



NURSERY ON THE GREEN

FEES:

£72 per day

MONTHLY

5 days	£1560
4 days	£1248
3 days	£936
2 days (Min. 2 days)	£624

Prices shown are before government funding has been deducted/
(See conditions of payment)

For further details contact:

NURSERY ON THE GREEN

74 Church Green Road
Bletchley
Milton Keynes
MK3 6BY

Tel: 01908 374757

Email: staff@notg.co.uk

Website: www.notg.co.uk



Awarded
"Outstanding!"
By Ofsted

OPENING HOURS AND CONDITIONS OF PAYMENT

Normal operating hours are from 8.00 am to 6.00 pm Five days a week. Outside these times charges will be levied.

The nursery closes only for bank holidays, 5 days at Christmas and 4 at Easter.

Fees are payable **52 weeks** of the year, monthly in advance. A deposit will be required of £100 at reservation of placing. This will be refundable at time of final month payment.

Monthly payments are required to be paid in advance within first week of each month. Should fees become over 14 days in arrears, we reserve the right to withdraw your child's place in nursery.

There is no reduction of fees in respect of absence due to holidays or sickness.

Six weeks written notice to be given if you wish to remove your child or fees to be paid in lieu of notice.



INTRODUCTION

The nursery is small with only 24 places available.

The aims of the nursery are:

To maintain homely surroundings, the children all knowing each other and the staff.

To ensure that they are happy and able to relax, feeling secure in a "homely atmosphere".

To offer activities that are interesting and stimulating, enabling each individual child to gain confidence and develop socially, emotionally, physically and cognitively.



STAFF AND SERVICES

The nursery is run by a Manager and Deputy qualified to foundation degree level. Other members of staff have N.N.E.B. or equivalent qualification. Ofsted and the Criminal Records Bureau (CRB) vet all staff.

All meals are prepared and cooked on the premises. They provide a well-balanced and nutritional diet.

Vegetarian and special diets will be provided on request.



THE PREMISES

The nursery occupies part of a large family home, using all of the ground floor facilities.

There is a large secure garden to the rear providing a wealth of outdoor activities.



NURSERY GROUPS



Babies

Only 6 babies at a time aged from 3 months can be accommodated in our separate baby unit.

Toddlers

At 18 months to 2 years they will be cared for in a separate area providing more space for imaginative play and activities.

2 year olds with parental consultation will be introduced to potty training.

3 to 5 year olds

The older children are encouraged in a more structured way to learn as well as play, leading up to pre schoolwork for rising 5 year olds.



GENERAL CONDITIONS

Nursery staff are willing to care for your child with non-infectious illnesses providing the child is not distressed. However due to the infectious nature of certain common illnesses e.g. diarrhoea or conjunctivitis, please allow at least 48 hours before return.

Parents are encouraged to discuss their child's progress and needs as often as they wish. They will be informed immediately of any problems that may arise, whether they are educational, social, domestic or medical.

If your child is to be collected by a person other than yourself you MUST inform the nursery, in an emergency by telephone, but normally in person.

We ask you to use the car park provided and not block the entrance or road.

PARENTS AS PARTNERS

Good communication is vital between parents and practitioners³ whilst your child is attending the nursery. Your child's key person is your main point of contact within nursery. A key person role is to help your child to become settled and ensure they remain happy and safe. Every child's learning and care is tailored to meet their individual need. Your child's achievements and development will be shared with you regularly and opportunities for discussion on how this learning can be supported at home.

Parental involvement is greatly encouraged, as you know your child best. Observations and learning stories from home are encouraged to be shared to enable your child's learning to be supported in nursery. Information relating to your child's

development is available at any time. Your child's learning will be shared with you. Your child's key person will carry out two-year-old checks. Your input is also important and will be included in the final report. This will identify your child's development across the areas of learning and should be shared with your child's health visitor at their two-year-old check and other professionals with your consent where it has been identified that their input would be beneficial.

USEFUL CONTACTS

OFSTED at: www.ofsted.gov.uk

Foundation years from pregnancy to children age 5
EYFS at: www.early-education.org.uk

Statutory framework for the early year's foundation stage Sept 2021

(Development Matters 2020)

NURSERY ON THE GREEN

CURRICULUM

Birth to 5 year old following the
Early years foundation stage.



Also Entry Procedure

March 24

PROCEDURE FOR ENTERING THE NURSERY

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of knowledge, help and friendship, to be able to share with their parents the new learning experiences enjoyed in the nursery.

In order to accomplish this, we will:

- Encourage parents to visit the nursery with their children during the weeks before an admission is planned
- Introduce flexible admission procedures, if appropriate, to meet the needs of individual parents and children
- Reassure parents whose children seem to be taking a long time settling into the nursery

Children cannot play or learn successfully if they are anxious and unhappy. Our settling in procedures aim to help children to feel comfortable in the nursery, to benefit from what it has to offer, and to be confident that their parents will return at the end of the day.

ANY PROBLEMS

If ever you have any concerns or problems please contact:

Jacque Waller at the nursery, or Ofsted compliant and Enforcement on 0300 123 1231

The welfare, safety and protection of the children are paramount. Where the registered person and staff recognise their responsibilities towards those in their care, they will be aware of their individual roles and understand the procedures they must follow if they suspect abuse or neglect.

The Early Years Foundation Stage (EYFS) is made up of seven areas of learning and development.

PRIME AREAS

Personal, Social and Emotional Development
Physical Development
Communication and Language

SPECIFIC AREAS

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

All areas of learning and development are connected to one another and are equally important. All areas of learning and development are underpinned by the overarching principles of the EYFS.

Each area of learning and development must be implemented through purposeful play and through a mix of adult led and child initiated activities. Practitioners will reflect on observations of the learning and development of all children as individuals to provide effective support to help them flourish.

The three characteristics of effective learning are:
Playing and Exploring - Engagement Active learning -
Motivation Creating and thinking - Critically -
thinking.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and to learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

PHYSICAL DEVELOPMENT

Involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food and oral hygiene.

COMMUNICATION AND LANGUAGE

Development involves giving children opportunities to experience a rich language environment to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

LITERACY

Developments involves encouraging children to link sounds and letters and begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

MATHEMATICS

Involves providing children with opportunities 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

Involves guiding children to make a 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

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

Within the nursery, all children are supported in developing their potential at their own pace. Our key person system enables us to ensure a curriculum tailored to the needs of each individual child. By means of developmentally appropriate play activities and a level of individual adult input. Children should mostly develop the three prime areas first; these are essential for your child's healthy development and future learning.

As children grow, these prime areas help children develop skills in the four specific areas. They learn by playing and exploring, being active, and through creative and critical thinking both indoors and outdoors. We offer a curriculum which leads to nationally approved learning outcomes and prepares children to progress with confidence to the Foundation stage and their " Early Learning Goals" (ELGs)

INCLUSION POLICY

The nursery aims to have regard to the DfEE Code of Practice on the Identification and Assessment of Special Educational Needs, and to provide welcome, and appropriate learning opportunities, for all children.

Children with special needs, like all other children, are admitted to the nursery after consultation between parents and nursery staff.

We work in liaison with staff outside the nursery, including Therapists, Health Visitors, Psychologists, Social Workers and Paediatricians to meet children's specific needs.

Practitioners attend regular training to ensure their knowledge and practice is up to date.