



Seedlings nursery

Seedlings Nursery is part of Langley Park Primary Academy.

The Academy and Nursery were established in September 2016 and are part of Leigh Academies Trust.

Seedlings aims for the present and future:

- A defined start in life for your child by supporting children's learning and catering for children from 3 years to school age
- To meet children's learning and development needs by working on the children's early learning goals and incorporating individual interests
- Embedding the Early Years Foundation Stage by providing care that meets all areas of development, both prime and specific
- Create a bond of trust with both children and parents.

Parents/ carers

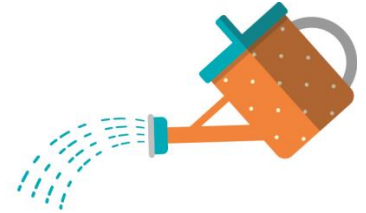
We regard parents as a member of the nursery who have full participatory rights. These include the right to be:

- Valued and respected
- Kept informed
- Consulted
- Involved
- Included at all levels

Children's development and learning

We aim to ensure that each child:

- Is nurtured in a safe and stimulating environment
- Is given generous care and attention
- Has opportunities to develop in all 7 areas of learning
- Has the chance to join in with other children and adults to play, work and learn together
- Is valued as an individual with specific needs
- Assessing children's development using information from the 2 year check



How we support and encourage parent participation

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Seedlings recognises parents/carers as the first and most important educators of their children. The staff's role in Seedlings is to work in partnership with parents to provide care and education for all children. We have many ways to encourage parent and practitioner partnerships, such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with the staff
- Sharing their own interests
- Learning and embracing different cultures
- Holding regular meetings to discuss their child's development
- Having a 'Home Journal' as a way in which to communicate between nursery and home
- Sending home weekly newsletters
- Sharing WOW moments from home using our 'Proud Clouds'
- Staff providing a friendly face at the beginning and end of sessions

Embracing individual family identities

As a setting that likes to embrace diversity and individuality, we also encourage parents to attend the nursery to share personal knowledge and experiences. This could include showing items of clothing to the children, cooking and explaining cultural celebrations.

Snacks and Meals

We provide all snacks at the setting, this includes an AM snack and PM snack. The snack menu changes regularly as we provide healthy fresh food depending on which food is in season, the menu will change accordingly.

Children who stay for lunch have the option of a cooked school meal or bringing in a packed lunch. We request packed lunches **do not** contain nuts or chocolate products. Packed lunches should also contain an ice block as we do not have the facilities to keep food refrigerated.

Children who have a cooked dinner will eat it inside the nursery alongside their friends having packed lunches. By having lunch together we believe this provides an opportunity for the children to develop their social skills at the dinner table as well as develop their readiness for school.

Clothing

The nursery has a uniform that consists of an academy sweatshirt, this can be purchased directly through the academy office or online. We ask that alongside the uniform children are in comfortable, practical clothing such as jogging bottoms or leggings. We ask that children wear velcro or practical slip on shoes during their time in nursery. The nursery provides aprons to protect clothes during messy play. Please ensure all items of clothing are clearly labelled.

Policies

All policies are available freely for parents to access at any point. The setting shares the academy's policies, this helps us to provide a high quality service that is enjoyable and beneficial for all children and parents/carers. Policies can be found on the academy website: www.langleyparkprimaryacademy.org.uk

Safeguarding Children

We have a duty of care to protect all children from suspected or actual 'significant harm.'

Our employment practises ensure children are only in contact with staff that have full enhanced DBS checks carried out to reduce the likelihood of abuse in the setting.

This way of working with children and their parents/carers ensures we are aware of any problems that may emerge and can offer support, including referrals or sign-posting to relevant services when necessary. As part of this policy, mobile phones are not allowed to be used in the setting, by staff or visitors, we ask that you respect this.

Special needs

As part of our policy to ensure the provision meets the needs of each individual child, we take account of any special needs a child may have. Seedlings works to the requirements of the Special Educational Needs Code of Practise

Our Special Educational Needs Co-ordinator is Mrs Wrightson (Academy Inclusion Leader)

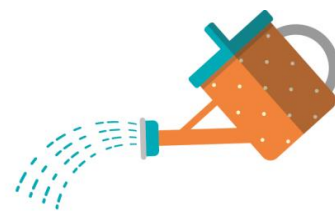
Management

Prinicpal - Mrs Fidock

EYFS Leader - Mrs Bye

Nursery Teacher - Mrs Lerpiniere

Deputy Nursery Manager -Miss Griffiths



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The settings timetables and routines

At Seedlings we believe that high quality interactions, within a caring setting are vital for children to succeed. The routines and activities that make up the day in the setting are provided in ways that:

- Help each child to feel he/she is a valued member of the setting
- Develop children's independence
- Develop children's social skills, curiosity and love of learning
- Ensure the safety of each child
- Help children to embed social skills by being part of a group
- Provide children with opportunities to learn and help them to value learning
- Allow children to add individual needs to the day's routine i.e. sleep time

The Day

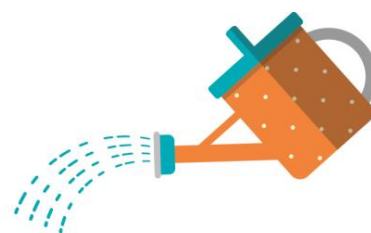
Sessions at Seedlings are organised into a mixture of Adult Led and Child Led learning opportunities. By working in this way we believe that the children will build their independence and confidence in small group and large group activities. We use careful observations of the children and monitor their interests to plan a variety of engaging and fun activities for them to learn through.

The children are encouraged to join in with both adult led and child led activities, which will introduce them to new experiences and help them gain new skills.

Our outdoor environment offers learning opportunities that cover all seven areas of learning. These contribute to children's health, their physical development and knowledge of the world around them.

Key Person and your child

In Seedling we use a key person system, this means that each member of staff has a group of children for whom they are responsible for. Your child's key person will be the one who will work with you to ensure that your child settles into the nursery and continues to thrive whilst here. Their key person will complete observations and use these to complete an individual learning journal for your child. Your child's key person and/or Mrs Lerpiniere will be your first port of call should you have any queries about your child whilst they are within the nursery.



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The Early Years Foundation Stage

The provision for children's development and learning is guided by the Early Years Foundation Stage 2014. Our provision reflects the four key themes and 16 commitments.

Themes.....

A Unique Child.....

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive relationships....

Children learn to be strong and independent through positive relationships.

Enabling 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, parents and carers.

Learning and Development

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 needs and disabilities.

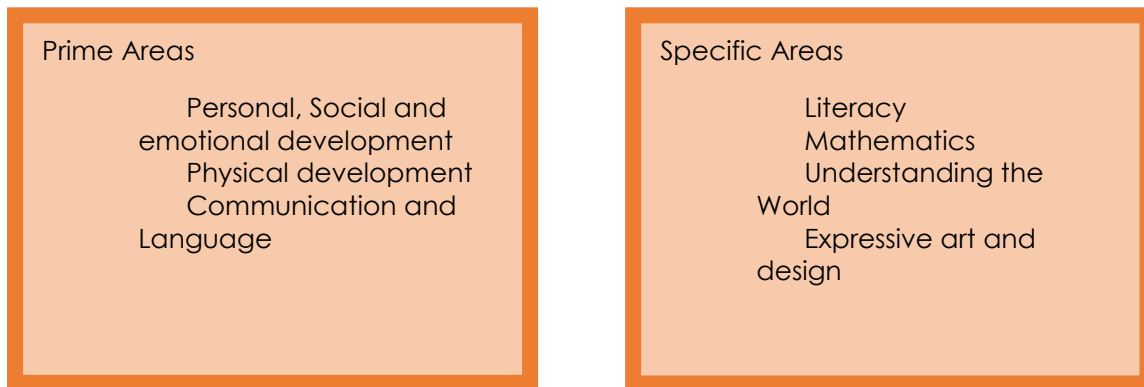


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How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with captivating activities that are appropriate and stimulating for their age and stage of development.

The Areas of Development and Learning consist of:



For each area the level of progress that children are expected to have attained by the end of Early Years Foundation Stage (EYFS) are defined by the Early Goals. These goals state what is expected the children will know and be able to do by the end of the reception year of their education.

The Development Matters guidance sets out the likely stages of progress a child makes along their learning journey towards the Early Learning Goals. Staff within Seedlings have these steps at the forefront of their mind when assessing children and planning for their next steps in learning. Our curriculum supports children to develop the knowledge, skills and understanding they need to form the foundation for lifelong learning. Children's progress is regularly tracked, so that we are able to identify and plan to address any gaps in their knowledge and understanding.

Each area within the EYFS is split into sections, these sections are:

Personal social and emotional development

- Making relationships
- Self-confidence and self-esteem
- Managing feelings and behaviour

Physical development

- Moving and handling
- Health and self-care



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Communication and Language

- Listening and attention
- Understanding
- Speaking

Literacy

- Reading
- Writing

Mathematics

- Numbers
- Shape, space and measures

Understanding the world

- People and communities
- The world
- Technology

Expressive art and design

- Exploring and using media and materials
- Being imaginative

Our approach to learning, development and assessment

Learning through play:

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Seedlings uses the Development Matters guidance to plan and provide a variety of challenging, engaging and exciting activities.

We use the Development Matters framework to:

- Increase the control over large movements that children make with their arms, legs and bodies, so they have the skills to be able to run, jump, hop, skip, roll, climb, balance and lift
- Increase the control over small movements that children can make with their arms, wrists, hands so that they can pick up and use objects, tools and materials
- Improve their understanding of the importance of looking after their bodies



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Characteristics of effective learning:

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Development Matters guidance as:

- Playing and Exploring – Engagement
- Active Learning – Motivation
- Creating and thinking critically – Thinking

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

We aim to make these characteristics of effective learning easily identifiable within your child's learning journal through the use of themed stickers.

Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home.

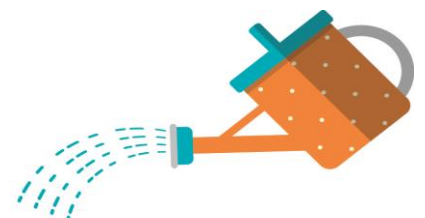
We make periodic assessment summaries of children's achievements based on our ongoing development records. These form part of the children's learning journals. We undertake these summaries at regular intervals as well as times of transition. Progress checks may also be carried out on children using frameworks such as the 2 year check.

Learning Journals

Our setting keeps a learning journal for each child. Your child's learning journal helps us to celebrate together his/her achievements and to work together to provide what your child needs for his/her well-being.

Your child's key person, as well as Mrs Lerpiniere will work in partnership with you to keep this record. To do this you and the child's key person will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress.

We aim for your child's learning journal to be a working document that we will share regularly with parents/carers. We encourage parents/carers to play an active part in supporting their child's journal and welcome contributions of photographs, 'proud clouds' and additional information to create a detailed picture of where each child is within their learning journal.



Ratios

In our setting we maintain the ratio of adults to children that is set through the safeguarding and welfare requirement. This helps us to:

- Give time and attention to each child
- Talk with children about their interests
- Help children to experience and benefit from the activities we provide
- Allow children to explore and be adventurous whilst maintaining safety

Seedlings Nursery Staff

Name	Job Title	Qualifications and Experience
Mrs L Lerpiniere	Nursery Teacher	BA Hons Early Years Postgraduate in Early Years Level 1 Forest School Skills Award Safeguarding Over 12 years experience of teaching
Miss S Griffiths	Nursery Deputy Manager	NVQ3 Safeguarding First Aid Health & Safety SENCO Over 8 years experience
Miss C Pollard	Nursery Practitioner	NVQ3 Safeguarding First Aid
Miss M Spratek	Nursery Practitioner	Working towards NVQ2 Safeguarding

General Nursery Info

We are open Monday – Friday 7.30am-6.00pm during term time.

Nursery costs can be paid for using government funded hours or paying for extra hours at a rate of £4.50 p/h. We provide care for children 3 -5 years.