



WESTCHESTER HOUSE
NURSERY SCHOOLS

ABOUT US

Westchester House Nursery Schools is a company founded upon wholly ethical principles to promote quality nursery provision. The pursuit of our principles is to be found in every aspect of the childcare we provide. This encompasses the environmentally friendly nurseries we design, the staff we employ, the food we serve and the policies and procedures to which we adhere. Importantly, it also covers our policy of communicating openly with all those who entrust their children into our care – this is our promise to you.

Each new nursery has been carefully designed to maximise the care, play and learning environment for your child. To create a child friendly space we have maximised natural daylight indoors whilst ensuring that we can maximise outdoor play. Safety features are a high priority including emergency exits and security doors. Finally, each nursery has its own kitchen to ensure that our children receive fresh cooked food created on site.





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WHAT MAKES WESTCHESTER HOUSE DIFFERENT?

We have recognised the need, through research, to offer parents a very special childcare experience which reflects their life and work styles, whilst providing a stimulating environment which will bring out the best in your child's development and encourages them to thrive as an individual.

However, whilst our childcare will always be our utmost priority, we recognise that our parents are important. Communicating daily occurrences or longer term developments makes sure that you are in close touch with your child's time at nursery. Simple facts and indications often provide our parents with insights to a child's experience.

At Westchester House we are committed to providing outstanding childcare solutions to suit your needs as a busy parent.





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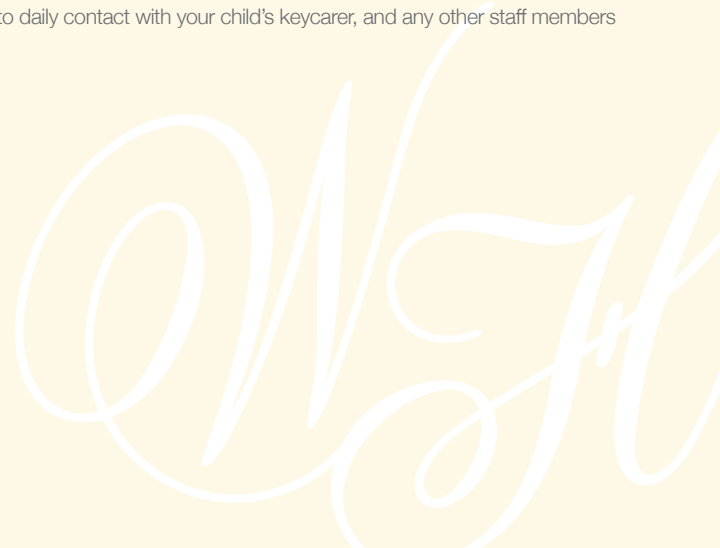
OUR COMMITMENT TO YOU

We ensure that as a parent, you have as many opportunities as you need to be involved in nursery life, and to understand how your child is progressing. Nursery provision is an active partnership with parents, which flourishes through effective communication. We are here to ensure that you can be confident that your child is getting the best care possible and that your needs as parents are being addressed.

As a result, we hold regular parent evenings, distribute monthly newsletters, display dedicated parent notice boards and welcome both formal and informal feedback. Our nurseries also provide development and learning records for every child that parents can view and contribute to at any time they wish and then take as a record when their child leaves.

Managers are always available to speak to you on a one-to-one basis. This is in addition to daily contact with your child's keycarer, and any other staff members working in your child's room.

Our nursery is your nursery, and we want you to have all the involvement you need.





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OUR COMMITMENT TO YOUR CHILD

Our nursery setting enables children to socialise and learn through play from a very early age. At our nursery every age group has an opportunity to develop and learn through first-hand experiences, making use of the wide range of indoor and outdoor facilities we have at our disposal.

Our key priority is to be part of caring for a happy child and as such we strive to match the child's needs with the wide range of stimuli available within our settings. Again, taking care to apply simple factors to their care such as the opportunity to frequently chase and run outdoors or the chance to sit in groups and listen to a story being read. Both of these activities are well recognised as beneficial.

When your child joins us they will be assigned a keycarer who has dedicated responsibility for working with both the parents and child to ensure their needs are met.





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OUR STAFF

At Westchester House we take pride in our commitment to our staff and in the commitment they show to your child. As an experienced provider of childcare we recognise the clear link between well-qualified, enthusiastic staff and high quality care and education for your child. When choosing staff for our nurseries we look not just for the right qualification and experience, but also for that extra passion for working with children.

There are clear legal requirements relating to staff qualifications in a day nursery: 50% of the staff must hold a recognised childcare qualification to basic level two and there must be staff trained in paediatric first aid on site at all times. At Westchester House we aim far beyond that basic requirement to ensure that

- 75% of our staff hold as a minimum level three qualifications and encourage a commitment to attend training from those below that level.

ALSO

- At a minimum 50% of staff hold paediatric first aid qualifications; all staff also receive training in basic food hygiene, manual handling and health and safety.
- Our staff also attend training in areas of specialism to ensure support is available for children and families.

All nursery staff have a secure working knowledge in areas such as special educational needs and safeguarding children, but each nursery also has specialist staff who receive extra training sessions in these areas. Staff also attend varied training sessions throughout the year designed to improve and extend their practice in working with children, including such diverse areas as delivering early years French, yoga for the under fives, and music and movement. Such training contributes to ensuring that the provision in each nursery is interesting and varied and that your child will enjoy and benefit from their time at Westchester House.

ABOUT US



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THE WESTCHESTER HOUSE CHARTER

Your child will be at the centre of our work:

- Our staff will always aim to work in close partnership with families.
- Your child's needs will inform decisions made relating to his or her care and education.
- Families will be listened to with care and their views and wishes incorporated into the care and education of their child wherever possible.
- Where staff are unable to meet specific requests, this will always be shared with families, with reasons given explaining why a particular request could not be met.
- Staff will 'listen' to your child, identifying and meeting his or her needs and interests.
- Staff will always demonstrate respect towards children and families.
- Staff will encourage good communication between home and nursery, ensuring that families are well informed about their child's time at nursery.
- Staff will maintain appropriate professional confidentiality regarding information shared by families.
- Our nurseries are designed to provide a warm and welcoming environment intended to be enjoyed by both children and their families.



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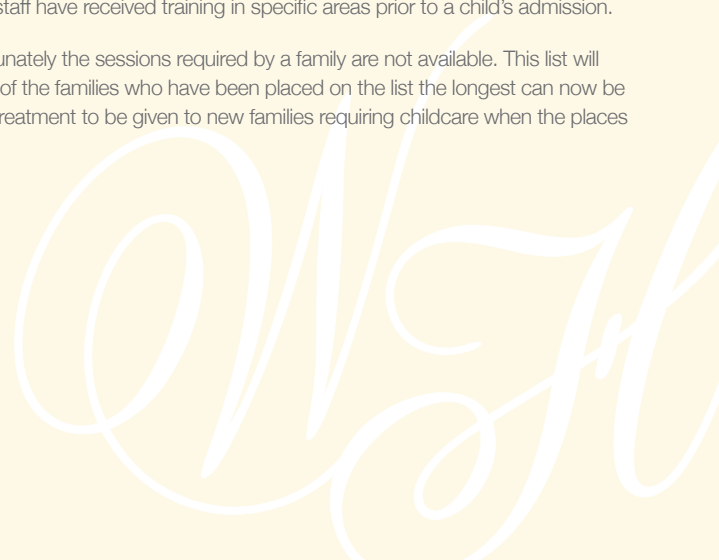
ADMISSIONS STATEMENT

Westchester House nurseries aim to operate an admission policy that does not deliberately or accidentally discriminate against any sectors of the local or wider community. The nursery advertises the availability of places widely and provides information through a variety of media; parents can visit the nursery, contact by telephone, have information posted to them or make an enquiry via email. Subject to the availability of places, the nursery will accommodate any requests for childcare provision made by families.

Staff at the nursery will work closely with families and other agencies where appropriate and where relevant permissions have been given by a child's family to make reasonable adjustments to support the inclusion of any child with special needs. This could include taking the advice of relevant specialist agencies to inform provision for the child, acquiring resources specific to a child's needs, or ensuring staff have received training in specific areas prior to a child's admission.

Each nursery operates a waiting list to record parental requests for childcare when unfortunately the sessions required by a family are not available. This list will be kept updated and will be checked regularly to determine whether the childcare needs of the families who have been placed on the list the longest can now be met. Staff recognise that under no circumstances would it be acceptable for preferential treatment to be given to new families requiring childcare when the places available reflect the needs of families already on the waiting list.

THINGS YOU NEED TO KNOW





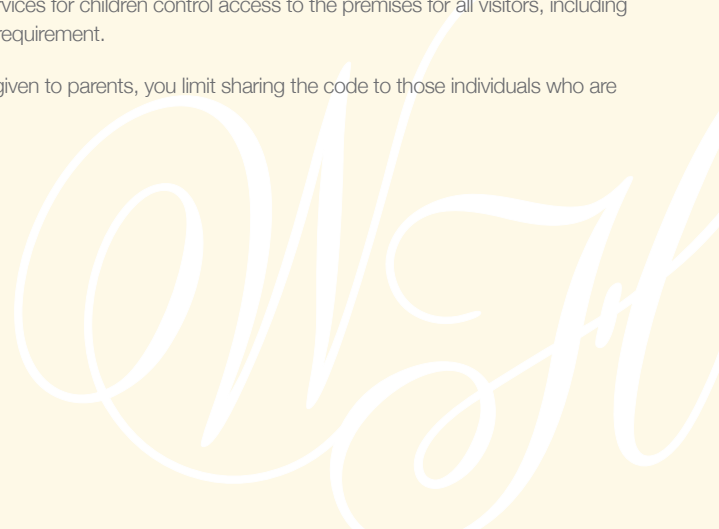
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SECURITY

At Westchester House we believe that the most important thing we do is make every effort to provide a safe and secure environment for your child. We have many systems, policies and procedures in place to achieve this, but underpinning everything is a commitment to keeping the premises secure and prohibiting unauthorised access to the nursery. We hope staff explained to you how the system works when you originally visited Westchester House. Fundamental to the system is that the staff working in the nursery are the ones who know who is authorised to come in and should be the ones controlling admission.

We recognise it may feel impolite not to hold the door open for someone behind you, whether you recognise them or not, but we request that you leave it to the nursery staff to respond to all callers. This may appear overzealous, but the staff in the nursery often have access to information about a family which, for obvious reasons, could not be shared. It is also a legal requirement that providers of registered services for children control access to the premises for all visitors, including parents, and a door left open by anyone exiting the nursery means we have not met this requirement.

We would also request that where keypad systems are in operation for which codes are given to parents, you limit sharing the code to those individuals who are registered with us to collect your child.





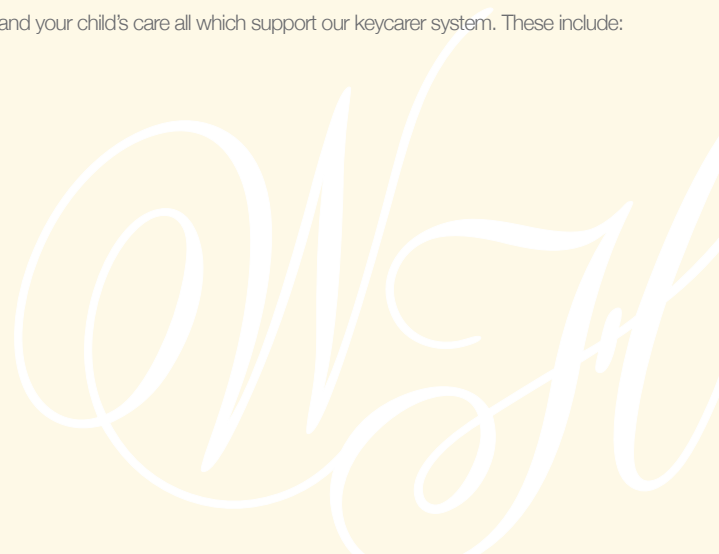
COMMUNICATION POLICY

When your child joins us you will want to know what they are doing during the day, who is looking after them and who to speak to if you have any concerns. We want to ensure that you have as many opportunities as you need to be involved in nursery life and understand how your child is developing and progressing.

Your child's keycarer is the main point of contact for feedback on your child and any concerns you may have. However any of the team working in that particular room will be able to give you feedback on your child's day. There is always a senior member of staff on duty during nursery opening times. Pictures of all the nursery staff are on display either in the reception area or outside each corresponding nursery room.

In addition, there are a number of other ways we provide you with information on the nursery and your child's care all which support our keycarer system. These include:

- Nursery parent areas
- Parent evenings
- Notice boards
- Open evenings
- Nursery policies & procedures
- Newsletters
- Learning & Development Records
- Daily feedback





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COMPLAINTS PROCEDURE

Parents and carers who wish to complain about any aspect of Westchester House nurseries should, in the first instance, address their concerns to the manager, or in his or her absence, the deputy manager or acting senior.

If the complaint cannot be resolved at this stage, parents and carers should contact the company's Head Office on 0800 028 4500. If the company staff are unable to address any complaint, parents and carers should contact the registering authority, Ofsted (Office for Standards in Education), on 0300 123 1231.

Full nursery policies are available to parents on request.

THINGS YOU NEED TO KNOW





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DATA PROTECTION

Westchester House complies with the Data Protection Act 1998, therefore all records maintained on individual children are strictly confidential, with access restricted to staff and parents. Families may request to see their child's records at any reasonable time, although are not permitted access to any information held on children other than their own.

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BEHAVIOUR MANAGEMENT POLICY

All staff are required to adopt a positive approach to behaviour management, reflecting in their responses to individual children that it is the behaviour which is unacceptable, not the child. Under no circumstances are staff permitted to raise their voices or use any form of physical punishment; neither is it acceptable for them to adopt an approach which may prove humiliating for a child.

Staff are trained to recognise the benefits of giving children praise and encouragement, thereby building the children's confidence and understanding of nursery routines and adult expectations. Where there is a need, staff will work closely with children's parents to ensure a consistent approach is adopted both in the home and at nursery.

Full nursery policies are available to parents on request.



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INCLUSION

All Westchester House nurseries provide for children and their families a non-discriminatory environment where differences, such as culture, belief, ethnicity or ability, are acknowledged and valued. Through careful resourcing and by planning an educational programme which takes account of the family backgrounds of the children attending, as well as reflecting the wider community, staff will aim to develop children's understanding of and tolerance towards others. Children attending the nurseries are recognised as individuals and staff reflect this in their approach by meeting their particular needs.

Full nursery policies are available to parents on request.

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Staff in Westchester House nurseries are trained to acknowledge and meet the needs of children who may be experiencing difficulties in certain areas. Each nursery has a Special Educational Needs and Disability (SEND) co-ordinator who will support families and other staff in ensuring that the educational programme is modified or adapted to reflect the particular needs of individual children. Provision in Westchester House nurseries reflects the requirements of the Special Educational Needs and Disability Code of Practice: 0 - 25 years, with staff involving parents and carers and, where appropriate, relevant external agencies.

Full nursery policies are available to parents on request.

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SAFEGUARDING CHILDREN

Staff within all Westchester House nurseries have a duty of care towards all children attending the nursery.

Consequently, they are required to address any concerns they may have regarding individual children. If staff consider that there are reasonable grounds to suspect that a child is being abused or is being neglected they will document their concerns and if necessary raise these concerns with the family or appropriate authority.

THINGS YOU NEED TO KNOW





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UNCOLLECTED CHILD PROCEDURE

Under exceptional circumstances, staff may encounter the situation of having children still at the nursery after the time that their parents or carers should have collected them at the end of the session. Parents and carers are required to contact the nursery if they are unavoidably detained and are likely to be late when collecting their child. If the parent or carer does not contact the nursery staff will make every effort to contact the child's family and any other contact held on record authorised by the child's parents.

If a child remains uncollected after one hour, and no contact has been established with the child's parents or carers, the nursery manager or senior member of staff is required to contact Social Services and inform the Duty Officer. After negotiation with the Duty Officer, the child may be handed over to Social Services or to the local police.

Full nursery policies are available to parents on request.

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MISPLACED CHILD PROCEDURE

The nursery staff's commitment to ongoing risk assessment and vigilant supervision should ensure that circumstances which lead to a child being misplaced, either from the nursery or during an off-site visit, should never occur. However, it is important that parents and carers feel secure that in this unlikely event suitable procedures are in place to guide staff through the necessary responses. In the event that a child attending the nursery has been misplaced from the nursery or during an off-site visit, staff will notify the police and the child's parent or carer.

Staff will always commence an immediate search of the nursery or visit venue, ensuring that places where a child could hide or become locked in are checked.

Full nursery policies are available to parents on request.





SICKNESS AND ILLNESS POLICY

We have an obligation to all the children and staff at the nursery to reduce the risk of illness and minimise cross infections. Therefore, from time to time, we may ask that a child returns home if we feel the child is deemed sufficiently unwell or has an infectious condition.

If a child arrives at nursery and is, in the professional opinion of staff, unfit to attend they may on occasion refuse admission, particularly if the child has a suspected infectious condition.

- **Collecting your child from nursery if they become unwell**

If your child becomes ill whilst at nursery the room staff will consult with senior staff to evaluate whether your child should be collected or not. If it is viewed that your child is sufficiently unwell or liable to spread infection within the nursery, a member of the nursery team will contact you and you will be asked to collect your child as soon as possible.

- **Prescribed treatments**

Children will not in general be permitted to attend nursery until the course of medication is finished or nearly finished. This is to ensure that any adverse reaction is monitored by you and it is also likely that your child will not be well enough to cope with a nursery day during their illness. It also reduces the risk of cross infection to the other children and the staff team.

- **Communicable diseases**

Children should not attend nursery if suffering from a communicable disease or one that requires special treatment during the day, e.g. change of dressing.

- **Immunisations**

Children should not attend nursery on the day they receive immunisations, but are welcome to return for their next booked session.

- **Surgery**

If surgery has been undertaken, a medical confirmation of fitness is required before returning to the nursery.



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TERMS AND CONDITIONS

Definitions

“**The Parties**” means Westchester House and the Parent which includes a Guardian or other legal representative of the Child.

“**Child**” means the child/children detailed on the Application Form.

“**The Act**” means any legislation relating to the provision of nursery services to children.

“**Day Care Nursery**” means the premises at which Westchester House will provide the Day Care Nursery Provision.

“**Day Care Nursery Provision**” means the provision to the Child of quality nursery care of a standard equal to, or higher than that set out under The Act and in accordance with the National Standards for Under Eights Day Care and Childminding as regulated by the Early Years Directorate within the Office for Standard in Education (Ofsted).

“**Registered Childcare**” means providers registered by Ofsted.

The Agreement

Nursery bookings

A signed and fully completed application form must be received by Westchester House before a Child can be registered for day care nursery provision.

Registration fees and deposits

A £50 non-refundable registration fee is required to secure a Child's place with a £50/£100* deposit which will be refunded when the Child leaves. This is payable at time of registration and made payable to Westchester House. If you wish to cancel/terminate your Child's place less than 4 weeks before they start at the nursery, your deposit will not be refunded.

Opening hours

The Day Care Nursery is open at times as published in this agreement, with the exception of bank holidays, one-week shut down over the Christmas period and 4.30 pm closure on the last working day before the Christmas Period.

Fees

In return for The Parties providing Day Care Nursery Provision to the Child, the Parent agrees to pay the agreed Fee monthly in advance by Direct Debit on the 1st working day of each calendar month, or by such other method as is mutually agreed between The Parties in writing.

We require payment to terms. Payment must be made on time, and without any deduction, set off or counterclaim. In the event that an account is outstanding, we reserve the right to refer the matter to our debt collection agents, which will incur a surcharge of the debt plus VAT at the prevailing rate. You agree that you will be legally liable to pay us that surcharge, and that payment of the same can be enforced against you in court. You also agree to pay interest at the relevant reference rate provided for under the Late Payment of Commercial Debts (Interest) Act 1998, which interest is payable both after and before any judgment of the court and continues to accrue.

A £25 administration fee may be levied each month if payments are not made by Direct Debit. We reserve the right to charge a £25 administration fee for failed direct debits or returned cheques. For security reasons the Day Care Nursery is not able to accept cash payments.

Invoicing

All invoices are raised at least 3 working days prior to the 1st of each month and are billed on the basis of the sessions included within your standard weekly booking pattern applied to the days contained within the particular billing month. Extra sessions or additional charges will be invoiced separately.

Fees are not charged for the one-week shut down over Christmas but all other Bank Holidays are chargeable along with any other days whereby the Child cannot attend i.e. due to illness or holidays.

One month's notice will be given before any fee increase is implemented.

A sibling discount is offered on the elder Child only and will be deducted off the elder Child's invoice during the period when all siblings are attending the nursery. The discount will be in proportion to the ratio of attendance of the elder Child to the sibling to a maximum of 100% of the discount available.



Collection of the child

The Parent agrees to deliver and collect, or arrange for the delivery and collection, of the Child to and from the Day Care Nursery Provision within stated hours. If the Parent is not able to personally collect the Child, either regularly or on a specific occasion, arrangements must be made with the Day Care Nursery for each alternative collection. This must be in writing and include a full name and photograph of collector.

Late charge

Failure to collect a Child on time will result in a charge to cover staff and nursery costs as follows: **£15.00 for every part of or full 15 minute periods.** A willingness to forego such fines on one occasion will not affect the future right to revert to the above policy.

Notice to terminate or cancel

The Parties of this Agreement shall be entitled to terminate their obligations hereunder by giving not less than 4 weeks' prior written notice of their intention to do so. Parents remain liable for fees throughout the notice period even if the Parent withdraws the Child from the Day Care Nursery Provision during this notice period.

Change of sessions

If the Parent wishes to change the number of sessions, one months notice in writing is required. The changing of sessions is only permitted on a permanent basis for which the normal notice period is required. For the avoidance of doubt, a permanent booking pattern is defined as a minimum of 4 weeks duration. If a booking pattern reverts during this minimum period, we reserve the right to charge the original booking pattern for the whole period.

Personal property and belongings

The Parties do not accept liability for any personal items lost or damaged during the course of normal business on the premises. It is the Parent's responsibility to name and clearly label all items of clothing and that practical clothing is worn when attending the Day Care Nursery Provision.

Illness

The Parties reserve the right to refuse admittance to the Day Care Nursery and the right to suspend the Day Care Nursery Provision to the Child if, in the opinion of The Parties the Child is not fit due to illness, or any other reason whatsoever, to attend.

THINGS YOU NEED TO KNOW

Parental participation

The Parties shall take reasonable steps to allow and encourage the Parent to have access to the Day Care Nursery and the Child during the Day Care Nursery's opening hours. To support working in partnership with parents and other Registered Childcare providers the Day Care Nursery will contact any other provision the Child attends to gather and share assessments of the Child's development and learning.

Temporary interruption of facilities

The Parties acknowledge that they will not be under any liability or responsibility to the Parent or Child in respect of any temporary interruption in or temporary failure of or delay in providing Day Care Nursery Provision. If such failure or delay is caused by the temporary unavailability of staff, building or maintenance work to the Day Care Nursery, fire, abnormal weather conditions, Government action or regulations or by some other cause (whatever the description and not necessarily limited to the foregoing examples) beyond the reasonable control of The Parties no recompense will be made.

Staff

Parents agree to recognise that the success of the nursery in providing quality childcare is, in large part, dependent upon the continuity of staff remaining in our employment. Parents using the nursery therefore agree to be bound by our policy regarding usage of employees or ex-employees, which prohibits their use in a childcare capacity by such parents for a period of 3 months from the date of leaving the employment of The Parties. It is further agreed that the penalty for such breach of this term in our contract shall be equal to three months nursery fees, based upon the full weekly fee rate for babies as set-out in our standard fee rate card. For the avoidance of doubt, this sum shall be used as the agreed quantum of damages suffered by the nursery regardless of the age of your child/children and/or whether or not you have been instrumental in enticing the staff member away from our employment.

Date: January 2014.
We reserve the right to update and/or amend these Terms and Conditions at anytime.

*** Variation dependent on location**



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EXTRA SESSIONS: HOW TO BOOK THEM

From time to time you may require extra childcare at short notice due to working late or other personal circumstances. The nursery will offer the flexibility of extra sessions where available.

All available extra sessions are prominently displayed on the Parent Notice Board, if you wish to book any of the sessions ask staff at the nursery for an 'Extra Session' booking form – it is as simple as that!

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NURSERY TEAM STRUCTURE

Each of our nurseries is led by a highly experienced manager aided by a deputy manager who can run all of the nursery functions in the manager's absence. High calibre seniors and room leaders are in position to ensure that the day-to-day activities are run effectively for the children.

Our commitment to childcare goes hand-in-hand with continuous training, either internally or from external sources. Permanent areas of ongoing training include child development, health and safety and first aid, all of which contribute to maintain our high standards.

As a forward thinking employer, we also give staff an innovative employment package that fully recognises their value. We know it is important to parents and children alike that they see familiar faces at our nurseries and we hope that by recognising the vital role staff play in our success, they stay with us long term.

In order to ensure that the provision in all Westchester House nurseries reflects the highest standards, staff are required to adhere to policies which promote good practice. The policies have been written with regard to current legislative requirements and offer support to staff in their work.

Full nursery policies are available to parents on request.





WESTCHESTER HOUSE
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KEYCARER

Our nursery staff are highly committed to identifying and meeting the individual needs of each child at the nursery. To aid this process, we operate the 'Westchester House keycarer system' whereby every level three or above qualified member of staff is responsible for a group of children, liaising with their families and maintaining the children's Records of Development and Learning.

By sharing and gathering information from you, staff will be able to develop a full and accurate picture of your child's level of skill, knowledge and understanding, and their interests. This enables staff to closely match our provision to each child's individual needs.

The Westchester House keycarer is your primary, but not exclusive, point of contact in the nursery. We encourage the building of informal relationships between you and all nursery staff and management.

Full nursery policies are available to parents on request.





WESTCHESTER HOUSE
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LEARNING AND DEVELOPMENT IN THE EARLY YEARS

Learning through play

Parents need to feel confident that even in Nursery and especially in Pre-school their children are being educated. They want to be sure that their child is receiving the best possible start in their young lives. There are of course formal educational goals set for young children through the Early Years Foundation Stage which all nurseries, pre-schools and schools must adhere to. At Westchester House we have adopted a highly successful philosophy to this, which is reflective of the requirements of the Early Years Foundation Stage and which is fully recognised and praised by OFSTED called 'Learning through play'.

At the heart of this approach we create an environment where a child can express themselves and benefit from a balanced curriculum of educational activities and experiences. The ability to do this through interaction, involvement and fun ensures that a child can access learning in an unpressured manner and therefore develop his/her abilities in all areas. Having operated this methodology for the past decade we are delighted to report that all of our Nurseries have achieved positive recognition for their care and education from the relevant regulatory authorities. As an example, when playing with dough children will be exploring the texture, handling it to determine its weight, working out how to divide it into pieces so everyone can play, using new language to discuss and describe their experience and using social skills as they play with others.

Children are experiential learners; they learn best through actually doing things, especially if they are allowed to practise and repeat what they have done.



LEARNING AND DEVELOPMENT IN THE EARLY YEARS (CONTINUED)

The following are some brief examples of how we foster learning through our play-based curriculum, ensuring each child makes positive progress in their time with us:

Personal, social and emotional development

- Children develop skills that are critical to their ongoing participation in society and ability to co-operate and work and play with others.
- They learn about rules and boundaries and are encouraged to develop appropriate ways of behaving towards others, as well as recognise how others should behave towards them.

Communication and language

- Children are given confidence to express their own thoughts and ideas with staff and others.
- They are encouraged to observe and question the world around them and to talk about themselves and their lives.
- They contribute in organised group activity where in particular they learn to listen and respond appropriately to others.

Mathematics

- Through daily routines children learn about numbers, problem solving, shapes and measure in their play.
- Children learn how to solve problems; for example how many beakers are needed at snack time.
- Children learn to predict and test their hypothesis as they, for example, measure themselves and other children, determine who is tallest and shortest, and then compare and often record the actual results.



LEARNING AND DEVELOPMENT IN THE EARLY YEARS (CONTINUED)

Literacy

- Children have many opportunities to handle books, often sharing stories with staff, looking at words and letters which encourages the development of their literacy skills.
- As children play and use their hands they are gaining competent control over their movements, working towards competent pencil skills.
- To develop this further children are encouraged to make marks in their play, for example, they create 'shopping lists' or 'menus'.
- Children learn to respond to patterns in language, exploring alliteration, onomatopoeia and rhyme through singing, sharing books and exploring poetry which supports their increasing knowledge of letter sounds and how written and spoken words are formed.

Information communication technology

- Daily access to a computer and other forms of programmable toys encourages children's increasing understanding and use of communication technology.

Physical Development

- The programme recognises the critical importance physical movement has for young children, both in terms of health and in terms of good brain development.
- Outside children can use a range of equipment to support them in developing balancing, climbing, throwing and catching skills, as well as playing, running, hopping, skipping and jumping games and learning to ride wheeled vehicles.
- Inside physical development is encouraged through activities such as yoga, music and movement.



TYPICAL ROUTINE 0-2 YEAR OLDS

TIME OF DAY	ACTIVITY
8.00 am	Free play - children choose from a variety of toys; this helps to encourage personal and social, physical and intellectual development.
9.30 am	Nappies - individual attention.
10.00 am	Snack time – biscuit and bottle if needed, water if not.
10.30 am	Sensory play – water or sand play, pasta, jelly, etc. Children have the opportunity to explore the world around them and experience new sensations using all their senses.
11.15 am	Nappies.
11.30 am	Lunch time – social time, learning from each other and from adults.
After lunch	Quiet/sleep time, play with toys such as construction sets (including bricks, Duplo, Magnetto), encourages children to develop hand-to-eye co-ordination.
2.00 pm	Nappies.
2.15 pm	Art and craft activities – creating pictures with textured paints, bright colours and different tools, including various parts of the body.
3.00 pm	Drink as needed on an individual basis, indoor or outdoor play.
4.00 pm	Tea time – social interaction with peers and adults.
4.30 pm	Nappies.
4.45 pm	Free-play or outdoor play, the latter offering fresh air and a new sensory environment.

Please note that the above is an example only. Routines remain very flexible to accommodate children's varying individual needs. Periods of rest and feed times always reflect the needs of the child and wishes of the parents and may not adhere to meal-times as detailed above.



TYPICAL ROUTINE 2-3 YEAR OLDS

TIME OF DAY	ACTIVITY
8.00 am	Free play - Children choose from a variety of toys; this helps to encourage personal and social, physical and intellectual development.
9.15 am	Register and story.
9.30 am	Craft activities – painting/gluing/ junk modelling/collage; these activities help to promote the children’s fine and gross motor skills, and extends their experiences of different textures.
10.00 am	Snack time – encourages social interaction.
10.30 am	Construction play – Sticklebricks, Duplo, building blocks; these activities help the children to develop their hand and eye coordination and problem-solving skills.
11.20 am	Nappies.
11.30 am	Story and singing.
12.00 noon	Lunch.
After lunch	Register and story, quiet/sleep time.
2.00 pm	Nappies.
2.15 pm	Outside play - Bikes, balls, swings and slide; these activities increase the children’s physical development, increase their coordination and encourage their social skills.
3.00 pm	Snack Time.
3.15 pm	Free-play – books, puzzles, rockers, prams and dolls, kitchen, workbench. These activities help the children’s imaginative play and allow them to re-enact familiar situations, as well as try out new ideas.
4.00 pm	Construction and imaginative play. Nappies.
4.15 pm	Tea – Social interaction.
4.45 pm	Free-play or outdoor play.



TYPICAL ROUTINE 3-5 YEAR OLDS

TIME OF DAY	ACTIVITY
8.00 am	Free play and settling-in time. Children socialise with each other and with staff, make choices and settle down for their day.
9.15 am	Register and discussion, children learn to listen and gain confidence in speaking to and in front of others.
9.30 am	Children access a range of adult supported and free choice activities, offering them learning experiences in all areas of the curriculum.
10.30 am	Snack time.
10.45 am	Outdoor play or group activities allow children to develop skills of co-operation when working and playing with their peers.
11.30 am	Story and singing.
12 noon	Lunch-time allows children to socialise in small groups with their peers and staff.
1.00 pm	Free play and quiet time. Those children who need a period of rest are encouraged to sleep in a quiet area at this time.
1.30 pm	Register and discussion allowing children who have joined for the afternoon session to share their news.
1.45 pm	Activities such as craft, music and role-play are introduced to broaden children's experiences.
3.00 pm	Snack time.
3.15 pm	Outdoor play and physical activities encourage children's muscle development, increase their co-ordination and contribute to their confidence.
4.15 pm	Afternoon tea of sandwiches with varied fillings and fresh fruit.
4.45 pm	Free play and independent choice of activities.

Please note that the above is an example only. Routines remain very flexible to accommodate children's varying individual needs.



SETTLING IN: WHAT TO EXPECT

At Westchester House nurseries we recognise that settling your child into nursery is an exciting time, but it can also have its anxieties! The following should help you and your child be prepared and understand what to expect. A short period before your child's start date a member of the nursery's senior team will get in touch with you to check that your arrangements remain the same and to discuss settling-in visits for your child. These will always be arranged at a time to suit you, subject to availability of places, and are likely to be on the days of the week your child is booked to come to nursery.

In general the nursery will arrange up to three visits with you to allow your child to become familiar with being at nursery and to allow nursery staff to get to know him or her. The visits are likely to occur in the final two weeks before your child starts at nursery and you are not charged for them. You will need to stay during the first visit to complete the necessary admissions paperwork, but on further visits you are free to leave your child in our care should you wish to. We regret that your child cannot be left with us without you staying in the nursery until all required paperwork is completed. As part of the paperwork process, a copy of your child's birth certificate is required.

What do I need?

You will need to bring certain things with you to help us care for your child; wherever possible items should be clearly named please. Dependent on the age of your child, you will need to provide relevant items from the following:

- A supply of nappies, cream and wipes.
- Bottles of milk feed, sufficient for meals to be taken whilst at nursery.
- Two changes of play clothes.
- Outdoor clothing – if cold please provide a warm coat/jacket, Wellington boots, gloves and hat, if warm please provide a sunhat and suncream.
- Soft indoor shoes.
- A bag for your child's belongings.
- Suncream and a hat



SETTLING IN: WHAT TO EXPECT (CONTINUED)

Please note that during your child's time at nursery he or she will be encouraged to play – and play often gets messy! Therefore please dress your child in clothes that launder easily and are not a special outfit – we make every effort to protect clothes, but mess invariably happens. We aim to take children outside at least daily, so also please remember outdoor clothing appropriate for the weather, including if possible Wellington boots.

Your child is welcome to bring their favourite comforter to nursery if it is important to them – but please make staff aware he or she has it with them. Please always hand any medicine in to staff to be correctly signed in and avoid leaving it in children's bags.

First visit

On arrival at nursery you will be asked to sign in and you will go with your child to his or her playroom. Please feel free to stay in the room until you feel comfortable to leave, but be assured that your child will be well cared for when you go. You will be asked to complete a range of documents relating to your child, including dietary information, health questionnaires and permission forms. Our apologies for the volume of paperwork, but we do not ask for any non-essential information and the answers you give support us in giving the best possible care for your child. Once the paperwork is complete you are welcome to stay in nursery and enjoy an uninterrupted break, or leave the nursery, arriving back to collect your child at an agreed time. Nursery staff who have been caring for your child will be on hand to give you a full account of how he or she has been.

Subsequent visits

If you have requested them, further visits will have been arranged. Please arrive at nursery as arranged and take your child to his or her room. As before you are welcome to stay, but now, having previously completed the documentation, you can drop your child off and take some time for yourself if you would like. Staff will check with you when you expect to return and as before staff who have been caring for your child will be happy to discuss how he or she has been in your absence when you return. Further settling-in sessions can be made available if your child needs them, subject to availability and further to discussion with the nursery manager.



WESTCHESTER HOUSE
NURSERY SCHOOLS

ALLOCATING ROOMS AND ROOM MOVEMENT

Over the years we have recognised the importance of continuity for a child. Familiarity is often a key to your child's early days within a nursery. However, we have also recognised that children have a sense of exploration and are naturally interested in things as they learn. Therefore with this knowledge we seek to expand a child's horizons through the inventive allocation of room time.

On occasion to create fun and exploration we will move a child to a new room for a day so that they can experience the differing stimuli available.

Two weeks before moving rooms you will be introduced to your child's new keycarer. When your child moves on to another playroom, their Record of Development and Learning will go with them.





WESTCHESTER HOUSE
NURSERY SCHOOLS

FOOD AND NUTRITION

We take great care to provide children with nutritious and wholesome food, prepared by fully qualified professionals. We also plan our daily menus to include fresh and varied options that are suitable for each age group. Naturally we also cater for all individual dietary needs.

Meal-time for babies is a perfect relationship-building opportunity for child and carer. Our specialist staff always ensure that the type, consistency and portion size is just right for your baby.

For our 2 – 5 year olds we see meal times as an important opportunity for social interaction and a tool for building confidence and independence. We understand that meal times are an important part of life, and a good opportunity for children to learn about taking turns, table etiquette – and enjoying the social occasion.





A PARENT'S GUIDE TO WEANING

When should you start weaning?

By six months your baby will need more than just milk. Recommendations are to start at six months, so there is no rush. Babies are very good at telling you when they are ready. They may start waking up more during the night, be more hungry between feeds, be more interested in food or start putting their hands into their mouths more. When you begin weaning choose a time of day that you and your baby are most alert, happy and relaxed.

How much food should you give your baby?

Start with just one or two teaspoons once a day. Over the next few weeks, gradually build up to two meals a day of six to 12 teaspoons, then three. Be guided by your baby's hunger. Babies will refuse food when they have had enough.

What are the best foods to start with?

Start with baby rice and fruit and vegetable purees, which should be lump-free and a little thicker than milk. Introduce a variety of fruit and vegetables from the start and experiment with different combinations, for example sweet potato and pear.

Make your own purees by cooking the fruit and vegetables in a little water for a few minutes, then puree the mixture with a blender, mash it with a fork or pass it through a sieve with a spoon. Mix with breast or formula milk if you like, or baby rice, depending on the texture you want. Whole batches of puree can be frozen in ice-cube trays or yoghurt pots for thawing and using later. After a couple of weeks introduce red meat, chicken or pulses to provide essential iron.

From around seven months you can introduce lumps and finger foods, such as toast, breadsticks, banana, carrot sticks, pieces of peeled apple or cubes of cheese. It is good to get your baby used to the tastes of healthy family meals. Remove the baby's portion before adding any salt or sugar, then mash or chop it as appropriate.



A PARENT'S GUIDE TO WEANING (CONTINUED)

Which foods should be avoided?

Before six months babies should not have wheat or foods that contain gluten, such as breads, breakfast cereals or pasta. Eggs, fish, shellfish, citrus fruit and products made of cow's milk should also be avoided before six months.

Cow's milk should not be given as a main drink before one year. Whole nuts should not be given to children under five years because of the risk of choking.

Honey should be avoided until a child is at least one year old, and salt and sugar should be kept to a minimum at all times for babies and children, and should not be added to food during cooking.

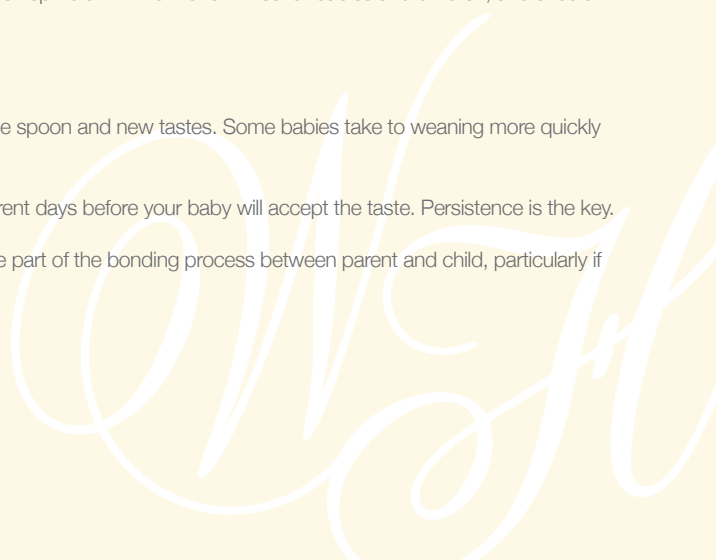
What should you do if your baby refuses food?

At first babies may refuse or spit food out, because it takes them a while to get used to the spoon and new tastes. Some babies take to weaning more quickly than others.

Just keep trying and be patient. You may have to try the same food several times on different days before your baby will accept the taste. Persistence is the key.

Finally, remember that weaning should not signal an end to intimacy. Weaning itself can be part of the bonding process between parent and child, particularly if you smile at your baby and talk while they are being fed.

Source: Nursery World





A PARENT'S GUIDE TO BITING

It's a wonderful moment when you notice that your child has got their first tooth. That glint of white in the gummy mouth is something to treasure. But what should you do if your child starts to use their teeth to bite you or – even worse – other children?

When is a child likely to start biting?

Most children will go through a biting phase at some point in their lives. The most usual time is in the second year, but some children do bite when they are three or so. Happily for us, most children settle for a 'one off' biting spree in which they may bite just once or twice and then stop. This spate is often exploratory and can even be accompanied with a smile! The child is simply finding out what it feels like to bite. They will be very interested in your reaction. This means that it is important to handle this type of biting in a low-key fashion. Avoid laughing, even if it is funny, because otherwise your child will learn that this is something that adults seem to like. In the same way, you should also avoid getting cross because, again, children can learn that biting gives them adult attention. A good strategy is to say 'no' in a firm voice and even move the child away from you slightly. This helps the child to realise that this behaviour is not acceptable and does not pay dividends.

What do I do if my toddler keeps biting other children?

This can be very upsetting for everyone, especially as some toddlers seem to choose the same child to pick on and it is not unknown for that child to be their friend! This type of biting is a little more complex to unravel, but can be linked to frustration and the need to gain some control. In the same way that some toddlers have tantrums, others do bite. From the toddler's point of view, biting is a quick way of getting another child to drop something that they want. It is also a way of helping to relieve tension and express anger.



WESTCHESTER HOUSE
NURSERY SCHOOLS

A PARENT'S GUIDE TO BITING (CONTINUED)

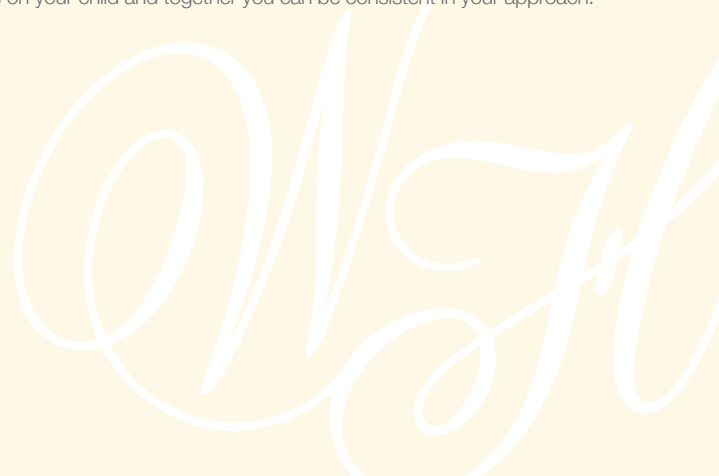
Interestingly, once children have learned to talk well, the amount of biting may decrease sharply. Suddenly children can try arguing with adults, asking for things and of course, squabbling with their playmates as an alternative to biting.

For some children the arrival of a baby or changes at home are triggers and if your child is biting, nursery staff will want to gain as much information about this as possible. Sometimes spending some extra positive time with your child and looking for ways of helping them to feel grown-up can pay dividends.

If your child is a biter, or being bitten, how should you expect nursery staff to respond?

The commonest approach is to avoid punishment of the biter, but to employ extra supervision and use distraction. If your child is going through a biting phase, you can help everyone by letting your child's nursery know. Biting is a little like head lice or chickenpox, it is a part of childhood and something that many children will grow out of. If staff know that a biting phase is happening, they can keep an extra eye on your child and together you can be consistent in your approach.

Source: Nursery World





A PARENT'S GUIDE TO DENTAL CARE

Helping your child to look after their teeth is of great importance. Tooth decay can be extremely painful.

Why should I be concerned about tooth decay now, since my child will grow another set of teeth when they are older?

It is common misconception that teeth are simply 'replaced'. Children can develop their adult teeth under their 'baby' teeth. If your child has tooth decay, the disease can damage new healthy adult teeth.

Tooth decay is very painful and can prevent a child from sleeping and eating. Dentists cannot administer a general anaesthetic for treatment and when a tooth needs extracting, they have two choices: take the tooth out while the child is awake by injecting their gums, or add the child to a lengthy hospital waiting list. Both options are distressing, and no matter how good your dentist is with children, extraction is upsetting for everyone involved.

Good dental care is also like healthy eating. If you teach children about its importance from the earliest age, they are likely to develop good habits that last a lifetime and save them pain and ill health in the future.

As a parent – what can I do to help?

It is important that you check labels for hidden sugars and limit the amount of sugary foods. Fizzy drinks and squash damage teeth, so give children milk and water to drink instead. If you do allow your child to have a sugary treat, make sure that they drink a glass of milk or eat a small piece of cheese afterwards to help neutralise the acid.

Children often become addicted to sweets because they are associated with comfort and reward. But there are other ways to treat your child. Small inexpensive toys, stickers and puzzles last far longer and also save your child's appetite for a nutritious meal.



WESTCHESTER HOUSE
NURSERY SCHOOLS

A PARENT'S GUIDE TO DENTAL CARE (CONTINUED)

When and how should I brush my child's teeth?

You should begin to brush as soon as teeth appear in the mouth, using a soft baby's toothbrush. A high fluoride toothpaste is recommended. Normal adult toothpaste is perfectly acceptable, and encourages children to get used to the taste of it.

Brushing teeth should be part of any daily routine. Think of ways to make it easier – for example, ensuring that your child brushes their teeth after a wash in the morning will save you two trips to the bathroom!

Source: Nursery World





A PARENT'S GUIDE TO BEDWETTING

Bedwetting is common in children under seven. Treatments, including alarms and medications may be suitable for your child if they are approaching the age of seven. A full assessment will help to decide what is best. Your health visitor or school nurse should be able to refer you to a clinic. There are also guidelines to follow if your child is younger.

Should you wake a child up at night to take them to the toilet?

This will not help your child to learn to react to the feeling of a full bladder and wake up and 'hold on', but it may reduce the number of wet beds. This can help to manage the situation and also boost confidence, providing your child is not distressed by the process of being woken up. But do make sure your child is fully awake, that you vary the time from night to night, and that you take them to the toilet even if they are already wet. (It is advisable to wake them only each night between their bedtime and yours.)

What strategies are available to help a child get up and go to the toilet during the night?

Talk to your child about what to do if they wake in the night. Offer a potty if the toilet is some distance away or downstairs. Ensure that there is a light they can switch on themselves, or leave a soft night-light on to guide them to the toilet, especially if they are afraid of the dark. Use a low bed rather than a high bunk until they are dry. Reward them whenever they get up and go to the toilet, even if the bed is already wet. However tired you are, try to praise them for telling you they were wet and for helping you to change the bed, incentive charts that reward positive steps can help children see their progress.

A bedwetting alarm can help when children are eager to use one and are capable of understanding how to use it, usually around the age of seven. Most children will need parental support to wake – and the family should expect disturbed nights before seeing the signs of progress.



A PARENT'S GUIDE TO BEDWETTING (CONTINUED)

How can I reduce the amount of work and stress involved when wetting occurs regularly?

Reliable and comfortable bedding protection can make life much easier. Mattress and duvet covers made from waterproof and breathable fabrics are available, as well as washable absorbent bed mats that prevent the whole bed getting wet.

Should a child have something to drink before they go to bed?

It is important that children drink about six to eight cups of fluid spread over the whole day rather than limiting drinks. A smaller drink can be given about an hour or so before bed, with a last visit to the toilet immediately before settling down. Certain drinks may increase urine production in some children so are best avoided, particularly in the evening. These include tea and carbonated drinks.

How can a child be reassured that this is not something to worry about?

Children sometimes start to worry when they realise that friends and younger siblings are dry and they feel different. A calm attitude will help them to remain confident and positive about overcoming the problem.

Source: Nursery World

