



Welcome
Prospectus

Early Years Prospectus

Windmill Nursery

Address:

Riccall Regen Centre, Landing Lane, Riccall, York, North Yorkshire, YO19 6PW

Telephone: 01757 249527

Email: windmillnursery@riccall.co.uk

Welcome to Windmill Nursery and thank you for showing an interest in us.

We know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best.

This prospectus aims to provide you with an introduction to Windmill Nursery, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. This should be read alongside our Childcare policies and procedures for a full description of our services.

Background Information

Windmill Nursery was opened in January 2002. It is set within the Regen Centre, an award-winning community centre, run by the community for the community. We are registered and inspected through Ofsted. The centre is managed by a board of directors and Centre Manager, Justine Hodgson. Noel Shouksmith is a director of the centre and is our registered person for the nursery.

Aimee Dent is our Manager and has been in this post from May 2021. Rosey Hampshire is our Deputy Manager and has been in this post from February 2022. We provide care and education for young children between the ages of 3 months and 5 years. Our aim is to provide your child with a safe, stimulating and happy environment. Windmill Nursery and Space Base Out of School Club offer spaces for 51 children collectively. Our indoor and outdoor continuous provision provides a play-based approach to learning – the provision is continually evaluated and changed to meet the needs and interests of individual children and groups of children. Observations of children feed into our planning cycle ensuring that the needs and interests of all children remains at the heart of our provision and planning. We have a good partnership with the main feeder school resulting in transitions to school being as smooth as possible. We also provide an excellent transition period for children attending alternative schools ensuring that they too build good relationships with teachers before making the transition.

Aims and Objectives

It is our mission to provide a secure environment with high quality provision that is child centred and stimulating. This ensures that we are able to maximise each child's individual full potential and ensures that all children's achievements are recognised and celebrated.

We aim to create strong partnerships with all families recognising that families are the ones who know their children best and are their first educators.

We maintain confidentiality and respect privacy. We show respect for culture, lifestyle, language and abilities creating empowerment in all of our children. We challenge inappropriate attitudes and practices. We provide an environment that contains positive images that challenge children's thinking and helps them to embrace differences in gender, ethnicity, language, religion, culture and ability.

We promote a positive self-image within all individual children, considering their needs arising from race, culture, ability, language and religion. We aim to ensure that all children have fun, thrive and develop the habits and behaviours appropriate to lifelong learners.

Annual questionnaires are given to parents so that we are aware of our areas of strength and areas for improvement. This ensures that we continue to provide what is needed by our community.

Parents and carers

Parents and carers are regarded as members of our setting who have full participatory rights. These include a right to be:

- Kept informed;
- Consulted;
- Involved and;
- Included at all levels.

We aim to make sure that each child:

- Is in a safe and stimulating environment;
- Is given generous care and attention;
- Has the chance to join in with other children and adults – playing and learning together

- Is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- Has a key person who makes sure that they make good progress;
- Is in a setting that sees parents as partners in helping each child to learn and develop and;
- Is in a setting in which parents help to shape the service it offers.

Starting at our setting

The first days

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. We have a policy about helping children to settle into the setting: a copy is enclosed in this prospectus and is also available in the setting.

Clothing

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes (age appropriate). Clothing that is easy for them to manage will help them to do this.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas, views and/or questions.

Children's Development and Learning

The provision for children's development and learning is guided by the Early Years Foundation Stage (available from website: www.education.gov.uk/publications). From September 2008 the Early Years Foundation Stage became law (revised September 2021). This brings together Birth to Five Matters and the Curriculum Guidance for the Foundation Stage. Our provision reflects the four key themes, the characteristics of effective learning and the 17 Commitments of the Early Years Foundation Stage.

A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person

Enabling Environments

The environment plays a key role in supporting and extending children's development and learning.

Learning and Development

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

Playing and exploring – engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active learning - motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and thinking critically - thinking

Having their own ideas
Making links
Working with ideas

How do 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 interesting activities that are appropriate for their age and stage of development.

The Areas of Learning and Development comprise:

Prime Areas;

- Personal, Social and Emotional Development;
- Communication and Language and;
- Physical Development.

Specific Areas;

- Literacy;
- Mathematics;
- Understanding the World and;
- Expressive Art and Design.

For each area, the practice guidance sets out the Early Learning Goals. These state what it is expected that children will know and do by the end of the reception year of their education.

The practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their journey towards the early learning goals. Our setting has regard to these matters when we observe, assess and plan for children's learning.

Personal, Social and Emotional Development

Our programme supports children to develop:

- Confidence in themselves and their ability to do things, and value their own achievements;
- Their ability to get on, work with and make friendships with other people, both children and adults;
- Their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;
- Their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Language and Communication

Our programme supports children to develop:

- Conversational skills with one other person, in small groups and in large groups to talk with and to listen to others;

- Their vocabulary by learning the meaning of – and being able to use – new words;
- Their ability to use words to describe their experiences;

Physical Development

Our programme supports children to develop:

- Increasing control over the large movements that they can make with their arms, legs, and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- Increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials;
- Their understanding about the importance of, and how to look after, their bodies.
- Their ability to dress and undress themselves and look after their personal hygiene needs.

Literacy

Our programme supports children to develop:

- Their knowledge of the sounds and letters that make up the words we use;
- Their ability to listen to, and talk about, stories;
- Knowledge about how to handle books and that they can be a source of stories and information;
- Knowledge of the purposes for which we use writing;
- Making their own attempts at reading and writing.

Mathematics

Our programme supports children to develop:

- Understanding and ideas about how many, how much, how far and how big;
- Understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- Understanding that numbers help us to answer questions about how many, how much, how far and how big;
- Understanding and ideas about how to use counting to find out how many;
- Early ideas about the result of adding more or taking away from the amount we already have.

Understanding the World

Our programme supports children to develop:

- Positive approaches to learning and finding out about the world around them;
- Knowledge about the natural world and how it works;
- Knowledge about the made world and how it works;
- Their learning about how to choose, and use, the right tool for a task;
- Their learning about computers, how to use them and what they can help us to do;

- Their skills on how to put together ideas about past and present and the links between them;
- Their learning about their locality and it's special features;
- Their learning about their own and other cultures.

Expressive Arts and Design

Our programme supports children to develop:

- The use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings;
- Their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

Our approach to learning and development and assessment

Key Person and, you and your child

Our setting uses a key person approach. This means that each child has a key person and each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that what we provide is right for your child's particular needs and interests. When your child first starts at the setting, she / he will help your child to settle and throughout your child's time at the setting, she / he will help your child to benefit from the setting's activities.

Learning through play

We have in place continuous provision, indoors and outdoors which reflects the development needs and interests of children. We provide play and learning opportunities that acknowledge children's particular religious beliefs and cultural backgrounds. Our resources are organised to encourage independence and responsibility. Our indoor and outdoor environments are designed to offer all babies and young children the opportunity to explore, discover, talk and make connections offering excitement, challenge and the opportunities to initiate their own learning. Our continuous provision is enhanced by practitioners to meet the individual needs and interests of children, providing resources which encourage children's development across all areas of learning and ensuring that children have a variety of materials to see, hear, smell, touch and feel. The majority of activities are child initiated where adults join children on their learning journeys, scaffolding their learning and engaging in sustained shared thinking.

We provide focussed activities that are adult initiated covering all areas of development within the Early Years Foundation Stage. These activities are developed from our observations and assessments of individual children, taking into account their preferred learning styles, their individual attainment levels, their individual needs and their interests. We encourage children to make choices and decisions, allowing

children to fetch materials easily and be able to move them from one place to another. Children are supported to develop and build their imaginations through stories, role play, imaginative play, dance, music, design and art.

Group times are planned into the daily routines where children are given the opportunity to work together collaboratively building confidence and self-esteem. Children are encouraged to take the lead during these times again building confidence and self-esteem.

Controlled risks are also planned through activities that are challenging but achievable. This encourages all children to achieve and develop the behaviours and attitudes appropriate to become good learners in the future.

Staying safe is a theme that we explore, giving children the confidence and skills to take appropriate safe action in a number of different scenarios.

Independence is encouraged from having low level accessible toilets, to choosing what to play with, to choosing when to have a drink/snack right through to having tissues at low levels for self-selection. This builds confidence and links closely to staying safe as children learn appropriate habits and good hygiene practices.

Heuristic / Treasure baskets can be found in both rooms within our setting – lots more are available within our baby room and contain

- Woolen pompoms
- Small bags
- Bags of fresh herbs
- Range of boxes that will slot inside each other
- Tubes which will slide inside each other (inside of foil tubes, kitchen rolls, cling films etc)
- Strips of materials with different textures
- Items with slots or holes (spatulas, rings)
- Jar tops
- Shells
- Corks
- Hair rollers of different sizes
- Chains of various sizes and shapes
- Variety of tins (with safe tops) such as golden syrup tins, biscuit tins

The items are selected for their sensory properties, so natural materials are preferable.

Smooth plastic toys/resources are avoided in the baby room as they give very little sensory feedback and are designed to be played with in a particular way therefore quickly become boring to the senses (not open ended).

During Heuristic play babies respond individually to what they see, hear and experience through their senses. The individual way that each child responds is unique and extremely valuable.

During Heuristic play babies use all of their senses and movement to find out about whatever they come into contact with. Their curiosity leads them to explore creatively which in turn enables them to understand what is possible, how it behaves, what it does, how it can be used etc.....

Heuristic play provides babies and young children with hands on enabling environments in turn helping them to think for themselves.

We access the outdoors in all weather conditions acknowledging children's desire to be active and to explore. We support children's access to wildlife and nature and we acknowledge children's need for risk and challenge.

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 of the children, to document their progress and where this may be leading them / what next. 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 and how they as parents are supporting development. This can be done verbally to staff / your child's key person or can be in written or photographic format on Tapestry.

We make periodic assessment (on track) summaries of children's achievement based on our on-going development records. These form part of children's Learning Journeys. We undertake these assessment summaries termly and at times of transition from room to room in the setting, and when they go to school.

Progress Check at 2 years of age

At some point when your child turns two years of age/ is due to turn 2 years of age your child's key person will work with you to provide a written summary of how your child is progressing against the 3 prime areas of learning: Personal, Social and Emotional Development; Communication and Language and; Physical Development. This is called the 'Progress Check at Age 2'. This check will highlight areas where your child is progressing well and any, where they may need extra help or support and how parents, key family members and / or carers can work with your child's key person to help. You might find it useful to share this information with other professionals such as your child's health visitor.

The Setting's Routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- Help each child to feel that she/he is a valued member of the setting;
- Ensure the safety of each child;
- Help children to gain from the social experience of being part of a group and;
- Provide children with opportunities to learn and help them to value learning.

The setting organises the day so that children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The activities offered take account of children's changing energy levels throughout the day. The setting caters for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

We regularly access our local community taking our babies on walks in our 'Turtle Bus' into the local village where we visit the parks, shops and country side around us. This provides opportunities for our babies to look at vehicles, animals and other people and ensures that the outdoors is accessed as much as possible.

Tapestry / Information to Parents

Your child's progress will be monitored through continuous observations that are recorded in your child's 'Learning Journey' on Tapestry. Tapestry Online Learning Journal is a service which allows the setting to create online learning journals for the children in our care and share these with you and relatives. You can also upload own observations / photos / videos of your child, ensuring that we build up an holistic picture of your child. Please take the time to look at your child's observations, with your child and add any achievements or pictures etc that your child has completed – we welcome your contributions. Your child's key person will work with you to keep this record. To do this you and she/he 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. You and the key person will then decide on how to help your child to move onto the next stage.

If a practitioner did have any concerns about a child then this would be discussed with parents, obtaining parental consent for any action to be taken such as involving external agencies. Observations on Tapestry are immediately available to parents and gives them the opportunity to record or discuss any concerns that they have and also provides an opportunity to arrange a formal time to discuss your child's progress and results of the 'On Track' system used to track your child's development.

Parents and families are notified about events within the setting through our parent's notice board and monthly newsletters. We ensure that there is available time at the beginning and end of sessions for informal chats about each child's day.

We are pleased to take care of your children and enjoy our daily conversations with you. However, every family needs to be confident that we draw a clear line between our work and personal life. We have talked about the implications of social networking sites like Facebook. We have decided that staff should not become on-line friends with any parents, so that professional boundaries are maintained.

Working together for your children

In our setting we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. We also have volunteer parent helpers and students from local colleges where possible to complement these ratios. This helps us to:

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

Staff Structure –

Registered Person: Noel Shouksmith (Regen Board of Trustees)

Manager: Aimee Dent (Foundation Degree in Early Childhood Studies)

Deputy Manager: Rosey Hampshire (Bachelor of Arts with Honours in Early Childhood Education and Care First Class)

Supervisor: Emma Taylor (BTEC National Diploma in Early Years)

Butterfly Room Practitioners: Aimee Dent (Foundation Degree in Early Childhood Studies); Rosey Hampshire ((Bachelor of Arts with Honours in Early Childhood Education and Care First Class) Emma Taylor (BTEC National Diploma in Early Years) Sarah Burley (Degree of Bachelor of Arts Childhood Studies); Sophie Barley (NCFE CACHE Technical Level 3 Diploma in Childcare And Education (Early Years Educator) ;Sarah Aked (Level 2 Certificate in Child Care and Education); Gemma Anstee (Foundation Degree in Education in Learning Support)

Caterpillar Room Practitioners: Marie Dolan (BTEC National Diploma in Childhood studies)

Alice Marras (Level 3 Diploma for the Early Years Practitioner (Early Years Educator)

Cooks: Caroline Dent (Level 2 in Food Safety)

Centre Manager: Justine Hodgson Level 3 Diploma Early Learning and Childcare

Bank Practitioner: Justine Hodgson (Level 3 Diploma Early Learning and Childcare) Louise Fenton (Cache level 3 Diploma in Childcare and Education) Fran Simpson (Working Towards Teaching assistant)

Staff Roles

First Aiders: All Nursery Practitioners

Special Educational Needs Coordinator (SENCO): Aimee Dent (1st) Rosey Hampshire (2nd)

Safeguarding Children Officer: Aimee Dent (1st) and Rosey Hampshire (2nd)

Health and Safety Officer: Aimee Dent (1st) and Rosey Hampshire (2nd)

Behaviour Officer: Aimee Dent (1st) and Rosey Hampshire (2nd)

Key Person: All room practitioners have an active role here. The roles of key people are shared between senior staff and practitioners. Each child is allocated a key person before they begin sessions with us ensuring that families and children have a key person to build relationships with.

All of our staff are qualified and have a continuing personal and professional development plan in place that is regularly reviewed.

All staff are Disclosure and Barring Service (DBS) cleared and receive regular observation, supervision, appraisals, reviews and training.

Helping Children to Enjoy Good Health and a Healthy Lifestyle

All children are protected from infection and are cared for well if they have an accident or become ill. All practitioners follow current and appropriate health and hygiene guidelines and the setting's policies and procedures. We have a cleaner who cleans the premises daily and cooks who hold relevant Food Hygiene Certificates.

Staff members are trained in infection control and take necessary steps to avoid the spread of infection. We have a list of notifiable diseases that we are required to report any outbreaks of to Ofsted and follow advice given by the Health Protection Agency. We have in place a list of excludable diseases and infections with current exclusion times. All staff follow our 'Managing Children with Allergies or Sick and Infectious Child Policy' and our 'Administering Medicines Policy' to protect all children. Children who are ill at the setting waiting for the arrival of parents are cared for in a comfortable place where they may sleep if required.

All staff in the setting who work directly with the children have a recognised paediatric first aid certificate.

Parents are informed of any accidents that their child has been involved in whilst at the setting. Parents are required to sign and date the accident form on the day of the accident.

Opening Times

We are open 5 days per week: Monday – Friday

Between the hours of 0800 (8am) – 1800 (6pm)

We offer an early bird session from 7.30am – 8am

The 'early bird session' (7.30 – 8.00) will incur an additional charge. Sessions must be booked and confirmed in advance. Sessions may be available on the day however may become limited. Permanent 7.30am – 8am sessions can be booked if required – please make it clear what sessions you require as once booked a charge will be incurred. Holidays and funded sessions are not included in the 7.30 – 8am sessions i.e government funded sessions are only available between 8am and 6pm and half fees for holidays will not be applied to the 7.30 – 8am session.

We are closed all bank holidays including any 'one off' bank holidays such as Jubilees, Royal weddings etc. We close for one week over the Christmas period details of which will be given in newsletters or please ask a member of staff for details. Bank holidays are charged at full rates. The week that we close at Christmas is charged at half fees.

Fees

Fees include wipes and Sudocrem. Fees are to be paid by standing order, in advance, on the 1st of each month. We also accept payment with childcare vouchers. Fees must still be paid if children are absent. Holidays / absences are to be paid in full.

Windmill Nursery reserve the right to charge interest at £5.00 per day on any fees that are not paid within the first 15 day period. Reserves the right to take appropriate legal action to recover any unpaid fees.

Failure to pay your fees by the 15th of the month (if not agreed with the management team in advance) may result in your child's place being terminated. This means that your child will not be allowed to attend the setting.

It is the responsibility of the bill payer to ensure all invoices are received and paid on time and any extra sessions have been paid.

Windmill Nursery may charge a late collection fee of an initial £5.00 plus £1 per minute thereafter if you are late to collect your child at the end of their session. Persistent late collection of your child may jeopardise your child's place at nursery.

Persons under the age of 18 years will not be allowed to collect children from nursery.

Bank Account Details:

Windmill Nursery
 Yorkshire Bank
 Sort Code: 05-07-62
 Account Number: 25225102

WINDMILL NURSERY		
Age	Full Day (8am-6pm)	Half Day (8am-1pm or 1pm-6pm)
0-3 years	£52.00	£32.00
After 3 rd Birthday	£50.00	£30.00
Early Start (7.30am – 8am)	£3.50	
Children in receipt of government funded sessions		
Breakfast	£2	
AM Snack	£1.50	
Lunch	£4.00	
PM Snack	£1.50	
Tea	£3.50	
Late collection fee	£15.00 plus £1 per minute thereafter	

Those parents who wish to take more than their free 15 / 30 hours will be charged for the extra. Please note that the 15 / 30 hours are free with no conditions of access. Parents are not obliged to purchase additional hours or pay food and drink charges in order to secure provision.

How parents take part in the setting

Our setting recognises parents as the first and most enduring educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with the staff;

- Helping at sessions of the setting (Please speak to Emma if you are interested);
- Sharing their own special interests with the children;
- Helping to provide, make and look after the equipment and materials used in the children's play activities;
- Taking part in events and informal discussions about the activities and framework provided by the setting;
- Joining in community activities in which the setting takes part and;
- Building friendships with other parents in the setting.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the setting's staff take part in further training to help them to keep up-to-date with thinking about early years care and education. The setting also keeps itself up-to-date with best practice in early years care and education, through under 5 magazines and publications and attendance at leadership forums and moderation meetings. From time to time the setting holds learning events for parents. These usually look at how adults can help children to learn and develop in their early years. Courses on similar topics are held locally by the Children's Centre; these are advertised in their newsletter available in the entrance area or advertised on their notice board (please ask a staff member for further details).

Parking

We request all parents / carers co-operation in parking in designated bays and not within disabled parking bays unless displaying a disabled badge. Disabled Parking bays are located close to the reception area with signage on the wall. We thank you for your cooperation.

Home Visits

Home visits are part of the transition to nursery for many children. Home visits also provide you, the manager and your child's key person with the opportunity to build up a strong partnership which can continue to develop and grow through positive engagement.

Two practitioners, usually the manager and always your child's key person visit your home bringing with them a small selection of toys. Your child's key person will play with your child building up a positive relationship whilst the other practitioner will engage in discussion with you.

This allows practitioners to gather information about your child's needs and interests.

Toys From Home

We kindly request that no toys are brought into the setting from home as this can be very upsetting for children if they become lost in the setting or if another child wants to play with them. Toys can be left in bags for when children are collected. We do not include comforters within this as these are needed by children throughout the day and children can become extremely upset if these are not present in the setting, if your child does have a comforter please make your child's key person aware of this so that it can be used appropriately in order to provide comfort to your child throughout their time with us.

Formula Milk

Parents are required to bring ready-to-feed liquid formulas as these are the safest options. If this is not possible parents may bring an unopened tin of powdered milk that staff will make up freshly for each feed.

Healthy Eating and Living

The setting makes snacks and meals a social time at which children and adults eat together. Do tell us about your child's dietary needs and we will make sure that these are met.

Our cook ensures that foods and drinks are properly prepared and are nutritious. We comply with all dietary and religious requirements working in partnership with parents at all times. We have a four weekly menu that is changed for special requirements and between winter and summer that is available for families and children to view (displayed on nursery doors). Parent's comments and suggestions are welcomed regarding the menus. We avoid high levels of salt and sugar and avoid nut products contributing to healthy and nutritious diets. Children are provided with milk and water for drinks throughout the day and are provided with healthy snacks – fresh fruit is always available at the cafe bars. Children are encouraged to help with the preparation of meals and snacks, demonstrating awareness of what food is healthy and which is not. Within the outdoor growing area children grow fruits and vegetables gaining an insight into the lifecycle and promoting their awareness and understanding of healthy eating.

Please note that we provide a light meal at tea so children will need to eat again at home / can still join in the family meal at home.

Sample Menus:

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Cereals. Whole-meal toast & butter	Cereals. Fruit toast & butter	Cereals. Crumpets & butter	Cereals. Banana bread toast & butter	Cereals. Whole- meal toast & butter
Snack	Breadsticks with mixed vegetable sticks. Milk or water	Yoghurt & sliced grapes. Milk or water	Breadsticks with selection of fruit. Milk or water	Fresh Fruit Milk or water	Scotch Pancakes with blueberries. Milk or water
Lunch	Homemade chicken fritters with fresh tomato dip, sweet potato wedges and corn on the cob. Nectarine slices with Greek style yoghurt	Homemade vegetable lasagna with chick peas, broccoli, carrots and garlic bread. Fruit kebabs with sorbet	Turkey, bacon and tri veg casserole with baby roast potatoes. Fresh raspberry muffins	Homemade salmon fishcakes with parsley sauce, mash potato, mangetout and butternut squash. Banana & custard	Roast pork dinner with Yorkshire pudding, courgetti, carrot and new potatoes. Lemon & sultana cake
Snack	Cheese sticks with fruit. Milk or water	Seasonal chopped vegetables. Milk or water	Mashed avocado on sliced pitta. Milk or water	Sugar snap peas and humous. Milk or water	Tuna dip with crackers. Milk or water
Tea	Boiled egg with whole-meal soldiers	Tuna & salad wraps with apple slices	Beans on whol-meal bagels with sliced tomato	Chicken stir- fry vegetables with brown rice.	Spinach & cheese muffins served with a fruit smoothie
Drinking water is available and accessible at all times					

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Cereals. Fruit toast & butter	Cereals. Banana bread toast & butter	Cereals. Whole-meal toast & butter	Cereals. Crumpets & butter	Cereals. Fruit toast & butter
Snack	Sliced ham & tomato Milk or water	Fresh fruit. Milk or water	Vegetable sticks. Milk or water	Yoghurt with mixed fruit. Milk or water	Breadsticks & selection of fruit. Milk or water
Lunch	Salmon, baby corn and broccoli with whole-meal spaghetti and tomato bread fingers. Banana pancakes with ice cream	Roast gammon with cauliflower cheese, carrot batons and crushed new potatoes. Yoghurt with dried apricots	Chicken and vegetable pie with a sweet potato topping, butter beans and kale. Mandarin jelly with carnation milk	Diced potato, aubergine and spinach bake with roasted herbie potatoes. Summer crumble with cream	Homemade baked cod fingers, tomato dip, roasted vegetables and lightly spiced wedges. Poached pear with sultanas and ice cream
Snack	Smoothie with rice cakes. Milk or water	Sliced apple with smoked maceral dip. Milk or water	Cheese & oat cakes. Milk or water	Frozen UFOs (pineapple slices & watermelon triangles). Milk or water	Red & yellow pepper sticks with breadsticks. Milk or water
Tea	Sweet & sour chicken noodles with	Homemade ham & tomato flat bread with	BBQ vegetable pizza slices	Macaroni cheese & bacon with	Mixed bean chilli with jacket

	sliced vegetables.	vegetable sticks.	with carrot batons.	sliced tomato.	potato & salad
Drinking water is available and accessible at all times					

Celebrations

We feel it is important that children are given the opportunity to celebrate special occasions and cultural events. However, many foods and drinks served at celebrations can be high in saturated fat, sugar and salt, and therefore have limited nutritional value for young children. There are a lot of children in our setting so we have many special occasions such as birthdays which would result in children eating these foods very frequently. We feel it is important to think about celebrating these events in different ways to reduce the amount of high fat, sugar and salt foods children eat at these times.

Therefore, we mark these activities with songs and special games. We also discourage parents from bringing in high saturated fat, sugar and salt food products at these times and instead suggest bringing in healthier food items or non-food items such as stickers.

Special Educational Needs

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs and Disability Code of Practice 0 – 25 years (2014).

Advice on Head-lice

Nits and head-lice are not an excludable condition, although in exceptional cases a parent may be asked to keep their child at home until the infestation has cleared.

On identifying cases of head-lice, all parents are informed and asked to treat their child and all the family if they are found to have head-lice.

Policies

Copies of the setting's policies and procedures are enclosed with this prospectus and are available for you to see at the setting (these are reviewed at least annually).

The setting's policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and his/her parents.

The staff and parents of the setting work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

Information we hold about you and your child

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data is we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and, where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects [you and your family] for no longer than is necessary for the purposes for which the personal data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

When you register your child with us we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

Safeguarding Children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

Our employment practices protect children against the likelihood of abuse in our setting and we have a procedure in place for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

We are committed to providing efficient care and education to all children. We believe that, if children are to benefit from education, punctuality and good attendance are crucial. As a setting we will organise and do all we can to ensure maximum attendance for all children. Any problems that impede punctuality and regular attendance will be identified and addressed as speedily as possible. We do however recognise that full day care runs for 51 weeks out of the year so we are aware that holidays, sickness and occasional days off will be inevitable.

We request that all parents and carers:

- Notify your child's key worker or the nursery Manager in advance if your child is to have a planned absence from Nursery.
- Notify Nursery on the first morning of an unexpected absence/sickness that your child is to be off (by 9.30am for AM sessions and by 13.30pm for PM sessions) by telephoning 01757 249527 (please leave a message on the answer-machine if necessary).
- Please keep Nursery staff informed if your child is to have a prolonged absence.

For added security, CCTV Cameras are in operation in and around the Regen Centre.

Medication

Medication is only administered when it is essential. Whenever possible medication should be taken at home, parents are advised to seek advice from their medical practitioner on this matter.

In cases where it is essential for medication to be administered we will only accept medicines that have been prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber.

Medication must be appropriately labelled and in the original packaging. We cannot accept medicines that have been taken out of the original container. The container/package for prescribed medication must show the following:

- name of the patient
- name of the medication
- the dosage
- frequency of dosage
- strength of medication
- date prescribed and expiry date
- specific directions for the administration
- precautions relating to the medication (e.g. possible side effects/storage instructions)
- the name of the dispensing pharmacist

The measuring device supplied by the pharmacist must be included with the medication. It is the responsibility of a parent to ensure medication is delivered appropriately. Medication must be handed adult to adult.

No medication must be left in children's bags. This is to ensure that no unauthorised access to medication is gained.

Liability

Windmill Nursery cannot accept any responsibility for loss or damage to any personal property left at the nursery.

Windmill Nursery cannot accept responsibility for children before arrival and / or after departure from the nursery and outside of the setting's opening hours.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you about your ideas, views or questions.