



Cottage Day Ltd

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PROSPECTUS

WELCOME

Dear Parents and Carers,

On behalf of everyone here at The Cottage Day Nursery, I welcome you and your child/children and trust that your involvement with us will prove to be enjoyable and rewarding.

From the time your child enters our nursery it is our aim to meet his or her individual needs to enhance development at a pace which is right for them and we look forward to sharing this learning journey, together with your participation to help us achieve this.

In this prospectus, we hope to give you an impression of the atmosphere of our nursery. One of The Cottage Day Nursery's most distinctive features is its strong relationship with parents. We believe it is the happy child with high self-esteem who will achieve personal success. We provide each child with opportunities to develop in an atmosphere of stability, care and friendliness. This environment is fostered by the commitment of our well-qualified and enthusiastic staff.

We are here to assist you and your child and we look forward to developing a mutually supportive relationship with you.

Yours faithfully

Rachel Othieno
Managing Director

Queries and Complaints – Please note that I (and my staff) will always be pleased to discuss your child's progress and will be happy to answer any queries and investigate any complaints you may have.

If you feel that you are not satisfied with the outcome of your complaint you can refer this up to:

Ofsted – Midlands Region
2nd and 3rd Floors
The Frontage
Queen Street
Nottingham
NG1 2AR

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ABOUT THE NURSERY

The Cottage Day Nursery is registered under the Children Act 1989 and with OFSTED. It opened in September 1996 as a private day nursery and is now registered for 40 children aged from 6 months to 5 years. The nursery caters for children from diverse backgrounds with either full or part time places available. However, priority will be given to full time children. We open Monday to Friday from 7.30am to 6.00pm, 51 weeks of the year. The nursery is closed one week between Christmas and New Year and on Bank Holidays. Our OFSTED report is available on the OFSTED website or a copy can be obtained from the nursery on request.

The nursery is accommodated in a church hall, situated in a good residential area. It has two well-equipped rooms. The smaller room accommodates our babies (6 months to 24 months) and the main hall for children toddlers and pre-school. There is a garden at the rear of the hall which has been refurbished and fenced to provide a safer and secure outdoor play area.

ABOUT THE STAFF

Although there is a history of high staff turnover in nurseries, we are proud to say that most of our staff have been with us for a number of years. We are committed to staff training and the majority of our staff have at least NVQ2 or NVQ3 training. Those who have achieved their NVQ2 are undergoing further training for NVQ3s. Anyone joining the nursery that is not qualified will be given full training as soon as they join us. We are proud to have a graduate manager and an in-house trainer. We are committed to promote equal opportunity and advertise any vacancies as such.

OPERATIONAL CHART:

Managing Director: Rachel Woodley		
HR & Finance Manager: Hope Othieno	Training Manager: Benjamin Woodley	
Development Manager: Lorane Rickman	Deputy Manager: Jodie Adair	Online Publicity Officer: Weiwei Mao
Baby Room	Daffodils	Enitan Oigbochie * Joyce Abaleke
	Sunflowers	Zoe Adair * Ryan Torme-Griffith
Toddlers	Roses	Jade Braithwaite * Remell Howell
	Poppies	Moniqua Maroun * Jade Eyangho Nazia Khan
Pre-school	Tulips	Leanne Pinnock Catherine Alder
	Lavenders	Jodie Adair * Ellemae Wheeler
	Bluebells	Jodie Adair Leanne Pinnock
Cook: Leanne Lawrence Cook's assistant: Payalben Kantibhai Patel *Group leader		

STATEMENT OF PURPOSE

The purpose of The Cottage Day Nursery is to offer a high standard of care, which will enable your child to develop in a calm and well-ordered environment, stimulating their natural curiosity to explore and develop.

AIMS

To achieve this purpose we aim to work together with parents, Lewisham Early Years and OFSTED to enable each child to reach his/her full potential.

With the implementation of the Early Years Foundation Stage and meeting the individual needs of the children within our care, each child will successfully meet their full potential. The staff at Cottage Day Nursery will foster the development of self-worth in each child, in an atmosphere of mutual understanding and concern and in a happy and caring environment in which children may live in harmony with one another regardless of race or creed. They will encourage the development of each child, through individual interests in activities planned and encourage each child to have self-discipline, self-respect and respect for other people and other people's property.

EDUCATION

The nursery recognises the importance of providing children with the best standards of education appropriate to their age. Staff training and curriculum reviews take place regularly to ensure a high standard is maintained and the guidelines set by OFSTED are followed. We are committed to working towards the "Early Years Foundation Stage" which covers seven areas of learning in child development.

The seven areas of learning are as follows:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Literacy

Mathematics

Understanding the World Expressive Arts and Design

Continual monitoring of the curriculum ensures that we are offering a progressive range of activities and experiences, which enable us to meet the individual needs of each child.

Each child is encouraged to reach his/her full potential by offering a warm and caring environment, with simulative toys and activities to enhance his/her all round development. A positive image will be encouraged from an early age. This will continue throughout their duration at our nursery. It is our aim when the children leave, that they have gained self-confidence and a positive attitude towards life.

We believe in promoting equal opportunities as an every-day occurrence in the child's experiences and not as a token gesture.

The Cottage Day Nursery operates a key person system with carefully planned activities for the children. This enables them to work in small groups and have one to one support to ensure they develop a wide range of skills.

CURRICULUM

Communication and Language:

Listening and Attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened

or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Mathematics:

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, Space and Measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the World:

People and Communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The World: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes

Physical Development:

Moving and Handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and Self-Care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Expressive Arts and Design:

Exploring and using Media and Materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Personal, Social and Emotional Development:

Personal, social and emotional development is a very important aspect of the child's life. We therefore encourage the children to know who they are and where they fit in. They are made to feel good about themselves and to develop respect for others. This helps to become more independent.

TYPICAL DAY

As the children arrive in the morning, emphasis is put on settling them into the nursery environment. Because children often arrive at different times, activities are arranged so that they can join in freely as they wish. We expect that children arriving during the morning will have had breakfast at home.

At 9.15am breakfast of cereal, toast, fruit and milk is served. It is inevitable that not all children will always want to eat but they are all encouraged to sit at the table during breakfast time. Sometimes children prefer to stay in the book corner where they can sit quietly looking at a book.

At 10.00am children will go into their groups for the planned activities. Staff are trained to realise the potential learning opportunities of each child's chosen activity and are therefore able to help it achieve the desirable learning outcomes from it.

We believe that it is important to try to include outside play in the nursery's daily plan. Fresh air and natural light are vital to everyone's health and for this reason, weather permitting; the children are encouraged to play outside or are taken for a walk. We try to bring the children into contact with nature as much as possible to increase their understanding of the environment. We ask all parents to provide us with a pair of wellington boots, which are kept at the nursery.

Dinnertime is **around 12.00 noon**. All meal times are used as an opportunity to encourage the development of the child's social skills. Meal times are also used to teach the children polite table manners. We expect children arriving at the nursery after this time to have had lunch at home. After lunch, some children, especially the younger ones, will need to have a sleep to recuperate for the afternoon activities. Afternoon activities are structured to follow our themes for the week.

Teatime is **3.30pm** and is followed by short structured activities. This allows children to be easily removed from their activities at their going home time.

When parents collect their children, they are given a small written report on the child's day. They have an opportunity to talk with the staff about their child's day at the nursery if they so wish. A member of the management team is always available if needed.

We prefer not to impose a rigid structure on the daily activities within our nursery. Although it is obviously important to us to have planned activities to ensure that we are providing a strong comprehensive curriculum. We aim to make the child feel that learning is fun and existing, that he/she is confident, clever and can learn. By implementing our curriculum along

with the child's willingness to learn and their natural ability to experiment, we feel this will enable the child to develop self-confidence and a positive attitude towards education and life.

FEES

A deposit equivalent to one month's fees is required on registration. This is refunded at the end contract provided one month's written notice is given. Fees are reviewed on a yearly basis. Weekly fees as of 1st January 2013 are £181.13 per week, £46.20 per day and £28.67 per half day.

All fees are due on or before the first day of attendance and can be paid weekly or monthly by cheque, cash, childcare vouchers, standing order or bank transfer. Fees are payable all year even when the child is on holiday, absent due to illness or the nursery is closed, for example for Bank Holidays.

CLOTHING

Parents are advised to send children in suitable clothing. Each child must have a change of clothing, which will be kept at the nursery. It is vital that all children's clothing is clearly labelled. Please do not send your child in precious clothes. If your child is still in nappies, please ensure that these, together with wipes are provided on a regular basis.

TOILET TRAINING

All efforts will be made to toilet train your child and you will be informed of the progress. We know how difficult it is but we hope parents will be able to continue with the routine at home.

DIET

A well balanced diet is extremely important for a young growing child. At The Cottage Day Nursery, your child will be provided with 3 meals a day, which include fresh milk, fresh fruits, vegetables, carbohydrates and proteins. Parents are asked not to allow children to bring sweets, crisps and sugary drinks onto the nursery premises.

NURSERY POLICIES

EQUAL OPPORTUNITIES POLICY

At The Cottage Day Nursery, each individual child is encouraged to develop his or her own abilities. Through everything we do, we aim to help the children to respect each other's cultures, religions, language, likes, dislikes and different outlooks. The children are encouraged to participate in all activities, to avoid gender stereotypes. We take special care to encourage less verbal or confident child and to value their contributions. We try to provide play/teaching materials reflect our multiracial society and believe that all children should have equal access to play and learning.

SPECIAL EDUCATIONAL NEEDS POLICY

It is our policy to ensure that the needs of the children are met and to have regard to their special needs and disabilities. This is carried out in line with Government's and Lewisham Early Years Special Needs Policy and the Code of Practice on the identification and assessment of the Special Educational Needs.

The staff team work in co-operation with parents/carers, support workers, the Nursery's Special Educational Needs Co-ordinator and the Early Years Special Educational Needs Advisor to ensure that appropriate planning for children's developments is made and where necessary further action is taken to prepare the child for school and gain additional support. The nursery recognises the right of every child to an appropriate quality early years' experience, which includes a combination of care, play and education.

CHILD PROTECTION POLICY

At The Cottage Day Nursery, we believe that children have the right to be cared for in an environment where they will be protected and where they will have the freedom to learn about the world around them. We aim to create an atmosphere in which children feel safe, learn to trust and respect the adults who care for them.

We all have a duty to protect children. It is our responsibility as a staff team to monitor each child's progress, as their welfare is paramount. We have a legal duty to report any concerns that we may have about a child's wellbeing to Social Care and Health.

Although staff will aim to discuss any concerns with you, sometimes incidents may need to be reported without your consent. Confidential information about children and families will not be discussed outside the nursery but will be shared with the statutory agencies in the best interest of the child.

BEHAVIOUR

It is the basic philosophy of this nursery to encourage thoughtful behaviour to others. We aim to achieve a happy and caring setting, which will lead to a safe environment. Children are taught to respect and value each other as individuals. If there is an ongoing concern about a behaviour problem, we will speak to the parents and work together to bring about an improvement. Physical punishment, such as smacking or shaking will be neither used nor threatened.