



Cygnnet Nursery



Prospectus



Cygnets Nursery

Cygnets Nursery is registered as a day nursery by OfSTED. The owner is the person registered to provide the care under the Children Act. We open from 7.30 am to 6.00 pm throughout the year, closing only on bank holidays and for approximately one week at Christmas.

Children generally arrive at the Nursery between 7.30 am and 9.00 am, start or finish between 12.00 pm and 2.00 pm, subject to availability, and finish anytime between 5.00 pm and 6.00 pm. We are, however, very flexible and will try to meet any individual requirements. We offer pre-school education of the highest standard with a range of opportunities to learn through play as well as some more formal instruction.

Aims

The aim of the Nursery is to provide a safe, caring and stimulating environment in which children may learn and grow in confidence and self-esteem whilst providing a friendly, flexible childcare service for parents.

Premises

The Nursery stands in its own grounds off Langford Lane, Kidlington, near Oxford Airport and The Spires Business Park. Langford Lane runs between the A4260 and the A44, to the north of Kidlington. It offers extensive indoor and outdoor play areas. There are four separate rooms catering for different age groups in two buildings on one large site.

Staffing

The ratio of staff to pupils is at least 1:3 for 0-2's, 1:4 for 2-3's and 1:8 for 3-5's.

Most of the staff are qualified nursery nurses; others are working towards this qualification. Part-time and temporary staff may be employed from time to time to cover absences.

All of the staff are responsible for the physical and emotional needs of the children, but each generally takes responsibility for a particular part of the curriculum which is the Foundation Stage of the National Curriculum. The Foundation Stage is based around six areas of learning:

- Personal, Social & Emotional Development
- Knowledge & Understanding of the World
- Mathematical Development
- Communication
- Language & Literacy
- Physical Development and Creative Development

A key-worker scheme is in operation.

Equal Opportunities

The Nursery is fully committed to a policy of equality of opportunities and we treat the children in our care with equal concern to meet their specific needs with regard to their religious persuasion, racial origin and cultural and linguistic background, sex and any disability.

Entry

Places are offered on a first come, first served basis but priority is given to existing pupils and their siblings. Early application is advised if you require specific part-time sessions.

If you are able to offer any flexibility as to which sessions you are able to accept, please indicate this on the application form. Children may attend on a full or part-time basis, subject to a minimum of two sessions over not less than two days per week.

Activities

The children are guided through a balanced curriculum encouraging social, emotional, physical and intellectual development in line with the Foundation Stage of the National Curriculum.

The children spend some time working in small groups with individual members of staff during the mornings and afternoons. There are also many opportunities for free play, when children may choose from a range of activities on offer.

Except in very wet weather, there will be an opportunity for the children to play outdoors during each session.

Parents

We never forget that parents are the first educators of their children.

Parental involvement in all aspects of the Nursery is encouraged and parents should feel free to discuss any problems with the staff or visit the Nursery at any time during opening hours.

Parents of older children will be encouraged to assist and support children with their reading, and other work.

We may also ask parents to contribute to the work of the Nursery by contributing to topic work any specific skills or properties that they may have to assist the children in achieving a greater knowledge and understanding of the world. This may be particularly relevant in expanding their appreciation of other cultures as well as people and places that have significance in their own lives.

More detailed policies are available for inspection on request.

Special Educational Needs

Where a child has a recognised special educational need, we are happy to consider applications providing that, in discussion with the parents, and any other agencies already involved with the child, it is agreed that we are able to offer a programme that will meet the particular needs of the child.

Where it is felt that a child already attending the Nursery may have a previously unstated special need, the nursery staff will determine, in collaboration with the parents, what action is necessary to meet those needs including, where appropriate, the involvement of other agencies.

Discipline

Children are encouraged to adopt acceptable standards of behaviour. There is a strong emphasis on developing social behaviour within a group and basic good manners.

Sanctions may be applied in cases of unacceptable behaviour which take into account the age and stage of development of the child concerned.

Corporal punishment will not be used under any circumstances. Physical action may be taken in emergencies only to prevent injury or serious damage to property.

Meals

A light, healthy snack is provided in the middle of each session. Balanced, two course lunches are provided on request. Children staying over the lunch period must be provided with a packed lunch if Nursery lunches are not requested. Please indicate your requirements on the application form.

Clothing

- Children should be dressed in comfortable, washable clothing, suitable for play.
- All clothing should be clearly labelled.
- Protective aprons are provided for painting, water play etc.
- For the very youngest children, play suits of the type that do not cover the feet are recommended.

Early Years Grant funding for 3 & 4 year-olds

The Nursery is registered to receive funding for eligible three & four year-olds. Parents may also be able to benefit from the Child Care Tax Credit. For the purpose of administering the grants, the LEA determines the dates of the terms, including a half-term week for which fees are payable in full. Credit is given over the remainder of the term for the funding received.

Cygnets Nursery OfSTED Inspection – 12 May 2010

The Nursery was inspected by a Registered Nursery Inspector under sections 49 and 50 of the Childcare Act 2006, on 12th May 2010. The full text of the report is available from the OfSTED website (search for URN133852 on Ofsted.gov.uk) or in hard copy from the Nursery on request.

The inspector concluded:

“Overall the quality of the provision is good.

“The setting is able to meet children’s learning and welfare needs effectively as it works with good understanding of their individual characteristics and needs. Children play happily in a child-friendly setting where they are able to make choices, be independent and access appropriate learning opportunities. The setting has a good range of partnerships with parents, the local authority and other providers to ensure that all children make progress.”

“The environment that the children play in is very well organized, spacious and attractive. Staff carefully arrange each area with resources that promote children’s all round learning and development. In addition, staff facilitate child-led play sensitively as they accommodate their individual needs. This is a good feature of the work of the setting which helps promote an active and purposeful play environment. Staff interventions are generally well judged and timely.

“The setting promotes inclusive practice and works to ensure that children from a range of backgrounds and starting points make progress and can build on what they already do. Staff are well led and trained to enable children to understand about their diverse world in an age appropriate way. Children with additional learning needs are supported effectively as their needs are both understood and catered for.

“The setting promotes outcomes for children very well. Children enjoy their time in the setting as they use their imaginations, make choices and interact with others.

“Children freely explore and play with enthusiasm and a motivation to make discoveries as they play. Children are given valuable learning opportunities to understand how to keep themselves safe both indoors and outdoors. Children enjoy very secure relationships with adults which has a very positive impact on their ability to learn, play and talk about themselves and their feelings.

“Children generally acquire skills and abilities which are appropriate to their age and their progress ensures that most children are prepared well for future learning needs.”

Early Years Foundation Stage of the National Curriculum

The EYFS brought together: *Curriculum Guidance for the Foundation Stage* (2000), the *Birth to Three Matters* framework (2002), and the *National Standards for Under 8s Daycare & Childminding* (2003).

It aims to build a coherent and flexible approach to care & learning.

All providers are required to use the EYFS to ensure that whatever setting parents choose, they can be confident that their child will receive a quality experience that supports their development and learning.

The EYFS is based upon principles of inclusion which means that early years providers oppose discrimination and prejudice and welcome all families and children in environment that enable children to feel safe and supported and which extend their learning and development.

Throughout the EYFS, stress is placed upon understanding each child and their family as unique, with different needs and concerns.

Children's development is presented under six overlapping phases. This overlap is intended to emphasise the fact that there can be big differences between the development of children of similar ages. At the same time age can be a cue, when taken with all other factors, to indicate that development may be atypical and that a child may need extra support.

Every Child Matters is the government agenda which focuses on bringing together services to support children and families. It sets out five major outcomes for children:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Economic well-being

Effective practice in the early years requires committed, enthusiastic and reflective practitioners with a breadth of knowledge, skills and understanding. Effective practitioners use their own learning to improve their work with young children and their families in ways which are sensitive, positive and non-judgemental.

The above is taken from the DfES publication "The Early Years Foundation Stage: Setting the Standards for Learning, Development and Care for children from birth to five".

***If children live with tolerance,
they learn to be patient.***

***If children live with encouragement,
they learn to be confident.***

***If children live with praise,
they learn to appreciate.***




***If children live with fairness,
they learn justice.***

***If children live with security,
they learn to have faith.***

***If children live with approval,
they learn to like themselves***

**From “Children Learn What They Live”
Author unknown.**

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