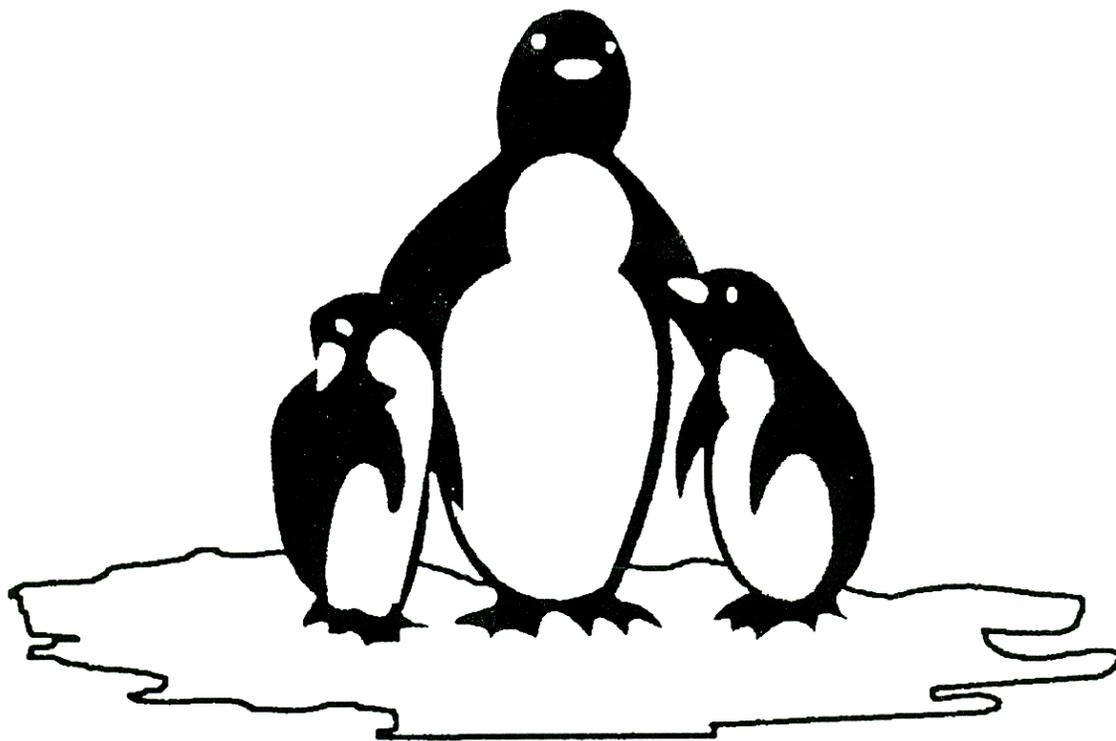


# Prenton Penguins



## Nursery School

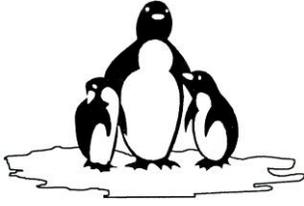
### Prospectus

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# Prenton Penguins

Dear Parents/Carers

December 2017

Welcome to Prenton Penguins Nursery School.

This prospectus has been written as an introduction to our nursery. It also provides information which you may want to refer to once your child has started at Prenton Penguins.

We offer an 'Open Door' policy where you are always welcome to come in and talk to us. We see our role very much in partnership with you. Good links between home and the setting will be in the best interest for your child.

A visit to see us is the best way you can get to see the nursery at first hand. Getting to meet the staff and children and experiencing some of our activities will give you a better idea of what we have to offer.

We look forward to meeting you,

Yours sincerely,

Jan Davies

All information contained in this prospectus is correct at the time of publication.

## INTRODUCTION

Prenton Penguins is a nursery providing quality care & education for children below statutory school age. It is staffed by fully qualified practitioners and situated within the building of Prenton Primary School. The nursery is a self-contained unit, separate entrance and outdoor play area. It is run independently from the school and is therefore able to accept children from outside the normal catchment area. Strong links exist within the school, which greatly assists a smooth transition into full time education for your child. Our continuous program of integration includes use of the school hall for activities and for the children to join with school children for lunch and playtime, as well as visits to Foundation 2 for familiarisation and story time during the summer term.

We offer full day (8:45am - 3:45pm), or part-time nursery education for children aged two and above. We offer up to five days per week, and are open for any combination of morning, lunchtime and afternoon sessions during term time for 38 weeks per year.

Any prospective parents are warmly invited to look round during a session. Parental involvement is encouraged, and we welcome anyone with a skill or interest that they feel they could bring to a session to share.

## SESSION TIMES AND CHARGES

	Time
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 funding per week for 38 weeks per year from the term following their 3<sup>rd</sup> birthday. Some parents will be eligible for 30 hours funding per week subject to eligibility. Further information is available from [www.gov.uk](http://www.gov.uk). 2 Year funding is also available for some children.

If you choose to use the funding at another setting, then you will be charged accordingly, also additional time allocated will be charged at the current rate.

Fees are payable at the beginning of each half term in advance. Please note that in the event of absence and/or the Nursery is forced to close due to circumstances beyond our control, fees will not be refunded.

Prenton Penguins requires 4 weeks TERM TIME notice for a 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. Term dates will also be published in our termly newsletter.

## STAFFING

### Members of Staff

In accordance with the Code of Practice all members of staff are fully vetted in line with our recruitment policy. They continually attend relevant and necessary training courses to keep up to date with current childcare practices. All staff and volunteers are required to have a Disclosure and Barring Service check (DBS).

Each member of staff brings with them 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 keep up to date with current changes. Records of these are available to view.

Together the staff make a very successful and caring team with your child's safety, educational needs and general welfare being their main priority. Your child will be allocated a member of the nursery team who will be their key person.

All new staff have 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 in 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 recording individual progress. It gives them the opportunity to become aware of a child's individual needs and deal directly with the parent or vice versa if any queries arise.

### Students

Student from local schools, colleges and universities are encouraged to undertake their work placement within Prenton Penguins. This initiative has proved very successful so far.

## ADMISSIONS

It is our intention to make Prenton Penguins nursery genuinely accessible to children and families from all sections of the local community.

In order to accomplish this we will:

- Admit children from the age of 2 years for a minimum of 3 sessions per week, and for minimum of 4 sessions per week for their preschool year.
- Operate an Equal Opportunities Policy, and welcome any child with additional needs, considering any cases presented to us on an individual basis.
- Require parents/carers to fill in Admission forms, Medical forms and Consent forms prior to children starting at Prenton Penguins and to provide emergency contact details. A welcome meeting will be arranged prior to your child starting at Prenton Penguins.
- Make every effort to accommodate parents preferred days, session times and number of sessions required. This will be subject to demand and will be at the discretion of the Management. Parents/carers will be notified if there are 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.
- Fees must be paid in full at the beginning of each half term and failure to do so may result in a child losing his/her place. Anyone with difficulty in paying fees can contact the Supervisor or Management in strict confidence on receipt of their invoice.
- Should you reduce the number of sessions your child is attending, or leave the nursery, then 4 weeks term time notice is required either in writing, or by paying 4 weeks fees in lieu of written notice.
- If any person, other than those previously authorised by you is to collect the child, then staff must be informed, preferably in writing. All adults collecting children **MUST** know the **PASSWORD**.
- Ensure that the Supervisor is available to discuss the policies of Prenton Penguins.

## ADMISSIONS PROCEDURE

We allocate places as they are requested and the process begins with parents/carers submitting a Registration form together with a non refundable registration fee of £25.00 unless only using the hours funded by the government in which case there is no fee (Cheques payable to 'Prenton Penguins Ltd'). Once this has been 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 enable you to meet the staff and complete all the necessary paperwork.

Should you have any general queries regarding admissions please don't hesitate to contact us.

## AIMS AND OBJECTIVES

### It is our intention to:

- Offer young children a welcoming, stimulating safe environment to support their healthy development.
- Support children's learning by providing opportunities & experiences for them to explore, be active, and be creative critical thinkers both indoors & outside.
- Foster and maintain good relationships with parents and carers.
- Help to prepare and ease the transition of children in to the final part of the Early Years Foundation stage at Infant School.
- Be aware of and take account of any special physical, educational or cultural needs the children may have.
- Offer equal opportunities for every child by following each child's unique needs & interests.
- Help young children to 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 a child's 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 - Revised March 2017).

### **How will your child learn in Penguins?**

In Penguins your child will be learning skills, acquiring knowledge and demonstrating their understanding through 7 areas of learning and development.

The three **prime** areas are crucial for igniting children's curiosity and enthusiasm for learning and they are:-

#### **1. Personal, social and emotional Development**

Children will be helped to develop a positive sense of themselves and others; they will be supported to form positive relationships and develop respect for others. They will be helped to develop social skills and learn how to manage their feelings as well as understand appropriate behaviour in groups and have confidence in their own abilities.

#### **Our programme supports children to develop:**

- positive approaches to learning and finding out about the world around them;
- 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 being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;

- their ability to dress and undress themselves, and look after their personal hygiene needs; and
- their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

#### **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 to wash their hands

## **2. Communication & language**

Children will be given opportunities to experience a rich language environment, they will have opportunities to develop their confidence and skills in expressing themselves and opportunities to speak and listen in a range of situations.

#### **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 knowledge of the sounds and letters that make up the words we use;
- 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
- help your child to recognise familiar words
- encourage your child to listen to you and other people

## **3. Physical development**

Children will be given opportunities to be active and interactive; and to develop their co-ordination, control, and movement. They will be helped to understand the importance of physical activity and to make healthy choices in relation to food.

#### **Our programme supports children to develop:**

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

#### **How can you help at home?**

- encourage your child to put on shoes, coats, aprons etc
- provide opportunities and encourage your child to climb and balance
- involve children in preparing food and make 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:-

## **4. Literacy**

Children will be encouraged to link sounds and letters and begin to read and write. They will be given access to a wide range of reading materials to ignite their interest.

#### **Our programme supports children to develop:**

- knowledge of the purposes for which we use writing; and
- making their own attempts at writing.

#### **How can you help at home?**

- Reading
  - Share books and photo albums and talk about what you can see. Look and follow recipes together.
  - Sing rhymes together and listen to cds.
  - Encourage your child to link sounds and letters.
- Writing
  - Ignite their interest to write with a range of mark-making tools, such as chalks indoors and out, paint brushes and water indoors and out.
  - Draw your child's attention to signs and symbols in the environment, for example, the bus stop and supermarket signs.
  - Role model writing for a purpose with shopping lists and by leaving messages.
  - Play rhyme games and I Spy.

## **5. Mathematics**

Children will be provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe space, shape and measures.

**Our programme supports children to develop:**

- understanding and ideas about how many, how much, how far and how big;
- understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- understanding that numbers help us to answer questions about how many, how much, how far and how big;
- understanding and ideas about how to use counting to find out how many; and
- 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 to recognise 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

## **6. Understanding the world**

Children will be guided 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.

**Our programme supports children to develop:**

- knowledge about the natural world and how it works;
- knowledge about the made world and how it works;
- their learning about how to choose, and use, the right tool for a task;
- their learning about computers, how to use them and what they can help us to do;
- their skills on how to put together ideas about past and present and the links between them;

- their knowledge about their locality and its special features; and 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

## **7. Expressive arts and design**

children will be encouraged to explore and play with a wide range of media and materials, as well as being given opportunities for sharing their thoughts, ideas and feelings through such activities as art, music, movement, dance, role play, design and technology.

#### **Our programme supports children to develop:**

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

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

At all times the children's individual needs, interests and stage of development will be considered in order to plan a challenging and enjoyable experience in all the areas of learning and development. Please look at our notice boards for more information about the activities we are doing in Penguins to support their learning and development.

In planning and guiding children's activities, we will 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; and

**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 see the notice board or Google [www.foundationyears.org.uk](http://www.foundationyears.org.uk) and [foundations@4children.org.uk](mailto:foundations@4children.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 the means by which young children learn to think. In Prenton Penguins Nursery 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 take account children's changing energy levels throughout the day and we cater of each child's individual need for rest and quiet activities during the day

### **Assessment**

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, conversations with children as well as from photographs or videos of the children, 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 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 his/her time, at some point after your child turns 2, the key person working with your child will give you a written summary of how your he/she is progressing against the 3 prime areas of learning:

- personal, social and emotional development, and
- 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 and any where they might need some extra help or support - and how mums and dads and other family members or carers can work with the key person to help. At Penguins we carry out the progress check with parents/carers and a health practitioner so we can gather as much information as possible. This is known as integrated working and will allow health and education professionals to identify strengths as well as any developmental delay and any particular support from which they think the child/family might benefit. We will always ask for consent of parents and/or carers to share information directly with other relevant professionals.

## ACHIEVING POSITIVE BEHAVIOUR

In Prenton Penguins Nursery 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 handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement 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 to understand the outcomes of their action 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.

## OFSTED INSPECTION

To comply with Government legislation all registered settings are inspected under the OFSTED Framework. The Nursery Inspection Report undertaken by OFSTED follows a set procedure for every inspected group.

See [www.ofsted.gov.uk](http://www.ofsted.gov.uk) for a full copy of the report. Our reference number is EY497713

## EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice to ensure all children are included and supported.

Prenton Penguins acknowledges, promotes and respects diversity in the immediate and wider society and we wish to welcome and include all children from our local community in accordance with the relevant legislation.

We will do this:

- By ensuring positive attitudes in the nursery are encouraged and developed for example rewarding good behaviour.
- By encouraging self esteem.
- By challenging inappropriate practices and attitudes.

Should any discrimination occur, then the supervisor will be notified immediately and the management contacted in order to take the necessary action to resolve the matter.

### Anti Discriminatory Good Practice.

We will 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 which reflect diversity such as books, dolls, role play and equipment.
- Providing activities to help children appreciate and value each others' similarities and differences.
- Treating Children with individual and equal concern. For example, finding out about family customs and beliefs, dietary requirements, dress code, hair and skin care and help required with toilet and washing routines

## INFORMATION FROM PARENTS

We will make time to discuss matters relating to culture, to special educational needs and disabilities (SEND), to children and families for whom English is an additional language (EAL) and for families with religious beliefs. We will record the detail of the matters discussed, taking a sensitive approach and involving others agencies for advice or assistance. We would seek to get the help of an interpreter when required and 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 (SEN D) last updated May 2015.

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 are able to 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 and when 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 then this will not be passed on to 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 Supervisor/Manager.

## HEALTH AND SAFETY

Prenton Penguins promotes a high standard of health and safety which include the following:

- 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 & safety requirements.
- Regular fire drills.
- The regular checking of equipment especially electrical items. Any damaged items are repaired or discarded.
- Security of a lockable exterior door.
- Children will only be released into the care of their usual parent/carer unless authorisation 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 adhere to the following:

- If your child becomes ill with a contagious illness then please inform the staff 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.
- Any person collecting your child from nursery must be over 18 years old, listed on the form 'Persons who will collect your child' and make themselves known to the staff. Staff must be notified of any changes. All adults collecting children must know the PASSWORD.
- Written consent will be required from parent/carers before a child is taken off the premises i.e. when going on trips and outings.
- Sun Protection for your Child:
  - Children should wear loose, cool clothing.
  - A hat should be provided for your child.
  - If required your child can wear sunglasses.
  - Sun cream should be applied to your child prior to attending nursery.

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

## INFORMATION FOR PARENTS

- All policies are available for you to view in our operational plan which is kept in the entrance area. This includes more detailed information about all policies and procedures.
- Nursery must be informed of any changes to information held on file such as contact details, medical updates.
- If your child is going to be picked up by someone other than the designated person a member of staff will need to be told at the beginning of the session. Unless informed, your child will not be allowed to leave with anyone other than the regular collector.
- In the interests of child safety, 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, please take care to ensure their safety.
- Please inform the nursery of any absences before the beginning of a session.
- It is important to 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.
- Please let us know of any medical reason if your child has any food allergies, which may be aggravated by specific food items. In order to encourage independence we ask that children bring a healthy snack of fruit or vegetable in a labelled container, to be placed in their basket when they arrive, and also that you **DO NOT** include nuts or seeds due to the risk of those who may have an allergy. Milk and water are available for the children as well as healthy snacks when required.
- When bringing your child to the nursery and picking them up please use the main entrance to the nursery school.
- Sun Protection for your child: Children should wear loose, cool clothing. A hat should be provided for your child. If required your child can wear sunglasses. We are unable to apply sun cream during the session & recommend that parents apply a product that will last all day before their session begins.

### Clothing

- The 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 sweatshirts, cardigans, 'T' shirts, pump bags and legionnaires' hats are available with the Prenton Penguins logo embroidered on 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. We do stock our own 'Prenton Penguins' pump bags for your convenience.

### **Head lice**

- Head lice 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 whilst attending nursery we would ask that you collect your child, and they are able to 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 &/or vomiting you must leave 48hrs 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 to be 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 a further advantage of allowing your child to familiarise himself/herself with the setting prior to 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 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 would be contacted if the child continues to be distressed.

Parents are also reminded of the importance to their child of coming back at the time promised. Contact a member of staff in cases of emergency.

### **Tactics to help children settle would include:**

1. Reassuring your child that mummy, daddy or grandma, aunt etc. will be back later (in time for lunch, or after we play etc).
2. Trying to distract your child:-
  - By reading them a story
  - Introducing them to other children
  - Offering a choice of activity
  - By painting or drawing a picture for mummy or another member of the family
  - Helping with special tasks to make them feel important.

If you or the staff of Prenton Penguins feels that your child is not settling in then 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 welcome to each individual child and family and to provide a warm and caring environment within which 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 generally and we welcome suggestions on how to improve our group at any time.

We believe that most complaints are made constructively and can be sorted out 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 which 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 on display in the setting. For a full copy of our Complaints Procedure please contact the Supervisor/Manager.

## SAFEGUARDING AND WELFARE OF CHILDREN

The Government defines the term 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 welfare, safety and protection of our children are paramount. We recognise 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 Local Safeguarding Children Board (LSCB) - Wirral Safeguarding Children Board. The nursery manager or designated safeguarding officer/lead must report any obvious or suspected cases of child abuse or neglect to the Wirral Integrated Front Door Team immediately and this may happen without discussion with parents or carers. This procedure is intended to protect our children.

The Locality Social Workers and Locality teams are based at the Multi-Agency Safeguarding Hub (MASH). Telephone No. 0151 606 2008.(Out of hours number - 0151 677 6557).

We also have a duty to refer any allegations made against a member of staff, to the Local Authority Designated Officer (LADO) on 0151 666 4582.

**We all have a duty to protect children.**

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

We are also aware of the broader aspects that safeguarding incorporates and follow the 'Inspecting safeguarding in early years guidance', August 2015, to ensure our setting is a safe environment where children can learn and develop. Other relevant documentation and guidance that we use are 'Working together to safeguard children', (2013, 2015) and 'Keeping children safe in education' (2016).

We hope you find the information in this prospectus useful.

*Jan Davies and the Penguins team.*