



Prenton Penguins PROSPECTUS

Dear Parents/Carers,

Welcome to Prenton Penguins nursery, located within Prenton Primary School.

This prospectus serves as an introduction to our nursery and provides useful information for you to refer to once your child has joined us.

We have an 'Open Door' policy, meaning you are always welcome to come in and talk to us. We believe in a strong partnership with you, as good communication between home and nursery is in the best interest of your child.

The best way to get a feel for our nursery is to visit us. Meeting our staff and children and experiencing some of our activities firsthand will give you a better idea of what we offer.

We look forward to meeting you.

The Prenton Penguins Team

Prenton Penguins at Prenton Primary School

Northwood Road, Prenton, Wirral, CH43 0SR

Prenton Penguins provides high-quality care and education for children below statutory school age. Our nursery is staffed by fully qualified practitioners and is located within the Prenton Primary School building. Although we are independent of the school, we maintain strong links that facilitate a smooth transition into full-time education for your child. Our continuous integration program during the summer term supports the transition to Foundation 2.

We offer both full-day (8:45 am – 3:45 pm) and part-time nursery education for children aged two and above. You can choose up to five days per week, with flexible options for morning, lunchtime, and afternoon sessions during term time, for 38 weeks per year.

Safety Measures

The safety and well-being of your child are our top priorities. Our nursery is equipped with secure entry systems, and all visitors must sign in and out. We conduct regular safety drills and maintain high standards of cleanliness and hygiene. Our staff are trained in first aid and follow strict protocols to ensure a safe environment for all children.

Prospective parents are warmly invited to visit during a session. We encourage parental involvement and welcome anyone who has a skill or interest they would like to share with the children.

Session Times and Charges

Session Times

- Morning session: 8:45 - 11:45
- Morning session with lunch: 8:45 - 13:00
- Afternoon session with lunch: 11:45 - 15:45
- Afternoon session: 12:45 - 15:45
- All day session: 8:45 - 15:45

Current prices are available on application. Doors open from 15:20 if required. Every effort will be made to provide preferred sessions requested by parents, but this will be subject to our admissions policy.

Children are eligible for 15 hours of funding per week for 38 weeks per year from the term following their third birthday. Some parents may be eligible for 30 hours of funding per week, subject to eligibility. Further information is available from www.childcarechoices.gov.uk. Two-year funding is also available for some children.

If you choose to use the funding at another setting, you will be charged accordingly; additional time allocated will be charged at the current rate. Fees are payable at the beginning of each half term in advance. A late payment charge of £25 will be added if payment is not received within 3 weeks (unless agreed in advance) of receiving your invoice. Please note that in the event of absence and/or the nursery being forced to close due to circumstances beyond our control, fees will not be refunded.

At Prenton Penguins, we require 4 weeks' notice (in line with the terms and conditions) for any child leaving the nursery or reducing the number of sessions they attend. This must be received in writing or by paying 4 weeks' fees in lieu of the notice period. Please note: Nursery holiday periods are not included in the notice period.

Term Dates

Term dates will be provided at the beginning of each academic year.

Staffing

All members of staff are fully vetted in line with our recruitment policy and are required to have a Disclosure and Barring Service (DBS) check. Each member of staff brings their own individual skills, strengths, and experiences. They are encouraged to attend local authority training and cluster meetings and are required to attend regular staff meetings and in-house training to stay up to date with current changes.

Together, the staff form a successful and caring team with your child's safety, educational needs, and general welfare as their top priorities. Your child will be allocated a key person from the nursery team.

All new staff undergo a thorough induction and are suitably qualified and trained to work with young children. Information about all staff can be seen in the entrance area of the setting.

The Key Person Approach

Each member of staff is a key person for a small group of children within the nursery. They are responsible for the children's welfare and for recording individual progress. This relationship enables us to support each child's individual needs and to engage with parents should any queries arise.

Students

Students from local schools, colleges, and universities are encouraged to undertake their work placements with us. This initiative has proved highly successful so far.

Admissions

At Prenton Penguins Nursery, we aim to be genuinely accessible to children and families from all sections of the local community. To achieve this, we will:

- Admit children from the age of 2 years for a minimum of 3 sessions per week, and for a minimum of 4 sessions per week during their preschool year.
- Operate an Equal Opportunities Policy, welcoming any child with additional needs and considering each case individually.
- Require parents/carers to complete Admission forms, medical forms, and Consent forms prior to their child starting at Penguins, and provide emergency contact details. A welcome meeting will be arranged before your child starts at Prenton Penguins.
- Make every effort to accommodate parents' preferred days, session times, and number of sessions required, subject to demand and at the discretion of the Management. Parents/carers will be notified of any changes to the sessions. If families

have recently moved into the area, every effort will be made to accommodate their child.

- Stagger start dates for new starters.
- Require fees to be paid in full at the beginning of each half term. Failure to do so may result in a child losing their place. Anyone experiencing difficulty in paying fees can contact the Supervisor or Management in strict confidence upon receipt of their invoice.
- Require 4 weeks' notice, either in writing or by paying one half term's fees in lieu of written notice, if you reduce the number of sessions your child attends or leave the nursery. Nursery holiday periods are not included in the notice period.
- Require staff to be informed, preferably in writing, if any person other than those previously authorized by you is to collect the child. All adults collecting children must know the PASSWORD and be over the age of 18.
- Ensure that the Supervisor is available to discuss the policies of Prenton Penguins.

Admissions Procedure

We strive to allocate places as requested. The process begins with parents/carers submitting a registration form along with a registration fee of £25.00. Once received, your child will be placed on the waiting list, and you will receive written confirmation. An offer letter will be sent approximately 6 weeks before your child is due to start, notifying you of the sessions allocated and inviting you to an introductory meeting to meet the staff and complete all necessary paperwork.

Should you have any general queries regarding admissions, please do not hesitate to contact us.

Aims and Objectives

Our intention is to:

- Offer young children a welcoming, stimulating, and safe environment to support their healthy development.
- Support children's learning by providing opportunities and experiences for them to explore, be active, and be creative critical thinkers both indoors and outdoors.
- Foster and maintain good relationships with parents and carers.
- Help prepare and ease the transition of children into the final part of the Early Years Foundation Stage at Infant School.
- Be aware of and take into account any special physical, educational, or cultural needs the children may have.
- Offer equal opportunities for every child by following each child's unique needs and interests.
- Help young children communicate confidently with adults and their peers.
- Encourage children to become aware of others by learning to share.
- Encourage children to progress towards the Early Learning Goals as part of the Early Years Foundation Stage (EYFS).
- Promote the Rights of the Child and British Values through the Early Years Foundation Stage.
- Provide an environment where children are encouraged to experiment, investigate, take risks, make mistakes, and have fun.

Children's Development and Learning

The Early Years Foundation Stage

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years, and their experiences between birth and age five have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life (Statutory Framework for the Early Years Foundation Stage – Published March 2021, effective September 2021).

How Will Your Child Learn at Penguins?

At Penguins, your child will learn skills, acquire knowledge, and demonstrate their understanding through seven areas of learning and development. All areas are important and interconnected.

There are three prime areas crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships, and thrive. They are:

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of conversations they have with adults and peers throughout the day in a language-rich environment are crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners build children's language effectively. Reading frequently to children, engaging them actively in stories, non-fiction, rhymes, and poems, and providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Our programme supports children to develop:

- Conversational skills with one other person, in small groups, and in large groups to talk with and 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.
- Their ability to listen to and talk about stories.
- Knowledge of how to handle books and that they can be a source of stories and information.

How Can You Help at Home?

- Talk and listen to your child and show an interest in what they are doing.
- Encourage your child to listen to you and other people.
- Use body language and non-verbal communication to support what you are saying.
- Join in with their play.

Personal, Social, and Emotional Development

Children's personal, social, and emotional development (PSED) is crucial for leading healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set simple goals, have confidence in their abilities, persist and wait for what they want, and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, cooperate, and resolve conflicts peaceably. These attributes provide a secure platform from which children can achieve at school and in later life.

Our programme supports children to develop:

- Confidence in themselves and their ability to do things and valuing their own achievements.
- Their ability to get on, work, and make friendships with other people, both children and adults.
- Their awareness of, and ability to keep to, the rules which help us look after ourselves, other people, and our environment.
- Their ability to dress and undress themselves and look after their personal hygiene needs.
- Their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.
- Positive approaches to learning and finding out about the world around them.

How Can You Help at Home?

- Talk and listen to your child and show an interest in what they are doing.
- Encourage your child to go to the toilet alone and wash their hands.
- Promote friendships and opportunities for turn-taking.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination, and positional awareness through tummy time, crawling, and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination, and agility. Gross motor skills provide the foundation for

developing healthy bodies and social and emotional well-being. Fine motor control and precision help with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts, and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control, and confidence.

Our programme supports children to develop:

- Gross and fine motor skills through experiences that help development throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination, and positional awareness.
- Proficiency, control, and confidence by providing repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts, and the practice of using small tools.
- Their core strength, stability, balance, spatial awareness, coordination, and agility through opportunities for play both indoors and outdoors, with adult support.
- Their understanding of the importance of, and how to look after, their bodies.

How Can You Help at Home?

- Provide opportunities for tummy time, crawling, and play movement with objects and adults.
- Provide opportunities and encourage your child to climb and balance.
- Involve children in preparing food and making healthy choices.

The other four areas are known as the specific areas, through which the prime areas are strengthened and applied. The specific areas are:

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It develops when adults talk with children about the world around them and the books (stories and non-fiction) they read together, and enjoy rhymes, poems, and songs. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech before writing).

Our programme supports children to develop:

- A love of books by helping them understand that pleasure, fun, and joy are associated with books. We create opportunities for them to hear a wide range of songs, poems, and stories to help develop their phonological awareness.
- An understanding of words through a range of activities and by connecting new words to meaningful events.
- An interest in the environment by encouraging them to notice signs, symbols, notices, numbers, rhymes, books, pictures, songs, and poetry.
- Opportunities to 'hear' sounds on walks and make sounds themselves.

Pre-Writing

- Fun and fascination with shapes, marks, letters, and numbers. For example, hiding letters and shapes in foamy water, sharing books, repeating words, phrases, and rhymes, and playing finger games like 'Incy Wincy Spider.'
- Physical strength and control in the core, upper body, hands, and fingers through finger rhymes and fun play activities. Starting with large-scale tools, like using brushes on walls outside, before moving on to using chunky crayons or pencils. To develop finger strength in preparation for writing, we provide activities like manipulating dough, completing puzzles, or threading blocks onto a rope.
- Fine motor skills to grasp, hold, and strengthen fingers and thumbs through activities like scrunching paper and using pick-up tools and big tweezers to pick up plastic shapes.
- Core strength and 'muscle isolation,' a crucial first step towards writing. Activities like reaching across the body to put on socks and shoes help children use their right or left body side without the other side moving at the same time. We also encourage activities like climbing, throwing, and catching.

How Can You Help at Home?

- Foster a love of books. They may just look at a favourite page or picture. When reading to young children, help them 'read the picture back' by letting them grab the book or point to the picture. Encourage them to ask and answer questions. Through regular sharing of books, children will become more interested in books and be able to explain what they are about. Help them guess what happens next. Make the text come alive by using voices, exaggerated facial expressions, and body movements to tell the story.
- Sing songs and rhymes. They may ask for the same ones over and over.
- Draw your child's attention to signs and symbols in the environment, for example, bus stop and supermarket signs.
- Provide a range of mark-making tools, such as chinks indoors and out, paint brushes and water indoors and out.
- Role model writing for a purpose with shopping lists and by leaving messages.
- Play rhyme games and I Spy.

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them, and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding—such as using manipulatives, including small pebbles and tens frames for organising counting—children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. Additionally, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics, including shape, space, and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go,' talk to adults and peers about what they notice, and not be afraid to make mistakes.

Our programme supports children to develop:

- A love of all things mathematical through fun activities.
- Their understanding of counting and shapes by playing finger rhymes.
- Problem-solving skills throughout the day.
- Their understanding of the 3-dimensional world with physical activities, such as squeezing themselves into different types of spaces, like dens, and using spatial words like 'inside', 'up', 'down', and 'below'.
- Their understanding of shapes and how their properties suit the purpose by providing a range of resources such as building blocks, interlocking shapes, shape puzzles, and shape-sorters.
- Knowledge of mathematics through comparisons between objects relating to size, length, weight, and capacity.
- Understanding and ideas about how many, how much, how far, and how big.
- Understanding and ideas about patterns.
- 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.

How Can You Help at Home?

- Encourage sorting pairs of socks, colour groups, etc.
- Help your child recognize shapes in everyday life.
- Use simple mathematical language such as 'bigger than,' 'more than,' etc.
- Take every opportunity to encourage children to count, e.g., stairs, cups, fruit, etc.
- Make the most of the opportunities for maths in all that children do. This means taking advantage of opportunities to use numbers where they naturally arise. Numbers can be found in most situations: indoors, outdoors, and in the community, like on bus stops or street numbers.
- Encourage children to use numbers in many contexts, such as times of the day.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increase their knowledge and sense of the world around them—from visiting parks, libraries, and museums to meeting key members of society such as police officers, nurses, and firefighters. Additionally, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. Enriching and widening children's vocabulary will support later reading comprehension.

Our programme supports children to develop:

- Knowledge about the natural world and how it works.
- Their ability to use and choose the right tool for a task.
- An understanding of technology, how to use it, and what it can help us do.
- Skills on how to put together ideas about past and present and the links between them.

- Learning about their locality/wider community and its unique features.
- Learning about their own and other cultures.

How Can You Help at Home?

- Plan and do activities together.
- Talk and listen to your child and show an interest in what they are doing.
- Answer their questions as fully as you can.
- Introduce new vocabulary.
- Plan and go on visits to museums, parks, libraries, etc.

Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition, and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe.

Our programme supports children to develop:

- The use of paint, materials, music, dance, words, stories, and role-play to express their ideas and feelings.
- Interest in paint, materials, music, dance, words, stories, and role-play to express ideas and feelings.

How Can You Help at Home?

- Encourage your child to use a wide range of writing materials, e.g., crayons, chalks, etc.
- Always show an interest in what they are doing. Listen and understand what children want to create before offering suggestions.
- Provide opportunities and resources for children to be imaginative.

These areas of learning are all interconnected, so any activity you do will support your child in all areas of learning.

Children’s Development and Learning

At all times, we consider the children’s individual needs, interests, and stages of development to plan a challenging and enjoyable experience in all areas of learning and development. Please look out for emails and our notice boards for more information about the activities we are doing at Penguins to support their learning and development.

In planning and guiding children’s activities, we continually reflect on the different ways that children learn and use the following characteristics of effective teaching and learning to support this:

- **Playing and Exploring:** Children investigate and experience things and ‘have a go.’

- **Active Learning:** Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and Thinking Critically:** Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

For more information on the EYFS, please Google "Early Years Foundation Stage (EYFS) statutory framework - GOV.UK" or visit www.foundationyears.org.uk.

Our Approach to Learning and Development and Assessment

Learning Through Play

Play helps young children to learn and develop through doing and talking, which research has shown is how young children learn to think. At Prenton Penguins, we organise our day to ensure that each child is encouraged to take part in a variety of child-chosen and adult-led activities, both indoors and out. These activities consider children's changing energy levels throughout the day, and we cater to each child's individual need for rest and quiet activities.

Assessment

We assess how young children are learning and developing by observing them frequently. We use information gained from observations, conversations with children, as well as photographs or videos, to document their progress and where this may be leading them. All this information is recorded in their personal learning journey. We believe that parents/carers know their children best, and we ask you to contribute to assessment by sharing information about what your children like to do at home and how you are supporting their development.

Under the EYFS, the setting where a child spends most of their time is required to complete a progress check. If Penguins is the setting where your child spends most of their time, at some point after your child turns two, the key person working with your child will give you a written summary of how they are progressing against the three prime areas of learning:

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

This is called the progress check at age 2/integrated review. This check will highlight areas where your child is progressing well or where they might need some extra help or support, and how family members or carers can work with the key person to help. At Penguins, we conduct the progress check with parents/carers and a health practitioner to gather as much information as possible. This is known as integrated working and allows health and education professionals to identify strengths as well as any developmental delays and any particular support from which the child/family might benefit. We will always ask for the consent of parents and/or carers to share information directly with other relevant professionals.

Achieving Positive Behaviour

At Penguins, we believe that children flourish best when their personal, social, and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Children need to learn to consider the views and feelings, needs, and rights of others and the impact that their behaviour has on people, places, and objects. This is a developmental

task that requires support, encouragement, teaching, and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social, and emotional development.

Strategies with Children Who Engage in Inconsiderate Behaviour

- We require all staff, volunteers, and students to use positive strategies for managing any inconsiderate behaviour by helping children find solutions in ways that are appropriate for their ages and stages of development. Such solutions might include, for example, acknowledgment of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence, and feelings of competence.
- We support each child in developing a sense of belonging in our group so that they feel valued and welcome.
- When children behave in inconsiderate ways, we help them understand the outcomes of their actions and support them in learning how to cope more appropriately.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded. The child's parent is informed on the same day.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Staff are always happy to discuss any of the above; our aim is to provide a partnership with parents/carers.

Equal Opportunities

Promoting Equality and Anti-Discriminatory Practice

At Prenton Penguins Nursery, we actively promote equality of opportunity and anti-discriminatory practices to ensure all children are included and supported. We acknowledge, promote, and respect diversity in the immediate and wider society and aim to welcome and include all children from our local community in accordance with relevant legislation.

We achieve this by:

- Encouraging and developing positive attitudes in the nursery, such as rewarding good behaviour.
- Promoting self-esteem.
- Challenging inappropriate practices and attitudes.

Should any discrimination occur, the supervisor/manager will be notified immediately, and the management will take the necessary action to resolve the matter.

Anti-Discriminatory Good Practice

We promote this by:

- Making children feel valued and good about themselves.
- Ensuring all children are included.
- Enabling children to share their experiences with each other and with staff.
- Displaying a wide range of positive images and objects to reflect non-stereotypical roles, racial, cultural, and religious diversity, and disability.
- Using resources that reflect diversity, such as books, dolls, role play, and equipment.
- Providing activities to help children appreciate and value each other's similarities and differences.
- Treating children with individual and equal concern, such as finding out about family customs and beliefs, dietary requirements, dress code, hair and skin care, and help required with toilet and washing routines.
- Promoting personal, social, and emotional development and understanding of the world.

Information from Parents

We will make time to discuss matters relating to culture, special educational needs and disabilities (SEND), children and families for whom English is an additional language (EAL), and families with religious beliefs. We will record the details of the matters discussed, taking a sensitive approach and involving other agencies for advice or assistance. We will seek the help of an interpreter when required, especially if parents cannot communicate in English.

At Prenton Penguins, we operate a Key Person approach (see staffing).

Special Educational Needs

Philosophy

We follow the Special Educational Needs and Disability Code of Practice (SEND), last updated on April 30, 2020, with an Early Years toolkit added from September 2022. We aim to provide all children with a broad and balanced learning environment that is committed to the integration of children with additional needs. Our vision is to provide a stimulating learning environment where children can reach their potential within a safe, secure, welcoming, caring, and fun environment.

We have a designated Special Educational Needs Co-ordinator (SENCO) – Dianne Frodsham. Our philosophy will be updated as required by any changes in legislation.

Confidentiality

Any information regarding the children in our care or their families will be treated as strictly confidential. If a parent/carer passes on any information in confidence to the Supervisor/Manager or a senior member of staff, it will not be shared with other members of staff without permission. Parents will have access to any records kept of their own child but will not have access to information regarding any other child. For a full copy of our Confidentiality Policy, contact the setting.

Health and Safety

Prenton Penguins promotes a high standard of health and safety, which includes:

- A safe and clean environment.
- Supervision of children by qualified members of staff.
- Staff who hold a First Aid Certificate.
- A first aid box kept in accordance with health and safety requirements.
- Regular fire drills.
- Regular checking of equipment, especially electrical items. Any damaged items are repaired or discarded.
- Security of a lockable exterior door.
- Children will only be entrusted into the care of their usual parent/carer unless authorization to the contrary is given to staff in advance. All adults collecting children must know the PASSWORD.
- Any child who is taken ill during a session will be looked after until the parent/carer can be contacted and arrangements made for their departure home.
- Smoking is not allowed anywhere on the premises.
- Hot drinks are never prepared or consumed in the presence of children.
- We will endeavour to keep exposure to the sun during hot weather to a minimum.

As Parents/Carers, It Is Important That You:

- Inform staff if your child becomes ill with a contagious illness and keep your child home until they are no longer infectious.
- Keep us informed of all absences.
- Keep us informed of your child's medical needs and complete a Health Care Plan together with the supervisor for administering medicines if necessary.
- Ensure any person collecting your child from nursery is over 18 years old, listed on the form 'Persons who will collect your child', and makes themselves known to the staff. Notify staff of any changes. All adults collecting children must know the PASSWORD.
- Ensure written consent has been provided before your child is taken off the premises, e.g., when going on trips and outings.
- Ensure your child wears loose, cool clothing, a sun hat, and, if required, sunglasses. Apply sun cream prior to attending nursery.

We have comprehensive Health and Safety Policies in place, copies of which are available from the setting.

Information for Parents

- All policies are available for you to view in our operational plan, which is kept in the entrance area.
- Inform the nursery of any changes to information held on file, such as contact details and medical updates.
- If your child is going to be picked up by someone other than the designated person, inform a member of staff at the beginning of the session, and the password will be required. Unless informed, your child will not be allowed to leave with anyone other than the regular collector.

- Parents/Carers assume responsibility and supervision for their children at the point of collection from their appropriate classroom at the end of the session. At peak times, the entrance area can be very busy, so please take care to ensure their safety.
- Inform the nursery of any absences before the beginning of a session.
- Adhere to session times, as it can be distressing and unsettling for the child (especially if they are collected late). In cases of emergency, contact the setting directly to explain the situation.
- Inform us of any medical reasons if your child has any food allergies, which may be aggravated by specific food items. To encourage independence, we ask that children bring a healthy snack of fruit or vegetables in a labelled container, to be placed in their basket when they arrive. Please do not include nuts or seeds due to the risk of allergies. Milk and water are available for the children, as well as healthy snacks when required.
- Use the main entrance to the nursery school when bringing your child to the nursery and picking them up.
- Parking on the school grounds is not permitted at any time.
- Ensure your child wears loose, cool clothing and a hat. If required, your child can wear sunglasses. We are unable to apply sun cream during the session and recommend that parents apply a product that will last all day before their session begins.

Clothing

- All clothes, including shoes, worn by your child should be comfortable with fastenings that your child can do or undo easily. Please bear in mind that although aprons are worn during many practical activities, clothes may become accidentally marked by paint, glue, etc.
- Please mark ALL coats, jumpers, cardigans, snack and lunch boxes, etc., with your child's name.
- Prenton Penguins uniform is available with the Penguins logo and can be ordered and purchased from the nursery.
- We request that you do not bring any changes of clothes, wellingtons, or indoor shoes into nursery in plastic carrier bags, as this poses a health and safety risk when they are left hanging on the children's coat pegs.

Headlice

- Headlice are a community problem and are passed from person to person by head-to-head contact. We recommend regular checking with a lice detector comb to prevent infection. If a child is found to have live lice while attending nursery, we would ask that you collect your child, and they can return to nursery once they have been treated with a suitable insecticide (available from your GP or pharmacist).

Medical

- If your child is unwell, please do not send them to nursery. This is unfair to your child and to other children and staff.
- If your child has diarrhoea and/or vomiting, you must leave 48 hours from the last episode before they return to nursery (Health Protection Agency guidelines for settings).

- If your child has an infectious illness, please inform a member of staff as soon as possible. Your child should not come back to the setting until they are no longer infectious.
- It is not a duty of the nursery to administer medicines to children unless in response to a medical emergency when we may administer Piriton or Calpol and/or in special circumstances where requests are made to the senior supervisor. An example of this would be a child with asthma who may need the use of an inhaler where a health care plan is completed.

If you have any queries or worries concerning your child, please come in and talk to a member of staff. Every effort will be made to help and reassure you, and all discussions will be kept confidential.

Settling In

Your appointment to meet the staff and view the nursery has the added advantage of allowing your child to familiarize themselves with the setting before starting. When children begin to attend the nursery, we will work with parents/carers to help your child settle in.

Suggested Strategies:

- Parents or carers may stay with an unsettled or distressed child for a short period of time.
- The parent/carer may leave the child and move to another part of the school building until the child settles.
- The parent/carer may leave the child for a set time and gradually increase that time over a period of weeks until the full session time is reached.

Anxious parents will be reassured that most children settle very quickly and that they will be contacted if the child continues to be distressed. Parents are also reminded of the importance of returning at the time promised. Contact a member of staff in cases of emergency.

Tactics to Help Children Settle:

1. Reassuring your child that whoever is collecting them will be back later (e.g., in time for lunch, or after we play).
2. Trying to distract your child by:
 - Reading them a story
 - Introducing them to other children
 - Offering a choice of activity
 - Painting or drawing a picture for a family member
 - Helping with special tasks to make them feel important

If you or the staff at Prenton Penguins feel that your child is not settling in, the matter will be discussed with you to try and work out strategies to help. Your child settling in and being happy at Penguins is our main priority.

Complaints Procedures

Prenton Penguins aims to provide the highest quality education and care for all our children. We aim to offer a warm and caring environment where all children can learn and develop as they play. We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community, and we welcome suggestions on how to improve our group at any time.

We believe that most complaints are made constructively and can be resolved at an early stage. We also believe that it is in the best interests of the nursery and parents that complaints should be taken seriously and dealt with fairly and in a way that respects confidentiality. We will keep a written record of all complaints, which will be made available for inspection by the regulatory body Ofsted (Tel. No. 0300 123 1231).

Procedures to follow are on display and available to view in the entrance area (Operational Plan). For a full copy of our Complaints Procedure, please contact the setting.

Safeguarding and Welfare of Children

The Government defines safeguarding children as:

'The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.'

At Penguins, we are committed to ensuring the children in our setting are safe and secure. We create a culture of vigilance and provide an environment where the welfare, safety, and protection of our children are paramount. We recognize our role and the responsibility we have in taking appropriate safeguarding action.

Child Protection

All settings are legally required to follow procedures in line with the Wirral Safeguarding Children Partnership. The designated safeguarding lead must report any obvious or suspected cases of child abuse to the Wirral Integrated Front Door (IFD) team immediately, and this may happen without discussion with parents or carers. This procedure is intended to protect our children.

If a child or young person is at risk of harm, abuse, or neglect, please report it to the Wirral Integrated Front Door Team:

- Mon-Fri, 9:00 am – 5:00 pm Tel: 0151 606 2008
- Outside of these hours Tel: 0151 677 6557
- E-mail: IFD@wirral.gov.uk

If at any time you believe a child is being harmed or at immediate risk of harm, always dial 999. We all have a duty to protect children.

We also have a duty to refer any allegations made against a member of staff to the Local Authority Designated Officer (LADO):

- Initial consultations will be dealt with by Pamela Cope, Local Authority Designated Officer.

- Pamela Cope must be contacted by using the LADO consultation form, returning this to: safeguardingunit@wirral.gov.uk

We have highlighted some of our policies and procedures in this prospectus. All policies and procedures are available to view in the operational plan, and some are available to view on display. We constantly review and update our policies when required by changes to legislation. If significant changes are made, we will ensure that you are informed.

We are also aware of the broader aspects that safeguarding incorporates and follow all current guidance and relevant documentation to ensure our setting is a safe environment where children can learn and develop.

(‘Working together to safeguard children,’ Published 2015, Last updated December 2020, ‘Keeping children safe in education’ (2021). Inspecting safeguarding in early years, education and skills (2021). We also access the Local Authority website for safeguarding updates.)

We hope you find the information in this prospectus useful.