literacy**

(Two aspects: Reading and Writing)

This area of learning:

- will ignite your child's interest in books, poems and other written material.
- helps your child to develop recognition of letter shapes and words.
- encourages your child to link sounds and letters.
- helps you child read some words and simple sentences aloud and to show understanding when talking to others about what they have read.
- helps your child to develop hand-eye co-ordination and pencil control skills.
- encourages your child to mark make, eg. Using a finger to make patterns in sand and write for different purposes and eventually to be able to write their own name, simple words and sentences.

## **Mathematics**

(Two aspects: Number and shape, Space and measure)

This area of learning;

- helps your child with counting skills from 1-20.
- helps your child gain an understanding of what numbers actually represent.
- encourages your child to use mathematical words in their play and in everyday situations, for example, longer/shorter, lighter/heavier, more/less.
- gives your child the opportunity to recognise numerals and to order numbers.
- develops your child's ability to add and subtract single-digit numbers.
- gives your child the opportunity to solve problems using their mathematical knowledge including doubling, halving and sharing.
- develops your child's ability to compare and sort objects into groups.
- develops your child's ability to recognise and recreate simple patterns.
- develops your child's understanding of shape and size.
- encourages your child to use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems.
- encourages your child to use appropriate mathematical language.
- helps your child understand measurement.
- develops your child's understanding of 2D and 3D shapes.

## **Understanding of the World**

(Three aspects: People and communities, The world, Technology)

This area of learning;

- helps your child gain an understanding of his/her own world.
- helps to develop your child's awareness of the past, present and future.
- encourages your child to talk about past and present events in their own lives and the lives of family members.
- helps your child realise that other children don't always enjoy the same things and are sensitive to this.
- develops your child's understanding of similarities and differences between themselves and others, and among families, communities and traditions.
- offers opportunities for your child to investigate and find out about things by using their senses.
- develops observational skills.
- helps your child to understand about changes around them, for example, seasons and changes to ingredients during cooking activities.
- encourages your child to ask questions about why things work.
- encourages your child to find out about their local environment and the wider world.
- gives your child the opportunity to understand and use information and communication technology.

## **Expressive Arts and Design**

(Two main aspects: Exploring and Using Media and materials and Being imaginative)

This area of learning;

- encourages your child to sing songs, make music and dance and experiment with ways of changing them.
- Gives your child the opportunity to safely use and explore a variety of materials, tools and techniques.
- encourages your child to explore and experiment with colour, design, texture, form and function.
- provides opportunities for children to respond to what they see, hear and experience.
- encourages your child to use his/her imagination in art, design, music, dance, role play.
- encourages your child to express ideas in his/her own way, through movement, song, story, media and imaginative play.

## **EYFS (General Approach)**

We consider the individual needs, interests, and stage of development of each child in our care, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. If throughout the early years a child's progress in any *prime* area gives cause for concern, we will discuss this with parents and/or carers and agree how to support the child. We will consider whether a child may have a special educational need or disability which requires specialist support. We will link with, and help families to access, relevant services from other agencies as appropriate.

For children whose home language is not English, we will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We will ensure that children have sufficient opportunities to learn and reach a good standard in English language during their time at our nursery. When assessing communication, language and literacy skills, we will assess children's skills in English. If a child does not have a strong grasp of English language, we will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Each area of learning and development will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. We will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows the balance will gradually shift towards more activities led by adults.

When we plan and guide children's activities we consider the different ways that children learn and reflect these in our practice. For effective teaching and learning to take place we ensure that the children:

- play and explore** - they investigate and experience things, and 'have a go';
- are active learners** - they concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- create and think critically** - they have and develop their own ideas, make links between ideas, and develop strategies for doing things.

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 five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. We hope that the activities and experiences we organise through our educational programmes will create a high quality learning environment providing the foundation the children need to make the most of their abilities and talents as they grow up.

## **PARENTS/CARERS AS PARTNERS**

The Joyland team will work with you the parents/carers as partners in providing quality care for your child. We acknowledge that you are your child's primary carer(s) and know your child better than anyone.

- All parents/carers are welcome to visit Joyland at any time.
- Parents/carers have access to their child's records through Tapestry, and are consulted in respect of the care given.
- Information about activities, curriculum and events is emailed to you in the monthly newsletters and on the wall displays for parents.
- Suggestions for activities at home are included on the monthly newsletter
- Parents/carers are able to inspect all our policies at any time. These are available on-line through our web-site [www.joylandnurserybrighton.co.uk](http://www.joylandnurserybrighton.co.uk)?
- A suggestion box is available for your suggestions and or comments.
- Parents/carers formal consultations are held at twice a year.
- Upon request we will endeavour to provide any information in large print format, on audio tape and/or translated to languages other than English.

### **The Power of Positive Interaction**

We promote positive interaction between staff and between parents/carers and staff. We actively promote this by engaging each other with more smiles, kind words, encouragement, gratitude, meaningful conversations, honest dialogues and sincere positive interactions.

Positive interactions are part of our organisational process and individual habits. We make a point to smile at our co-workers and parents. The manager makes praises staff for things they do right. The key is to intentionally cultivate more positive interaction.

However, this does not mean that we should never have negative interaction. Problems and challenges do have to be addressed. Situations do have to be confronted in order to move past them. Ignoring problems that stare us in the face does not work. Negative interactions are necessary as long as they occur much less frequently than positive interactions.

Examples of positive interaction:

1. Smiles
2. Kind words
3. Encouragement
4. Gratitude
5. Meaningful conversations
6. Honest dialogues
7. Sincere positive interaction
8. Praise
9. Sharing success stories

Positive interactions are essential for the work environment and individual and team success.

## **Complaints Procedures**

Sometimes parents have complaints or concerns about a certain aspect of the childcare services we offer. All concerns will be taken seriously and dealt with in a professional manner to quickly resolve the situation to the satisfaction of the parents.

In the first instance the parent/carer should speak with their child's key person or a senior member of staff to resolve the issue immediately. If this is not successful the parent/carer should speak with the manager. The manager will then investigate the complaint and report back within three days explaining what s/he did, the conclusions s/he reached and any action s/he took or plans to take.

If the parent/carer still thinks the matter has not been resolved then they should raise this with the proprietors – namely Lynn or George Hoare. Lynn can be contacted on [lynn.hoare@ntlworld.com](mailto:lynn.hoare@ntlworld.com) and on 07850 942417. They will investigate and report back to the parent/carer within three days of being contacted providing information about the outcome of their investigation and any action taken, or plan to take, as an outcome of the complaint. Guidelines from Ofsted recommend that this procedure is carried out within 20 days however we strongly believe that a quick response is essential.

If a parent/carer is still not satisfied with the response received s/he should contact Ofsted. Ofsted will consider the complaint or concern very carefully before deciding which matters they can look into. Their role is not to prove or disprove the information received. Instead they will look to see whether the information means we are failing to meet, or have failed to meet at the time of any incident, the requirements and conditions of our registration.

If Ofsted decide that our nursery has failed in its requirements and conditions of our registration, steps will be taken to resolve the situation.

We obviously are keen that parents/carers approach the nursery about any problems and the proprietors are always happy to hear from parents on any issues. We firmly believe that in partnership with yourselves that we will be able to resolve any concerns to your satisfaction.

Contact can be made by telephone or through email (see above). Contact can also be made via the website [www.joylandnurserybrighton.co.uk](http://www.joylandnurserybrighton.co.uk)  
Ofsted address and contact number.

The National Business Unit  
Ofsted  
Piccadilly Gate  
Store Street  
Manchester M1 2WD  
Helpline: 0300 123 1231  
email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
Website: [www.ofsted.gov.uk/parents](http://www.ofsted.gov.uk/parents)

A suggestion box is available at the nursery for any comments, either positive or suggestions for improvements.

## SOME HELPFUL HINTS AND PRACTICAL ADVICE

Always dress your child in clothes that can get dirty and that we can remove and replace easily. Dungarees with a jumper over the top can be extremely impractical at nursery. Please do not send your child in wearing flip-flops.

Before they are independent toilet users, send in spare clothes so that they can be comfortable if a change of some items is required.

Write your child's name on everything! Sew in labels are not necessary; initials on the label made with an indelible pen are fine.

Remember to put your child's name on cups, bottles, plastic containers, bags etc. Send simple, wholesome food, no chocolate or sweets. Put drinks in secure non-glass containers. Do not send in fizzy drinks, they tend to explode! Plastic carrier bags and glass are banned, for obvious reasons. Nuts and peanuts are banned for health and safety reasons.

Always telephone to tell us why your child is absent. Allow your child to bring in a comforter, interesting things to 'show', and a book for story time but do not let them bring in **DVDs**, tiny toys or figures. Weapons are banned completely.

Always say good-bye to your child; please do not 'sneak' away. We want your child to trust us and know what is happening; we never 'trick' them. If your leaving is difficult for your child we are always ready to give them a cuddle or a bit of extra attention while you leave. Once you have said that you are going follow it through. You can telephone as often as you want to be sure that your child has settled. They usually do as soon as you are out of sight. We always report exactly what happened when you come to collect your child.

Please don't say "What is it?" when your child has painted or made something. Instead say "That's lovely, tell me about it". Whatever the result your child enjoyed the doing.

Keep us informed of things that affect your child, e.g. a new house, a new baby or if someone different is collecting them. We ask that if there is a loss of a family member or close friend that the parents inform the nursery as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand a potential change in behaviour of a child who may be grieving themselves.

Keep us informed of:

- inoculations, injections and infectious illnesses.
- changes in address or telephone numbers, email addresses, especially mobile telephones.
- changes in emergency and contact numbers.

We look forward to your child starting at Joyland. We want to work in close partnership with yourself for the benefit of your child. We know that your child will have an exciting time here and will be well cared for in a friendly, cosy and supportive environment.



## JOYLAND FREE SESSIONS

From the term after your child's third birthday your child will receive free nursery education sessions. You will be given a certificate to complete, each term, in order for us to claim your Nursery Education Funding. S/he is eligible for 570 free hours. We divide this into three hour sessions, 9am to 12pm and 12.15pm to 3.15pm. You may of course start before 9am, stay at nursery between 12-12.15pm and finish after 3.15pm but you must pay for these additional hours. Because we are open for forty weeks you actually receive 600 free hours. Some children are eligible for Nursery Funding for 2 year olds, some are eligible for 30 free hours each week. Please refer to:

<https://www.childcarechoices.gov.uk>

to check your eligibility for all types of help with childcare costs.

## FEES & TERMS OF AGREEMENT

### Fees:

Please contact the manager for up to date information about the fees at Joyland. Fees are available to see on our website; <https://joylandnurserybrighton.co.uk>

### Terms of Agreement:

- Bookings confirmed on receipt of a completed record card and a copy of your child's birth certificate or passport.
- Payment at least weekly in advance.
- Cash, BACS and child care vouchers accepted.
- No refund for absences (except for prolonged hospitalisation).
- The nursery must be notified of any sickness or holiday absences as these must be recorded in our register.
- We are closed during normal school holidays but not for teachers' inset days.

**We offer 10% reduction for BBC & NHS employees.**

### Notice

**Four weeks term-time notice of leaving must be given in writing.**

**However, if you are with us at Easter, you are expected to stay until the end of the summer term.** During September we 'stagger in' our new children. This means that we can 'stagger out' our children who are going to school. So if your child is not starting school until late September they can come to us. This works well for children who are waiting to start school and need some extra stimulation after the long summer break. It also works well for us, as the older children 'show the ropes' to the new ones! Nursery Education Funding does cover this period. Children from other schools are welcome but parents/carers will need to make their own travel arrangements.

## **POLICY DOCUMENTS**

There are a number of policies in place to ensure that we are meeting our statutory obligations and to support the staff in providing a high quality childcare environment.

All our policies are available to parents on request and a full list of these are available from the manager.

We are more than happy to provide parents/carers with copies of these policies.