

# Helping hands.....happy hearts



## ..... healthy minds

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**[www.playdaysacademy.co.uk](http://www.playdaysacademy.co.uk) / 01162788782**





## Play Days Aims



We are a child-centred organisation that always puts children first.

**Play Days Academy** is housed in a detached converted stable, it is situated in a picturesque, semi-rural location, a working stable lies adjacent to the nursery; horses graze in the fields next to the nursery. 'The Ford' runs close by & the building itself dates back to 1600. The building was destroyed by fire & rebuilt in 1860 & was originally the carriage house & servant's quarters to the listed 'Manor Court'

Our philosophy of **"superior nursery care & education during a child's most formative years"** provides your child with the best possible start in life. We believe our aims will enable children to grow, learn and play in a safe, secure and enabling environment.

We believe that parents choose **Play Days Academy** because it offers their children the best start for the future. Our high standards of, care, education and general well-being are clearly shown in our nursery goals:

**Helping hands ..... Happy hearts..... healthy minds**



**Astute & intelligent foundations** are built enabling children to learn strong personal, social & emotional skills. Emotion coaching is used to promote healthy, mind minded interactions with & between children, staff & our families. Jamal is one of our persona dolls & Poppy & Flo are our emotion coaches.



**A home away from home** - To create an emotionally supportive environment in which skilful, nurturing, knowledgeable staff help children to develop secure attachments within their families, nursery & beyond –



children learn best when they feel; secure, safe and happy.

*Uniqueness & individuality is celebrated & supported in every way possible; children's learning styles / characteristics of effective learning are observed, planned for, evaluated & assessed to ensure progression through the Prime & Specific areas of the Early Years foundation stage (see page)*



**Safety of our children is paramount** – we work exhaustively to ensure that children are kept safe from harm- rigorous observation & assessment of children by vigilant mind minded adults ensures that child protection & safeguarding are at the heart of everything we do, we have regard to “Working together to safeguard children, our local safeguarding children’s board & the Competency Framework”

To provide a **language & communication rich environment** where every child is provided with a tailored learning experience based upon their own interests



**To help children develop self-worth & confidence** through a creative playing and learning environment.

To encourage children to mix in an equal environment and discover how friendships are formed.

**To develop children's inquisitive minds** and to open a world of discovery through play, language, art, music and science and technology. EYFS

**To encourage independence** - establishing self-help skills such as feeding, dressing, personal hygiene and toilet training.

**To prepare children for a smooth transition into the school environment**, working in partnership with feeder schools to imbed & build upon children strengths to enable them to continue their development with the minimum disruption and the maximum enjoyment.



To constantly monitor, assess and encourage children's social and educational development needs to ensure each child meets their full potential Send code of practice, EYFS

*To ensure that nursery staff maintain high standards of professional development by accessing high quality training enabling them to meet & exceed the expectations of our families & the nursery itself,*

We aim to be at the forefront of quality pedagogy – we are committed to sharing good practice within the early year's sector, offering peer to peer support & mentoring to other practitioners.

If you have any suggestions on how we can improve the service, we offer please pop a note in our suggestions box located outside the main entrance to the nursery!

We are registered with Ofsted- the statutory body, required to inspect providers of the Early Years Foundation Stage 2012 – inspections will be conducted with one half days' notice (Sept 2015 - in line with schools).

We are required to meet (as a minimum) & exceed the statutory EYFS framework which demands exceptional standards of care & education. Usually, 1 Inspection will be conducted within each inspection cycle, the current one being September 2016. All inspection reports are available on the parent's notice board or on the OFSTED website for parents to read,

The nursery also has regard & is compliant with the Special Educational Needs & Disabilities code of practice Sept 2014

### General Information



### Hours of opening

Play Days Academy is open from 7.15 am to 6.00 p.m. prompt

Should you not require full days our alternative sessions are as follows:-

7.15-8.00 am Early Bird, 8.00am-1 pm Session (morning session 5hours) or 1pm-6.00 pm (afternoon session 5 hours)

Parents are requested to adhere strictly to these times

Late collection fee of £5 will be chargeable for the first five to ten minutes and thereafter £5.00 for every 5 minutes or a maximum additional session charge.

### Security

Play Days Academy has a main entrance with external CCTV & buzzer entry system located in the office, and on each group room entrance

. Only authorised persons will be allowed entry to the nursery, visitors will be met at the door & escorted by a member of staff at all times. Strict security protocol is in place to ensure children are safe always.

The nursery has a comprehensive fire /emergency & security system to warn & enable staff to evacuate children from the building to a place of safety.

Children will be entered onto an attendance register & out of at the end of the day, in accordance with Play Days fire drill procedures, arrival & departure times will be recorded. In the event of a fire your child will be speedily evacuated from the building & their name will be checked against the register ensuring that

all children & staff are safe, well & accounted for. In the event of a fire or evacuation of the nursery, nursery staff will contact you as soon as possible.

**Only named persons as stated on 'Parent admin' (management software) will be permitted to collect children,** if any other person is to collect a child then the parent/carer must telephone the nursery personally to arrange this, we would also advise parents to send a signed letter of consent with the person who is to collect the child, the signature can then be checked against that on the enrolment form. We will request a pre-arranged password for those not mentioned on the contact sheet.

### The staff caring for the children:

Play days Nursery is committed to Safeguarding & Protecting children and has absolute regard to this when recruiting suitable employees

### **All Play Days staff have professionally recognised qualifications...**

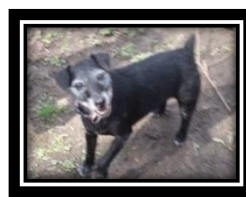
Under the Children's Act all people working with children must undergo extensive clearance checks in line with our Safe Recruitment Policy: suitability/ police (DBS) & personal declarations, employer references.

Additionally, employees are subject to a three-month probationary period. The nursery is equally committed to developing its staff by means of – self appraisals, annual reviews, supervision, peer to peer observational support, training & stringent codes of practice that must be adhered to.

We commit to undertake annual updates to existing information which may have occurred since formal clearance checks were done.

Staff receive an in-depth induction prior to their employment and are made aware of all policies and procedures to be followed.

**Nursery Pets –** Poppy & Flo our nursery dogs. Animals are a wonderful means for children to begin to understand social skills; Empathy, & caring for others that are totally reliant on us for food, warmth & love give the children invaluable opportunities to practice & model our golden rules; Kind hands, Emotion Coaching -how does Poppy feel? etc. Please let nursery know if your child has any allergies, all pets are risk assessed.



### The nursery

The nursery has four spacious indoor Play rooms with a wide range of resources and equipment available for the children to explore.

Toddler & pre-school children will have self-directed access to our outdoor play area: The babies have means to communicate desire to go outdoors; coats, boots, waterproofs placed with children's reach

The Garden provides a sunny area for story telling & outdoor fun.



The garden provides a variety of, sensory, impact resistant and hard surface play areas to encourage motor skills and global development., We believe that outdoor play is an essential part of our play ethos & children gain valuable Learning experiences & understanding of the natural world from experiencing outdoor activities. Children will be introduced to gardening and have the opportunity to plant and grow items throughout the year as well as enhancing independence & learning opportunities.

The nursery is located next to the historic 'Glen Parva Moat Lands' dating back to the 13<sup>th</sup> century / iron age. We cherish the beautiful countryside around us, horses are stabled behind the nursery; Ted, Armani, Sapphy, Spanner & friends graze next to the nursery garden, cats, dogs & a family of geese share our habitat.....idyllic peace & quiet prevails (until we come out to play that is!). The fields surrounding the nursery, (no roads to negotiate) provide a natural class room; horses, cows, 'The Ford' (wooden bridge over a stream / river), 'Alison's Meadow'. 'Guthlaxton trail', the canal bank & the 'old cemetery' provide hours of play & exploration of nature! Welly's & waterproofs are an essential dress code of the nursery- rain & errant weather are no deterrent to the Academies 'Nature Detectives'. Children at **Play Days** are encouraged to develop at their own pace and will be given consistent care and attention from qualified and experienced staff.



| Time                        | Daily Routine                                                                                                                                                                                                         |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.00                        | Staff arrive for shift and prepare for the day ahead & complete room checks.                                                                                                                                          |
| 7.15 early staff start work | Early Bird Children arrive and hang up their possessions on their peg / box, parents inform the key person in the room of any information regarding their child.<br>Staff begin to welcome children in to the nursery |
| 7.30-8.00                   | Breakfast is provided to those children who would like to join us. Children help to set up a variety of cereals and toast.                                                                                            |
| 8.00-9.00                   | Free play, staff interact with the children and children greet their friends and settle in to the nursery. Children mix with older and younger siblings and peers.                                                    |
| 9.00-9.15                   | Children accompany their key persons to their home room, Good morning & register begin- sing to all children, name tags, weather boards & I am here boards-carpet time, monitor duties                                |
| 9.45-10.00                  | Children begin their planned, child initiated and adult focused activities using a range of resources and equipment both indoors and outdoors.                                                                        |
| 10.00-11.15                 | Children continue to explore the various activities and the snack bar is open for refreshments.                                                                                                                       |
| 11.15 – 11.30               | Children are encouraged to tidy away the activities and prepare for circle time; this may be a story, show and tell or another activity as part of a larger group. Assisted teeth brushing commences                  |

|             |                                                                                                                                                                                                                     |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11.30-1.45  | Selected children assist a member of staff in setting the table for lunch                                                                                                                                           |
| 11.45 -1.00 | Children enjoy a sociable, healthy meal together with the staff, after lunch children brush their teeth and engage in quiet/rest time.                                                                              |
| 1.00 –1.15  | Good afternoon & register begin- sing to all children, name tags, weather boards & I am here boards-carpet time, monitor duties                                                                                     |
| 1.15-2.00   | Children begin their planned, child initiated and adult focused activities using a range of resources and equipment both indoors and outdoors.                                                                      |
| 2.00 –3.15  | Children continue to explore the various activities and the snack bar is open for refreshments.                                                                                                                     |
| 3.15-3.30   | Children are encouraged to tidy away the activities and prepare for circle time; this may be a story, show and tell or another activity as part of a larger group.                                                  |
| 3.45-4.15   | Children enjoy a sociable, healthy tea together with the staff and the children who have returned from school.                                                                                                      |
| 4.15-5.15   | Children's choice. Family groups. , staff interact with the children and children say goodbye to their friends and prepare for home. Children mix with older and younger siblings and peers.                        |
| 5.15-6      | Children continue to play with the activities and assist in preparing for the next day's activities, children greet their parents and key persons' exchange information regarding the child's day with the parents. |
|             | Home time –children may require a light tea when they arrive home. As nursery tea is at 3.45 and is not regarded as a main meal.                                                                                    |

- Only water and milk are offered throughout the day as well as snack & Meal times. Diluted fruit juice will be offered with lunch to aid vitamin absorption
  - Children are taken to the toilet/potty dependent on their personal need (we do not have toilet times)
    - Nappies are changed as required throughout the day
- Children sleep dependant on their individual needs – sleep pods are available in the baby room to enable independence & self-regulation – take naps, wake up when they need to!



### How we play together

At **Play Days Academy** we work within the “The Early Years Foundation Stage”. (Revised Sept 2014)

The early year's foundation stage is a revised statutory framework which every practitioner in our setting working with children from birth to five must adhere to. The document contains essential advice and guidance, including the 4 themes (see below) & detailed information on the Characteristics of effective learnings & the prime & specific areas of learning – we are inspected by OFSTED under the “Statutory Inspection Framework” (due for update Sept 2015)

#### **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.

We offer a holistic approach to the EYFS incorporating the following Themes and principles;

The EYFS aims to provide:

- Quality and consistency in all early years' settings, so that every child makes good progress and no child gets left behind.
  - Partnership working between practitioners and with parents and/or carer's.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

We also have regard to the "Every child matters outcomes for children", "NEXT STEPS"- (specific to Leicester city) supporting children with additional needs & disabilities send code of practice 2014, "Starting with the child" (specific to Leicester city)"Development matters" (DfE Sept 2012)"What to expect when – a guide to your children's development in the EYFS" ( Just 4 children), "SEND Code of practice 2014", PREVENT- anti-radicalisation protocol, "Competency Framework – LCSCB" April 2014 & the revised "Working together to safeguard children" March 2013;

- being healthy;
- staying safe;
- enjoying and achieving;
- making a positive contribution;
- Economic well-being.

All activities on offer are enjoyable, exciting and contain child initiated/spontaneous play (resources are provided based around children's interest as identified / observed at home & nursery), children over the age of 3 (rising 3's) will also have adult supported / initiated opportunities which are **again based around individual interests, needs & progress through the EYFS / next steps,**

During the earliest years the activities are based around the children's first experiences of the world, with much value being placed upon everyday care routines, developing secure attachments /relationships with individual key staff, as well as stimulating their development through a range of sensory and physical experiences & positive interactions to support early language & communication

As the children develop and progress, they become more independent. Staff facilitate this by providing carefully thought out play / learning opportunities to meet the child's current skill level / ability & scaffolding learning to provide challenge towards next steps thereby enabling them to progress towards the Early Learning Goals aged 5.

All children are allocated a **key person** who is responsible for ensuring that the **child's needs are met and the child's next steps are planned based on what the child can already do.** This person will be the '**special person (first point of contact) for you and your child, we always work in partnership with parents.**

The key person will plan activities specific for each child which promote a progression through the EYFS

### Planning for the early year's foundation stage.

planning will be for a week/a term or a specific day and will show how we will support each child's learning and development, **planning will take into account the children's interests and their current stage of development, some planning may be subject to change or adaption to give scope for spontaneous activities which cannot be predicted, for example sledging in the snow or observing cobwebs on a frosty day!**

All planning follows the same cyclical pattern – **OBSERVE, PLAN, DO & REVIEW** thus enabling provision of individually planned play & learning; **we use what we have observed / learned about the children to plan for the next steps in their learning.**

At Play Days Nursery & Academy the following system is used;

The short term plan takes into account each individual **child's current interests** and **stages of development** and **reflects how the child learns best (the characteristics of effective learning)**, activities for over 3's have a planned learning objective and the child is observed throughout the activity and their progress is recorded. Activities could be adult led or child initiated, the key person will move into the Childs play and encourage/scaffold a valuable learning experience.

**Each child has their own learning journey** which incorporates the Childs individual short-term plan; possible lines of development (plod for short), parents are asked / encouraged to contribute to these & **are always available for parents & children to view.**

There are seven areas of learning and development in the EYFS, all areas of learning and development are important and inter connected. Three **3 “prime areas”** are **particularly crucial for igniting children's; curiosity joy & enthusiasm for learning, their capacity to learn, form relationships and thrive, they underpin all future learning** & are our focus for children aged 0-3 / with additional needs. They are:

- 1. Communication and language**
- 2. Physical development**
- 3. Personal and social development**

Children aged 3-5 (rising 3's) will move onto **four 4 “specific areas” of learning** that lead on from the prime areas & transition into school (Key stage 1) & are:

- 4. Literacy**
- 5. Mathematics**
- 6. Understanding of the world**
- 7. Expressive arts and design**

An overview of the prime & specific areas of learning follows:

#### **Communication and language:**

Giving children opportunities to experience a language & communication rich environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.



#### **Physical development:**

Providing opportunity for young children to be active and interactive; to develop their coordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.



### Personal, social and emotional development:

Children will develop a positive sense of themselves, and others, to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behavior in groups and to have confidence in their own abilities.



### Literacy:

Children will have opportunity to link sounds and letters (phonics) and begin to read and write following 'Letters & sounds' teaching strategies. Children will be given access to a wide range of reading material (books, poems, and other written material) to ignite their interest & generate enjoyment.



### Mathematics:

Children will have with opportunity to develop and improve their skills in; counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.



### Understanding the world;

Enabling children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.



### Expressive arts and design:

Enabling children to explore and play with a wide range of media and materials, providing opportunities and encouragement for; sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design technology.

Staff within play rooms devise weekly plans /guides/mind map of activities; all children will have the



opportunity to explore/contribute to.

Children's interests may override the written plan & so they are subject to change; keeping children at optimum levels of "Well-being & Involvement" (we use Leavens scale to assess children's well-being & involvement) Spontaneity is exciting and facilitates valuable learning opportunities, staff continue to encourage and monitor children's progress linking observations & output to the EYFS.

We have a range of exciting play equipment / resources for indoor & outdoor use, most of which is available as "self-select"- self-directed play is often the most valuable & children are encouraged to develop "Schematic play.



**Schemas** are "patterns of play" that children exhibit when they are exploring the world and trying to find out how things work. Children may try out the same action on a variety of different objects or a wide variety of actions on one object. They come up with their own theories about how things work

- **"Enveloping-** covering or surrounding oneself, an object or space" – dens, tunnels, dressing up-shoes, clothes, hats, painting a picture then painting over it again, wrapping things up.
- **Trajectory** - "Moving in or representing straight lines, arcs or curves" - lining objects, running back and forth/jumping up and down, carrying sticks, playing with swords, throwing/dropping objects
- **Enclosing** - oneself, an object or space - draw or paint shapes that have a beginning and an end point that meet, for example a circle, wearing belts, bracelets/rings, building enclosures with Lego, or blocks and putting objects inside the enclosure
- **"Transporting**-Carrying objects or being carried from one place to another" -carrying a bag from one place to another with objects inside it, pushing/ pulling a buggy with objects (not necessarily a doll, which might indicate role play) from one place to another, carrying volumes of water or sand from one place to another
- **"Rotational** -turning, twisting or rolling oneself or objects in the environment around" -fascinated by turning the tap on and off, moving around turning knobs on cooker and microwave, spinning wheels on toy cars
- **"Going through a boundary"**- Causing oneself or material or an object to go through a boundary and emerge at the other side." - putting objects through a tunnel (the train set), crashing cars through walls they have built, crawling through tunnels, using a garlic / play dough press and watching the material they have put into it come out of the other side
- **Containment** - Putting materials inside an object which is capable of containment- filling different sized containers with different materials, i.e. sand, water, solid objects, containing themselves, by climbing into boxes and cupboards etc. Later concepts: volume and capacity

Schemas operate at different levels:

**Sensory motor level** – *Through bodily senses, actions and movement*

**Symbolic level** – *By making objects stand for something else*

**Functional dependency level** – Having the knowledge that if you do something then something else will happen as a result of that.

Staff challenge the children through their play encouraging them to assess & take risks, learning from their own experiences.

Parents can access further information regarding the revised Early year's foundation stage via the following web site-

[www.foundationyears.org.uk/early-years-foundation-stage-2012/](http://www.foundationyears.org.uk/early-years-foundation-stage-2012/)

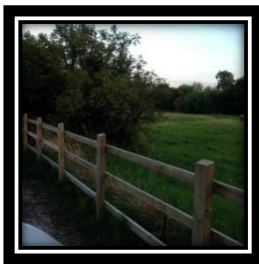
**Please do not bring your child to nursery in their best clothes;** *we cannot be held responsible for clothing which may become stained or damaged during play. Staff will happily change children into older / messy play clothing, please make a member of staff aware if your child has alternative clothing to wear during the session.*

**The play rooms are;** bright, cheerful, warm and child friendly. Each has a combination of soft and hard surface for creative play.

***Our pre-school room has direct access to its own garden space,*** the outside area has a mixture of grass and hard play surface. Children can access the garden areas throughout most of the day, whatever the weather. Promoting exciting learning experiences inside and out. The gardens are set up each day before the children arrive at nursery or alongside the children.

The nursery room garden provides shady areas and also has a variety of plants for the children to look after and lots of space to burn their energy.

The garden provides a large play area, stepping tyres and planters for the children to grow and look after their own plants.



**Play Day's supports and promotes the uniqueness of each child & their family;** knowing they will learn and develop at different rates and in different ways. Play is a central part of any happy childhood and essential to learning and development, we aim to provide a happy, secure and caring environment in which children develop skills, gain knowledge and acquire positive attitudes to learning.



### **Outings**

In order to introduce different experiences and environments children may occasionally, with parental consent, be taken out for visits to parks, shops, zoos etc. using either public or private transport. Parents may be called on to contribute to the cost of such visits. Prior notice will always be given of any costs.

**During visits away from the nursery Play Days will ensure that there will be adequate /higher child to staff ratio's...**

Nursery staff may with completion of the permission form by the legal guardian take children for walks in the local area. Permission is requested on the enrolment form for such trips.

Any trips involving transportation of the children by means other than walking will always be notifiable to parents. Prior to trips taking place a risk assessment will be undertaken to ensure the safety of the children at all times.

### Staff ratios

We comply strictly with the OFSTED regulations

|                          |                                |
|--------------------------|--------------------------------|
| Children under 2 years - | 1 member of staff / 3 children |
| Children 2 - 3 years-    | 1 member of staff / 4 children |
| Children 3 - 8 years-    | 1 member of staff / 8 children |



### Food and drink

At Play Days Nursery & Academy we regard snack and meals times as an important part of the nursery's day. Eating represents a social time for the children and adults. It helps children to learn about healthy eating and table manners.

At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs. We aim to meet the full requirements of Ofsted guidance.

**Before a child starts to attend the nursery, we find out from parents their child's dietary needs, including any allergies.**

- We record information about each child's dietary needs in their registration record and parents sign the record to signify that it is correct.
- Parents are required to ensure that our records of the children's dietary need and allergies are up to date and sign the up-dated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all staff, students and volunteers are fully informed.
- We implement systems to ensure that children receive only food and drink which is consistent with their dietary needs and their parent's wishes.
- We plan the menus in advance, trying out new foods where we can and taking note of which foods the children enjoy.
- We display the menus of meals and snack for the information of the parents.
- We provide nutritious food at all meals and snacks, avoiding large quantities of fat, sugar, salt, artificial additives, preservatives and colourings
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans and about food allergies. We take account of this information in the provision of food and drinks.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children develop independence through making choices, serving food and drink and feeding themselves.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- For children who drink milk, we provide whole and semi skimmed pasteurised milk.
- All staff members who prepare food for the children all have completed a food hygiene course and their certificates are displayed in the kitchen.



## Parental involvement

At Play Days we believe that parents are a child's first educators. We will therefore consult and discuss with parents regarding all aspects of a child's development and general care and well-being.

We see our relationship with parents as a partnership and believe that we should work together to ensure your child receives the best possible start in life. We promote. Every child a talker ECAT'-stepped approach to parental engagement & work actively to excel in our relationships with parents, Male & female parents are equally valued in our setting, for those experiencing relationship breakdown please see our separated

## family's policy

We operate an open-door policy and parents are positively encouraged to come in and talk to staff or merely to see how the nursery operates & play with their children. Parents are always welcome.

Nursery staff will provide a daily report to parents regarding the nursery day. This may be verbal or written This daily report will state the number and length of naps, amount of food eaten, number and details of nappy changes, activities to do at home and other essential information.

Parents are invited and encouraged to speak with their child's key person at any time and appointments can be made at your request for time with your child's key person to discuss your child's progress or any other issues.

**Tapestry** - All children attending Play Days have a personal on-line Learning Journey. The system is called Tapestry and is used in many schools, nurseries and pre-schools. Tapestry allows us to record photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of your child's experiences during their time with us, it also allows us to plan next steps for your child more robustly.

You will have secure access (via email address and password) to your child's Learning Journey and, in addition to viewing our contributions, we encourage you to add to it by uploading photos and comments, or commenting on observations made by us. Parents can only see their own child's information and are unable to log in to view other children's Learning Journals. You can access your child's journal on computer, mobile phone or tablet and will be given information about access and a password when your child starts.

This learning file will be used to reflect your child's time at our nursery, It will include observations of your child at play, photographs and other information. The file will therefore capture your child's own personal story, based on their own individual starting point, interests and experiences. We hope that you will also be able to contribute information to this file; perhaps by including some information and photographs which show what your child enjoys doing at home. This information will help us to ensure that the care, learning and development opportunities we offer your child compliment those you already offer.

**Nursery in a Box Management Software** -As a pioneering and innovative childcare provider we have been working hard behind the scenes on our admin system and would like to introduce **ParentAdmin.com** to you. This system will provide many advantages to you in one secure and convenient place online.

#### **View & Download**

- ✓ Your Invoice History
- ✓ Your Payment History
- ✓ Your Outstanding Balance
- ✓ Your Voucher Payments
- ✓ Your Booking Pattern

#### **Update & Confirm**

- ✓ Collection Passwords
- ✓ Emergency Contacts
- ✓ Medical Records
- ✓ Personal Information
- ✓ Permissions & Consents

#### **Safeguarding children**

Play days nursery and all staff working within the nursery will create an environment in which **every child** is safe from harm; any suspicion will be promptly and appropriately responded to. . (Children are persons under the age of 18.).

**Play Days Nursery / Academy and our staff are duty bound to follow guidance and procedures in line with the local safeguarding children board.**

The policy of building up trust and supportive relationships between families and staff will be maintained when dealing with these sensitive issues, and confidentiality will be maintained all times.

**In order to achieve this, we will: Exclude known abusers.** It will be made clear to applicants for posts within the Nursery that the position is exempt from the provisions of the Rehabilitation of Offenders Act 1974.

All applicants for work within the Nursery, whether voluntary or paid, will be interviewed before an appointment is made and will be asked to provide satisfactory references which request information regarding the applicant's suitability to work with young children. All staff and volunteers will be subject to an enhanced criminal records disclosure which will be renewed every 3 years to ensure the safety of your children. We follow the revised and enhanced checking guidelines 2012 when completing staff/volunteer DBS disclosures.

#### **All staff are responsible for safeguarding children.**

**It is our duty under the children's act to respond appropriately to suspicions of abuse. Changes in children's behaviour/ appearance or a disclosure made by the child will be recorded and referred to the appropriate agency. Staff will be in full consultation with parents unless it is felt that this may compromise the Childs safety/wellbeing.**

Whenever concerning changes are observed in a child's behaviour, wellbeing, physical condition or appearance, a specific and confidential record will be set up.

We will ensure **wherever possible and appropriate** that we will discuss our concerns in the first instance with the parents although concerns may also be referred, as appropriate, directly to the children and young people's services.

All such suspicions and investigations will be kept confidential, shared only with those that need to know.

It is the responsibility of staff to monitor and report to the relevant agencies any concern regarding a child's welfare, our priority is to safeguard the children.

We have a comprehensive safeguarding children policy which includes further information and explains the procedure the nursery will follow in the event of an allegation made against a member of staff. Please take time to view our policy which is always available on the parent notice board, copies are also available to take away.

**Equal Opportunities** We operate a comprehensive equal opportunities policy to ensure that all our - employees, children, parents, job applicants, students, visitors and volunteers are treated individually, in accordance with all relevant legislation, including:

- Disability Discrimination Act 200
- Race Relations Act 1976
- Sex Discrimination Act 1986
- Children Act 1989
- SEND code of practice 2014

Equality at Play Days encompasses personal and individual aspects of our lives – race, cultural, ethnic, or national origins, social class, religion, gender, sexual orientation, marital status, age, disability or special need.

We believe that the nursery's activities should be open to all children and families, and to all adults committed to their education and care. We aim to ensure that all who wish to work in, or volunteer to help with, our nursery have an equal chance to do so.

At Play Days we value and respect all ethnic origins, cultures and languages.

Each child is valued as an individual, without racial or gender stereotyping.

We endeavour to provide access and facilities for children with special educational needs.

All play equipment is selected to show positive images of all races, cultures and disabilities and to avoid racial or sexist stereotyping.

Our good practice enables children to develop positive attitudes to differences in race, culture, language and gender.

**Children & families speaking English as an additional language** – communication is supported throughout the nursery & parents are asked to share information relating to other languages spoken at home. Children feel safe & secure when they are able to communicate their needs; we use multilingual 'board maker' signs to offer visual prompts to children & adults who may have difficulties reading or speaking



## **Inclusion**

**Play Days is proactive in integrating children with Special Education Needs & Disabilities (SEND 2014) where our nursery can effectively meet the needs of individual children. The nursery staff have regard to the Special Education Needs Disabilities (SEND 2014) code of practice and will if and when necessary call upon the help of outside specialists.**

At Play Days we welcome children with Special Education Needs as part of our community and we will ensure that all children have an equal opportunity to engage in the curriculum.

The importance of early identification and assessment of children with Special Education Needs is particularly important in the area of early year's education. We at play days will develop practices and

procedures, which will aim to ensure that all children with a Special Educational need are identified and assessed and the curriculum will be differentiated to meet their individual needs.

Staff constantly monitor and plan to provide activities which encourage your child's next step, Keyworkers working closely with may recognise from a child's progress tracker that a child is not progressing well in a particular area, there may be some delay in developmental progression, if this is the case staff will speak to parents and devise an individual education plan which will target activities specifically to encourage development in a particular area, we will with parental partnership involve outside agencies / professionals ensuring that your child is able to receive the specialist support to meet their full potential, At Play Day's we believe the earlier that support is provided the better start your child has.

### Absence/illness

Our illness policy at Play days has been prepared to ensure that the emotional and physical wellbeing of the children comes first. We use 'The guidelines for infection control in schools and nurseries' and 'NHS Direct on line' for advice.

No child should attend the nursery whilst suffering from one of the communicable diseases. They are required to be excluded for the minimum periods recommended.

The nursery staff will be following these recommendations:

- Coughs and colds do not normally require the child to be excluded but this depends on the severity and how the child is able to cope with the nursery routine.
- A child who is, or who appears too unwell for nursery may be refused admission.
- Should a child become ill whilst at nursery, the room supervisor will contact the parents to arrange for the child to be collected from nursery.
- A child who vomits or has diarrhea whilst at nursery is to be collected immediately and kept away for a minimum of 24 hours following the last bout of vomiting or diarrhea. (48-hour exclusion is recommended for children if an outbreak occurs affecting 3 or more children within the nursery).
- Parents will always be contacted and informed if their child has a high temperature of 101f / 38c or above.

To prevent the spread of conjunctivitis, suspected cases will be reported immediately to parents who will be requested to take their child from nursery to be seen by a doctor.

We suggest that children who need to see their doctor for treatment should be excluded from nursery until the conjunctivitis shows definite signs of improvement (usually 24-48 hours after treatment has started).

- Children suffering from Chicken pox need to absent from nursery for a minimum of 6 days from when the rash first appears. After this period, if all the spots have dried and scabbed over, the child can return to nursery.
- Parents will be contacted if their child develops a rash or suspected thrush. This will need to be checked out by the doctor and their advice should be followed.
- If your child has not been their normal self at home but is not showing signs of illness when brought to nursery, please mention it to staff and let them know how best to contact you.
- Should the nursery manager or deputy consider the illness / situation to warrant immediate medical attention, the emergency services will be contacted to take your child directly to the hospital and the parent / guardian notified accordingly.
- As defined in our medication policy, staff can only administer medication which is prescribed by a GP. Medication will be stored in our lockable Medication Cabinet & will be administered by a staff member & counter signed by a second member of staff to ensure correct type & dosage is given.
- If after visiting your G.P your child is prescribed anti-biotic, the nursery cannot accept your child back into nursery for 24 hours after the first dose of medication is given. This ensures that the anti-biotic

is in the child's system without trace of allergic reaction & reduces the risk of infection to children & staff at the nursery.

- Staff are not permitted to administer paracetamol or ibuprofen-based medicine except in an emergency, if Calpol is administered parents will be required to collect their child. This is to ensure that staff do not mask the symptoms of more serious illnesses such as meningitis. Children receiving regular doses of Calpol are usually too ill to attend nursery and may be infectious to other children.

If your child is absent you must inform the nursery either by telephoning or by calling in. Regrettably full fees are payable as the high cost of overheads and staffing must still be met.

**Parents must ensure that they or a nominated person is contactable at all times whilst your child is attending the nursery**

**Behaviour management** -Our nursery believes that children flourish best when they know how they are expected to behave and are free to play and learn without fear of being hurt or unfairly restricted by anyone else.

Play days aim to provide an environment in which there is positive, nurturing behaviour and where children learn to respect themselves, other people and their environment. Our 'Golden Rules' support children to understand that positive behaviours will attract praise & that aggressive behaviours are not acceptable. Children need to have set boundaries of behaviour for their own safety and the safety of their peers. We aim to set these boundaries in ways that help children to develop a sense of the significance of their own behaviour, both on their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to minimum. Praise and encouragement are a



significant part of motivating good behaviour. We wholeheartedly support The Children Act guidelines on behaviour must take account of the age and stage of the development of the child, be given at the time, be relevant to the action or actions and be fair.

**Corporal punishment (slapping, smacking or shaking) and emotional chastisement (humiliation of children) never have been and never will be acceptable practices at play days Nursery. They will not be used at any time; it may however prove necessary in an emergency to take physical action of a restraining nature to prevent personal injury or serious injury or serious damage to property.**

We use the **"123 magic" technique** to discourage negative **"Stop Behaviours"** whilst placing emphasis on positive **"Start behaviours"** i.e **"Good waiting"**, **"Good listening"**. When necessary (a child has reached 3) we will use time out 'Thinking Time'; 1 minute for every year of the child's life. Re-directing attention, giving alternative, identifying & praising the good choices of others and others. At all times we will assist children in dealing with emotion positively, discussing emotions & use of positive visual reinforcement.

**All significant incidents and sanctions will be recorded** with details relating to **"ABC"** -**A**ntecedents (provocation), **B**ehaviour (hitting, biting, inappropriate / unacceptable language, where, when & how) & **C**onclusions (time out, withdrawal from the group or activity, etc ) **parent/carer's will be asked to sign the form & agree to work in partnership with the nursery, consistency is key to swift, effective resolution.** Confidentiality is of paramount importance; parents will not be told the name of any child involved in

incidents but rest assured we always involve parents from the outset in redressing “Stop & challenging behaviours”

**Incidents of bullying are taken seriously & are totally unacceptable;** full liaison with parents/carers & children will ensue, usually by pre-arranged meeting between parents, children & the nursery manager / senco to resolve the situation. We will work with the children to help identify triggers & any patterns of behaviour at home & nursery.

We will record and monitor the behaviour of those concerned and provide closer supervision & support in affective emotion management. The nursery has rigorous policies & procedures around behaviour management, when necessary & with full consent of parents we may seek advice & support from external agencies, such as the SNTS (Special needs & disabilities teaching service) CBII (child behaviour intervention initiative) and family support services.

### Complaints procedure

#### **Aim**

We aim to bring all concerns about the running of our Nursery to a satisfactory conclusion for all of the parties involved.

#### How to complain

##### Stage 1

Any parent who is concerned about an aspect of the Nursery provision discusses his/her worries or anxieties with:

- a) The child's Key Worker or Room Leader
- b) The Senior Officer on duty
- c) Deputy Childcare Manager / Childcare Manager

Any parent who requires a written response to their concerns should request one at this stage.

##### Stage 2

If the parent/carer feels that the matter is not resolved parents will be offered the opportunity to make a formal complaint, playdays nursery will issue a “complaints/concerns form” parents are requested to complete the form with as much information as possible regarding the concern/complaint. The form should be handed to a member of the management team.

##### Stage 3

When a formal complaint form has been received and the complaint/concern has been fully investigated, the Childcare Manager will ensure that the person who made the complaint is informed, in writing, of the outcome within 28 days. Necessary action will be taken to ensure the safeguarding of your child.

##### Stage 4

If the person who made the complaint is not satisfied with the outcome of the complaint, they should contact the Director of Play day's nursery, Imelda Rylatt, who is responsible for matters arising which cannot be resolved by the Childcare Manager.

##### Stage 5

If the complainant still remains unresolved after an internal investigation has taken place, parents/carers are entitled to take their complaint to Ofsted. Contact details for Ofsted are:

OFSTED, NBU  
3<sup>RD</sup> FLOOR,  
ROYAL EXCHANGE  
ST ANNES SQUARE  
MANCHESTER, M2 7LA  
030012346666



## Price List & Funding Allocation October 2025

| Sessions                                            | Times        | Price     |
|-----------------------------------------------------|--------------|-----------|
| Full time- 5 days                                   | 7.45 - 5.45  | £311      |
| Full day                                            | 7.45 - 5.45  | £72       |
| Morning                                             | 7.45 -12.45  | £50       |
| Afternoon                                           | 12.45 - 5.45 | £50       |
| Breakfast club                                      | 7.15 - 7.45  | 4.50      |
| Play Scheme Holiday                                 | 9 - 4        | £40       |
| Holiday Extended hour                               | 4 - 5        | £8        |
|                                                     |              |           |
| <b>Care Package term time:3 full days term time</b> |              |           |
| 30 hours                                            |              | £54.00 pw |
| 15 hours                                            |              | £27.00 pw |
| <b>Care Package Stretched</b>                       |              |           |
| 22.35 hours (30 hr)                                 |              | £40.23 pw |
| 11.17 hours (15 hr)                                 |              | £19.93 pw |
|                                                     |              |           |

### Terms & conditions for funded places:

**30 hours full allocation term time** -minimum 3 full days, 10 hours per day

**15 hours term time**- minimum attendance 1 full day & 1 am, or 3 Am's & Pm's

**30 Hours stretched offer**- minimum 2 full days & 1 Am session

**15 Hours stretched offer**-1 full day & 1am / 3 Am's or Pm

Please be assured of four best intentions to offering high quality & affordability to our families.

Play Days is open throughout the year except for statutory holidays, Good Friday, Easter Monday and we are closed the week between Christmas and New Year these are still payable. Fees are factored over the year (52 weeks) ensuring the daily rates are lower than if they was spread to 51 weeks.

We regret that there can be no charge reduction for holidays, vacations, absence due to illness or closure beyond our control.

Our new payment terms are as follows:

Invoices will be sent in good time for the following month (as is current practice).

Fees are payable in advance, or on the 1st week of the month. A late payment fee of £25 will be applied for payments over 7 days late.

Childcare will not be provided for payments over 14 days late.

We greatly appreciate your business and believe that you will understand the situation and will continue to support us going forward.

### Admissions procedure

A place will be reserved for your child upon receipt of the following:

- a completed enrolment form and subsequent care plan
- a month's /week's fee's in advance
- Your agreement to the terms and conditions stated in the prospectus and payment plan.
- An agreed start dates

If a suitable vacancy is not available or if a place is required at a later start date your child's name will be added to a waiting list and you will be informed as to when a place is available. Vacancies will be offered to the first child on the waiting list to whom it is applicable in respect of age and sessions required.

. **One weeks/one month's fees payable in advance by standing order either on a weekly or monthly basis.**

Once you have confirmed your child's place at nursery we will invite you & your child into nursery to meet your key worker & to complete a **Care Plan**, this will enable you to pass on relevant information about your child which will help nursery staff to care for them with familiarity & conformity with parents' wishes (as far as possible)., we will also discuss with you your child's current development stages. We offer two free induction sessions initially where your child can spend some time in the nursery, alongside the parent, if preferred. staff will assess whether your child requires any further sessions following discussion with the parent.

### Termination of a place

Parents who wish to terminate their child's place must give **one month's written notice**. You will be invited to complete an exit questionnaire.

Should you wish to reserve a place for your child please complete the registration form attached and speak to Mel, Gemma or Leah regarding a start date.

**On behalf of all our staff I would like to extend a very warm welcome to our  
Nursery.**

**I hope you have found this brochure informative please contact the nursery should you  
require any further information.**

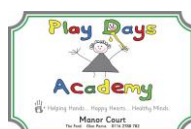
**Phone / fax: 0116 2788782**

**Email: [play.days.academy@outlook.com](mailto:play.days.academy@outlook.com) / [www.playdaysacademy.co.uk](http://www.playdaysacademy.co.uk)**

**Thank you for taking the time to consider our nursery for your child**



## Play Days Academy



### Payment policy