



Thank you for considering Carousel Day Nursery as a choice for your child's day care. We hope that you have enjoyed browsing our website and that you have found all the information you need. If you have any further questions about what we offer then please don't hesitate to contact us. The best way to really get a feel for whether a nursery is right for you is by paying a visit. If you would like to arrange a visit to Carousel please get in touch and we would be very happy to organise this for you.

In this prospectus you will find some further information about our ethos at Carousel and our aims for the children in our care. There is also further information about childcare fees and some guidance on choosing the right childcare for you and your child. We also include an application form that you can return to us via email or post, or alternatively you can apply directly through our website.

Prospectus contents:

- Key Worker Approach
- Choosing Quality Childcare guidance
- Choosing Quality Childcare questionnaire
- Parents' guide to the Early Years Foundation Stage curriculum
- Childcare fees information
- Application Form



Key Person Approach

What is it?

We believe the key person approach (KPA) to nursery care needs greater recognition because of its importance for the children we look after at Carousel Day Nursery. The aim of the KPA is to enable and support close attachments between individual children and their families, and nursery staff. We organise and focus all of our work at Carousel around the KPA. The close attachment between children and staff can be very helpful when settling a new child into nursery, and can also provide a vital contact for those parents/carers who want their child to feel special to someone at nursery. Parents/carers are kept closely informed about their child's day; if they cannot be present during that time the key person can make them feel as if they were, so they do not have to be excluded from the details and intimacies of their child's day away from them.

KPA at Carousel

At Carousel each nursery nurse has 7-8 children in her key person group (2-3 *each day*). It is that key person's responsibility to write the '**Your Day**' report forms each day for each of the children in their group. It is also their responsibility to compile the Early Learning Journeys for each child in their group. Early Learning Journeys are an illustration of a child's progress through nursery based on the themes and principles of the Early Years Foundation Stage (EYFS) learning goals, which can be discussed with parents at any time.

At Carousel we believe that the best interests of the child are served by them having a variety of relationships, so when the child has formed a confident and trusting relationship with their key person, they will be encouraged to relate to a wider group of adults. This is also very helpful when it is time for the child to move up into the next area of the nursery as they will be confident and secure in forming a new key person relationship.

Your child will be assigned a key person once a place has been reserved for them at Carousel and a start date agreed upon. Settling in will be co-ordinated by the key person, and can include a home visit for those parents who would like one.



A Parent's Guide to The Early Years Foundation Stage

The Early Years Foundation Stage has been created by the Department for Education and Skills and forms part of the Government's 10 year plan for children – **Every Child Matters** – its aim being to ensure the following five outcomes are achieved:

- Staying safe
- Being healthy
- Making a positive contribution
- Enjoying and achieving
- Achieving economic wellbeing

Focussing on babies through to five years, the framework looks at young children's development through a range of themes (principles) and their respective commitments:

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
Child Development Babies and children develop in individual ways and at varying rates. Every area of development – physical, cognitive, linguistic, spiritual, social and emotional – is equally important.	Respecting Each Other Every interaction is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families.	Observation, Assessment and Planning Babies and young children are individuals first, each with a unique profile of abilities. Schedules and routines should flow with the child's needs. All planning starts with observing children in order to understand and consider their current interests, development and learning	Play and Exploration Children's play reflects their wide ranging and carried interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.
Inclusive Practice The diversity of individuals and communities is valued and respected. No child or family is discriminated against.	Parents as Partners Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning.	Supporting Every Child The environment supports every child's learning through planned experiences and activities that are challenging but achievable.	Active Learning Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.
Keeping Safe Young children are vulnerable. They develop resilience when their physical and psychological wellbeing is protected by adults.	Supporting Learning Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources.	The Learning Environment A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.	Creativity and Critical Thinking When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this

			process enhances their ability to think critically and ask questions.
Health & Wellbeing Children's health is an integral part of their emotional, mental, social, environmental and spiritual wellbeing and is supported by attention to these aspects.	Key Person A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents.	The Wider Context Working in partnership with other settings, other professionals and with individuals and groups in the community supports children's development and progress towards the outcomes of Every Child Matters	Areas of Development The Early Years Foundation Stage (EYFS) is made up of six areas of learning and development. All areas of learning and development are connected to one another and are equally important. All areas of learning and developing are underpinned by the principles of EYFS

Through observation of the children's development by key staff, their progress will be recorded and 'next steps' planned for. Observation is divided into 6 age groups, which take into consideration the range within which young children develop:

- Birth to 11 mths
- 8 to 20 mths
- 16 to 26 mths
- 22 to 36 mths
- 30 to 50 mths
- 40 to 60 mths

Using the Early Years Foundation Stage as a guide and the six areas of learning and development and their respective aspects, key staff are able to plan play activities to offer the children experiences and challenges across the whole spectrum of their development as they head towards primary school. The aim is that by the time they reach this age they are fulfilling their potential thus making the transition to school a very positive experience.

Areas of Learning & Development	
Personal, Social & Emotional Development	Understanding of the World
Communication & Language	Physical Development
Mathematics	Expressive Arts & Design
Literacy	

I hope this brief explanation of how we plan play activities, monitor progress and reach our aims for your children, gives you a clearer insight into our nursery and its ethos – *Early Learning for a Brighter Future*



Choosing Quality Childcare for Children under 5

Below is key information to take particular note of when visiting/choosing the right nursery for your child. We have also enclosed a 'Choosing Quality Childcare' questionnaire that you can take with you when visiting nurseries to help you make your decision.

Special Educational Needs & Disabilities

If your child has special educational needs or a disability, speak to the nursery management team as they will be able to explain their own specific policy for SEND and their Inclusion Policy.

Disclosure and Barring Service

It is the responsibility of the nursery management team to ensure all staff have an up to date DBS (Disclosure and Barring Service) check to ensure their suitability to work with children. You can ask to see their records.

Settling In / Key Person Approach

All childcare providers should have a settling in policy/procedure that allows you to stay with your child for as long as is necessary. This should involve several visits, where you gradually leave your child for longer periods of time. You will also be designated a member of staff known as the Key Person. This person is your contact if you want to discuss anything about your child and who during the day carries out the main care routines for your child, e.g. changing their nappy, taking them to the toilet, feeding them and settling them to sleep. This person will ensure your wishes are considered and your individual child's needs are met within the group. They should be available for you to talk to at the beginning or the end of your child's day/session.

Parental Involvement

Parents' knowledge of their own child is invaluable and will help to influence the work the staff of the nursery do with your child. Ask how your child's development is monitored and evidenced and how you will be kept informed of your child's progress towards the Early Learning Goals of the Foundation Stage. Most nurseries provide parents with newsletters, parents' evenings and other events.

Ratios

The minimum staffing ratios required by Ofsted are: 1:3 children under 2 years 1:4 children aged 2 years 1:8 children aged 3-7 years Many nurseries will have higher staffing ratios than these, to cover lunch periods, holidays and other absences. 50% of all staff working in the nursery should hold a level 3 NVQ qualification or the equivalent. There should never be fewer than 2 adults on duty at any time, regardless of how few children are in the nursery. Ofsted also require that senior staff caring for children under the age of two in a nursery have at least two years post qualification experience.



Outdoor Play

Playing outside is really important for children. Some nurseries offer this by keeping the door open to the outdoor play area in order to give children free access to it. Sometimes this is difficult, especially in the cold weather. However, it is important for children to be able to go outside and nurseries should accommodate this by making sure the children have easy access to their outdoor clothes and boots and that there is a staff member available to go outside when needed. The children should regularly be taken for walks in the local area and on some visits throughout the year.

Toys & Equipment

The toys and equipment in the nursery should reflect diversity and support children with special needs. The equipment should be easily accessible, e.g. low level so that the children can choose their own activities. There should be some activities that are available regularly i.e. sand, water, role play, small work, book corner (this should contain reference books as well as story books), drawing and colouring equipment, painting, dough, creative resources, construction materials, games, equipment for problem solving including weighing and measuring. The children should be busy and involved in the activities. It is important that children are allowed to develop their creative skills using both natural and manmade resources. Children should be given plenty of time to develop their own ideas. Children need access to natural materials to help them understand the world around them and develop all of their senses.

Displays

There should be photographs and displays (ideally child height) to show you what activities the children have been involved in. Often the activities your child undertakes do not have a finished product so this will be the only way you will know that they have undertaken these activities.

Observation

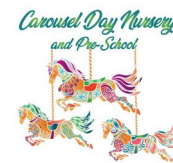
It is important that staff observe the children regularly. Observations are important as they allow staff to see what stage your child is at and what opportunities they need to be given to help them progress. When carrying out observations staff should stand back and allow children to play, only becoming involved when it is necessary to support the child. Experienced staff will be aware of a child needing support or a child needing an additional piece of equipment.

Health, Safety & Diet

Children should be provided with a healthy diet (ask to see menus) and water should be available to the children at all times. If your child becomes ill, staff will follow their appropriate policy and



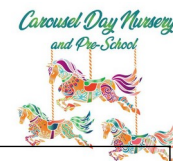
procedure. It is important that staff and visitors do not wear outdoor footwear in the Baby Room as young babies will be mouthing objects and crawling on the floor.



Choosing Quality Childcare for Children Under 5

Organisation

Question / Statement	Yes / No	Comment
Is Carousel meeting correct staff ratios? <2 = 1:3 / >2 = 1:4 / 3+ = 1:8		
Are staff suitably qualified and do they have a current DBS check?		
Will I be encouraged to visit with my child on several occasions before they start?		
Will I be given opportunities to meet with my child's Key Person?		
Will the Key Person be available to talk to me at either the beginning or the end of the day / session?		
Will the Key Person carry out my child's main routines?		
Will I be given a daily record sheet of my child's sleep patterns, how much they have eaten, their toileting and a brief description of their activities?		



Choosing Quality Childcare for Children Under 5

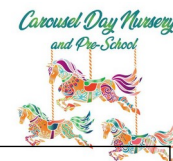
How does Carousel keep parents informed?		
Is there a high staff turnover?		
Do staff receive regular training?		

Care

Question / Statement	Yes / No	Comment
Is there a set routine during the day? If so, how flexible is this?		
Are you and your child made to feel welcome?		
Is there good interaction between the children and their peers and between children and their carers (e.g. do they give eye contact, praise, offer reassurance, bottle feed the babies on their lap?)		
How do staff manage the children's behaviour? Is there a Behaviour Policy?		

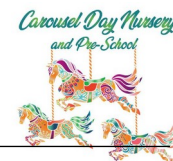
Learning and Play

Question / Statement	Yes / No	Comment
Does Carousel have a copy of the Statutory Guidance for the Early Years Foundation Stage?		



Choosing Quality Childcare for Children Under 5

Are the children's displays obviously the children's own creations?		
How often do staff observe children? Do parents have the opportunity to comment on and contribute to these recordings? How are they recorded i.e. illustrated Learning Journeys.		
What provisions are made to support children with special educational needs & disabilities, individual cultures/religions and children for whom English is a second language?		
Do staff play on the floor with the children?		
How often do the children access the outdoor area and are non-mobile babies taken outdoors regularly?		
Are children supporting each other with their activities?		
Are there photographs and written displays about the activities the children have undertaken?		



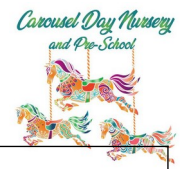
Choosing Quality Childcare for Children Under 5

Equipment

Question / Statement	Yes / No	Comment
Are the toys and equipment stored at child height to enable them to access them freely?		
Do the children have access to both natural and manmade materials?		
Are basic equipment and resources available to the children as listed in the general information?		

Health & Safety

Question / Statement	Yes / No	Comment
Are staff and parents encouraged to take their outdoor shoes off before entering the Ducklings Room?		
Are toys clean and sterilized regularly and checked for breakages?		
Is there a security system in place that ensures strangers cannot gain entry to the main nursery?		
Is the environment safe and clean?		
What is the procedure if my child becomes ill or has an accident?		



Choosing Quality Childcare for Children Under 5

What are the procedures in the event of a fire or emergency?		

Carousel Day Nursery and Pre-School



Childcare Fees

Please call or email us to find out about our fees and any discounts or funding you may be eligible for.

You can pay your childcare fees free of Income Tax and National Insurance.

You can ask for part of your salary to be sacrificed in return for direct payment of childcare and your employer will save on Employers National Insurance too:-

- Basic (20%) Taxpayer. Allowed £55/week vouchers, max. annual gain £920.
- Higher (40%) Taxpayer. Allowed £28/week voucher, max annual gain £610.
- Top (50%) Taxpayer. Allowed £22/week voucher, max annual gain £590.

Carousel Day Nursery & Pre-School currently has accounts with all the leading salary sacrifice schemes. Simply ask your HR department for details of the one they use.

HMRC also have a tax free childcare scheme that you can sign up for. Please use the link <https://www.gov.uk/get-tax-free-childcare>

This Government website also has lots of helpful information about what help you may be able to get with your childcare costs: <https://www.gov.uk/help-with-childcare-costs>

Carousel Day Nursery

and Pre-School

Application Form



Full Name of Child:

Date of Birth:

Name(s) and address(es) of parent(s) making the application

Name(s):

Address(es):

Tels:

Mobiles:

Emails:

I/we would like my child to start attending Carousel Day Nursery from (date):

I/we would like my/our child to attend on the following days / sessions (please tick).

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					

Signature (parent/carer):

Date:

Signature (parent/carer):

Date:

This Application Form should be completed and returned via email to info@carouselnursery.net. A non-refundable registration fee of £15.00 will be required to join our waiting list. You can pay this via our website using the link on the 'Contact Us' page, or you can pay by bank transfer.

Bank details: Carousel Day Nursery, Sort Code 20-25-19, Account Number 83527727.

You can alternatively print the form and return by post to **Jacqui Taylor & Beverley Joyner, Nursery Directors, Carousel Day Nursery & Pre-School Ltd, 32 Thynne Road, Billericay, Essex CM11 2HH**, enclosing a cheque for the registration fee. Many thanks.

For our future reference, would you please indicate how you heard about Carousel Day Nursery in the space below:

*Should you wish to receive this form in braille or require a translator, please contact us on **01277 632362***