

Updated April 2019



**SandyBears**  
nursery and preschool ltd

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# OUR PROSPECTUS

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*“Let The Learning Journey Begin....”*

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Welcome to Sandy Bears Nursery + Pre-School.

This prospectus aims to provide you with an introduction to our setting. You will find information on our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. This should be read alongside our Childcare Terms and Conditions for a full description of our services.

**Sandy Bears Nursery + Pre school aims to:**

- provide high quality care and education for children;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of the local community; and
- offer children and their parents a home from home service that promotes equality and values diversity.

Sandy Bear's Nursery and Pre-school caters for children requiring full day care 51 weeks of the year and for those who wish to follow a term-time only sessional structure.

Sandy Bear's Nursery & Pre-school offers inspiring indoor and outdoor areas that will provide a broad, balanced and creative curriculum to encourage each child to develop to their full potential. We combine free play with both planned and structured teaching with the emphasis on fun and exploration! Play is at the heart of children's learning in accordance with the EYFS, therefore, at Sandy Bear's play is valued, supported and used positively to develop your child's individual learning journey.

Sandy Bear's Nursery & Pre-school is located in the old schoolhouse in Tattenhall and is owned by Laura Yates. Laura (mother of 2) has 14 years of experience of working in childcare, also alongside health visitors, speech therapists, physiotherapists and other multiagency professionals. Our team is enthusiastic and determined to provide a creative, dynamic and inspiring start to your child's education.

We can fully appreciate the pressures experienced by all working families and aim to provide a 'home from home', whilst affording parents peace of mind. A happy, committed and enthusiastic team is fundamental to the success of our Nursery & Pre-School.

*OFSTED 2016 - Outstanding across all areas*

*Comments from Inspectors report (available on the OFSTED website)...*

*"Experienced and well-qualified staff make regular observations to identify what children know and can do. Children engage in small- and large-group activities which are carefully planned. These activities focus precisely on children's individual learning needs and interests. This helps them to build on their skills and knowledge rapidly"*

*"Partnerships with parents are highly valued. Parents are offered many ways to provide feedback, which is swiftly acted upon. There are numerous opportunities to share information on children's progress. Parents are offered practical sessions to learn about ways in which to support their child's learning at home."*

*"Managers are highly motivated and inspirational. There is an extremely strong and consistent emphasis on promoting staff's professional development. The management team provides ongoing, innovative and highly effective support, supervision and training. They encourage staff to implement ideas which will impact positively on children's learning."*

*"Children have high self-esteem and staff praise them consistently for their efforts. Staff are great role models and they encourage children to develop good manners and helpful attitudes. Young children say excuse me to attract the attention of adults. Children encourage each other and frequently work*

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*cooperatively to achieve their goals. Children thrive during outdoor play and their physical well-being is exceptionally well supported"*

All our Staff have Level 3 childcare or above qualifications or are in the process of gaining their childcare qualifications and will be continually supported in further training for personal and professional development. Our qualified staff are Level 3 and above and we always meet the requirement of 50% of qualified staff in each room. Staff are continuously enhancing their skills with our Sandy Bear's staff meeting in-house training sessions such as Phonics, loose parts and EYFS which feedback all courses staff have attended and up-to-date research in our field.

All staff undertake a full DBS check before working with our children. All our staff are fully first aid trained or are booked on a first aid course which surpasses the requires one trained first aider on site.

All staff have training in Safeguarding children, this includes Working Together to Safeguard Children Level 1 and management are trained to Level 2 or above. Our Safeguarding officer has advanced Safeguarding training which is refreshed regularly. A list of all the safeguarding staff training and courses is displayed on the parent's notice board.

All staff have completed various short courses to develop their skills which includes; Promoting Positive Behaviour, Behaviour Management, Supporting Communication, Health and safety, Food and Hygiene, E-safety, Makaton, Mark Making Matters, Enabling Environments Communication under 2s, Math's Matter, Phonics workshops, Block Building and more ongoing courses booked for this year.

The staff who work at our setting are:

**Mrs Laura Yates**- Manager & Owner of Sandy Bear's Nursery & Pre-school

BTEC Diploma in Childcare (2008)

Leadership and management Level 3 (2013)

Food & hygiene certificate (2012)

Recruiting Safely (2012)

Makaton, sign language + braille (2011)

Makaton qualified practitioner (2011)

Safeguarding Children Level 1 (2010)

Safeguarding Children Level 2 (2012)

Level 3 working together to safeguard children (2016)

Level 5 Leadership & Management in Childcare (ongoing)

SENCo trained (2012)

Paediatric First Aid (2019)

**Mrs Astone Richardson** - Area Manager, Safeguarding Officer, Forest School Teacher, Data Protection Officer and SENDCo

Early Years Professional Status (2012)

English Literature & Philosophy BA Hons (2011)

Paediatric First Aid (2017)

Food & Hygiene (2017)

Recruiting Safely (2012)

Safeguarding Children Level 1 + Level 2 (2012)

Working Together to Safeguard Children Level 3 (2015)

SENCo trained (2013 - last refresh 2018)

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Management Level 3 (2015)

First aid at Work (2015)

**Miss Laura Silverwood** - Deputy Manager & Big Bears Early Years Practitioner

Early Years Teacher Status (2014)

Early Childhood Studies Degree (2013)

Paediatric First Aid (2014)

Food + Hygiene (2014)

Prevent Duty Training (2016)

Safeguarding level 3 (2016)

SENDco training (2017)

**Mrs Rebecca Whitley** - Big Bears Room Leader & Early Years Practitioner

Play Specialist (2013)

Early Years Childhood Studies BAHons (2009)

Food & Hygiene level 2 (2013)

Prevent Duty Training (2016)

Safeguarding Level 2 (2019)

Paediatric First Aid (2017)

Autism General Awareness (2017)

Makaton Qualified practitioner (2015)

Supporting 0-2 year olds in the EYFS (2015)

**Mrs Gemma Jones**- Big Bears Early Years Practitioner & Key Worker

Level 2 NVQ Childcare (2015)

Level3 NVQ Childcare (2016)

First Aid level 3 (2015)

Supporting 0-2 year olds in the EYFS (2015)

**Miss Molly Payne** - Early Years Educator & Key Worker

Level 3 Early Years Educator (2017)

Paediatric First Aid (2017)

Prevent Training (2016)

Level 2 Responsibilities and Rights in Children and Young Peoples Settings (2017)

**Miss Lauren Bell**- Bear Cubs Room Leader & Early Years Practitioner

Level 3 Childcare and Education Studies (2015)

Level 5 in Childcare (2016)

**Miss Hasina Singh** - Apprentice Early Years Practitioner & Key Worker

Level 3 Early Years Educator (ongoing 2019)

Prevent Duty Training (2018)

Safeguarding Basic Awareness (2018)

Paediatric First Aid (2018)

Emergency First Aid at Work (2018)

**Miss Emily Timms**- Early Years Practitioner & Key Worker

Level 2 Childcare (2019)

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Level 3 Early Years Educator (ongoing 2019)

Safeguarding Basic Awareness (2017)

Prevent Duty Training (2017)

**Miss Cara Ciesielski - Early years Practitioner & Key Worker**

Level 3 Early Years Educator (2018)

Paediatric First Aid (2018)

Infection Prevention and Control (2019)

Safeguarding Basic Awareness (2018)

Prevent Duty Training (2018)

**Miss Robyn Johns - Early Years Practitioner & Key Worker**

Level 2 Childcare (2016)

Level 3 Early Years Educator (ongoing 2019)

Prevent Duty training (2018)

Paediatric First Aid (2018)

Safeguarding Basic Awareness (2018)

**Miss Francesca Angel - Apprentice Early Years Educator**

Level 3 Early Years Educator (ongoing 2019)

Prevent Duty Training (2019)

Safeguarding Basic Awareness (2019)

### **Key - Worker**

*"Staff successfully encourage children to build strong emotional attachments. This helps children to feel emotionally secure and thrive in their care." (OFSTED 2016)*

Our key-worker system gives each member of staff particular responsibility for just a few children. Each child in each room has one special adult to relate to which can make settling into the group and transitions much easier. In addition, the key-worker is in a position to tailor the group's curriculum to the unique needs of each individual child. The key-worker maintains links with the child's parents to ensure all children are supported in reaching their full potential by the setting and their home links.

You will have the opportunity twice a year to arrange a parents evening with your child's key worker. Your child's key worker will discuss with you previous progress reports, your child's current progress and next steps, activities to implement at home and how to do this, day to day observations and a chance to discuss further any minor concerns or issues.

Your child's key worker will record your child's progress by getting to know your child and the family on a personal but professional level. They will record observations and take photographs and videos of your child while they learn and develop in our home from home environment. These are logged on Family site and are constantly accessible to you as the parents via secure log in. This site is protected and only you, management and staff have access to your child's profile. You will be given more information on this by your key worker when your child starts their developmental journey at Sandy Bears Nursery + Pre-school.

### **Snacks and Meal times**

*"The setting promotes healthy eating.....staff make sure that dietary needs are considered and catered for" (OFSTED 2012)*

At Sandy Bear's Nursery & Pre-school snack and meal times are thought of as a social occasion as well

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as for the provision of food. Children are encouraged to try a variety of fruit and vegetables and use the staff as role models for the types of food eaten and eating behaviour

Sandy Bear's Nursery & Pre-school promotes healthy eating. A healthy snack will be available mid-morning and afternoon. A range of seasonal fruit and vegetables, a variety of dips, cheeses and bread products will be served and milk or water will be available.

Each child will have the opportunity to prepare food and drink. Sometimes preparing food to take home and regularly helping to prepare snack. Children in Big Bears are able to dish out their own meals, which gives them the opportunity to choose what size portion they would like and if they require seconds.

Water is available to children throughout the day and also offered with milk during meal times. Younger children are encouraged to pour this themselves, with a little support and the pre-schoolers are encouraged to help themselves with supervision. We encourage parent involvement with our menu either by adding to discussion in our parent's committee meetings, parent's evenings, social media or newsletters.

For those children attending over meal times a 2 course hot meal will be served, this is at 12.00pm and again at 4pm. We use sharing platters for all our meals which gives our Big Bears children the responsibility and independence of serving their own food and also prepares our pre-schoolers for elements of the canteen lunch they will experience at school.

Every effort will be made to accommodate the dietary needs of children with health, cultural or religious requirements and will be discussed in detail on your transition meeting.

#### **Bear Cub's Room**

*"I would recommend Sandy Bears whole-heartedly. Our little girl loves it and they are always doing different activities I wouldn't think of doing at home. Love the fact that they keep in touch throughout the day and that the team in Bear Cubs are so easy to chat to - important for the first time mum" (Parent 2019)*

*"My son has been in the Bear Cubs room for the past 6 months; since he was 10 months old. I have never had any worries or concerns over the standard of care he receives. I have always had the feeling that the staff genuinely care about all of the children. I receive regular feedback on my son's development and am impressed by all the activities the plan each day" (PARENT 2016)*

*My daughter has attended Sandy Bears since she was 5 months old. She has loved attending and always comes home with tales from her day. I love the fact that even in the baby room all children sit round a table to eat meals, rather than high chairs." (PARENT 2016)*

*Babies and toddlers develop their language skills very well because they receive individual care and learning. They delight in babbling and increasingly experiment with sounds and words to communicate, which is recognised and promoted well by staff. (OFSTED 2012)*

*Babies are rapidly gaining very good communication and language skills, as they talk, share books and sing songs with staff. (OFSTED 2016)*

The Bear Cub's room is home to babies and toddlers ranging from the age of 3 months to approximately 18 months- 2 years.

Nursery is open 51 weeks of the year between the hours of 8-6pm. Sessions available are 8-1pm; 1-6pm and 8-6pm. Early starts are available upon request for a 7.30 or 7.45 start to help those working parents that little bit more.

Alice is the room leader of Bear Cubs and is key worker to a group of babies and toddlers in this room. The other staff who work with Alice who are also key workers to groups of children are Laura, Robyn and Cara.

It is our aim that your child feels happy and secure in our care and also that through observations of their interests, your baby can be helped to learn and develop at their own pace and according to their developmental stage. Your child may play in all of our areas during the day. There is an area which includes our black, white and red area. We use these colours as research proves these are the main colours young

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babies see and react to. This area is a comfortable area for babies and younger children to play on. Rhyme and Rhythm time is promoted throughout the day to encourage development of communication skills and links to every other area of development.

We have different areas of learning at the child's level with boxes of a variety of different resources. The contents are changed & sterilised regularly. We have a basket of books for quiet time, for one to one or group time or nap time reading. The other area used in the room is the floor and table area. It is here that the babies get to experience messy and other forms of exploratory play. This includes painting, gloop, spaghetti, oats, shredded paper or mark making in baked beans which stimulates a variety of different senses and experiences.

The babies have their very own outdoor area, which is a great space for safe and supervised educational fresh air fun! Children have continuous access to a role play kitchen and dress up area, a sensory problem solving board and the safety of the artificial grass flooring. Soft play mats and climbing equipment are available for them to use alongside our outdoor provisions outside the baby play area with plenty of adult supervision. We are fortunate to be situated in a rural village and therefore can make good use of our 6 seater buggy for walks around Tattenhall too.

Your child will enjoy a healthy snack mid-morning consisting of fruit and a carbohydrate eg. Toast, cracker, rusk etc. At lunch time your child will eat a home cooked two course meal similar to our sample menu. Meals will be served in the consistency appropriate to the personal age/stage of your child; this will be discussed regularly with yourselves. If your child is just beginning weaning, we will work alongside you to make the process as smooth as possible. Tea is also a freshly prepared two course meal usually consisting of a variety of finger foods for the older babies or for the younger babies another puréed light meal. Milk is given as per your wishes, we ask you to provide your own bottles and powdered milk if required. Made-up bottles are kept for no longer than 2 hours and after this time they will be rinsed and put in your child's bag ready to go home.

Your child's nappy will be changed every 2 hours at specific times throughout the day and also as and when required.

Babies have the opportunity to sleep whenever they need to as per their routine at home. There are two wooden cots, sleep mats, cushions and a couple of prams & pushchairs that can be used to encourage sleep. Each child has their own clean sheets that are frequently laundered and placed in their labelled basket above the cots ready for their next use. Sleeping outside is actively encouraged especially if this is a request from you, the children are strapped in and checked regularly, we do ask that you provide extra warm clothing if you wish your child to take advantage of our safe secure outside area for sleeping.

Your child will be able to play outside every day. We deem fresh air to be a vital ingredient for a happy, healthy child. If the weather is too cold for the babies to sit and play outside, they will be able to go on walks around the village in our buggies to ensure that they receive ample fresh air whilst being snuggled down under blankets.

At Sandy Bear's we believe that singing is an important first step to talking and communicating. Every day your child will be involved in a singing/musical session, sometimes an outside professional will be brought in to enhance these sessions. There are a number of different musical instruments that the children can explore on their own and these are often used in our musical sessions too. Makaton is introduced as early as possible to the children. The signs used will be displayed on our display boards to help with recognition at home. If you would like to learn more about this form of communication please feel free to request a copy of our Makaton leaflet or ask Beckie who has recently attended a Makaton course and has lots of guidance and advice.

In the Bear Cubs room, the day's activities are planned around the daily routine to ensure a feeling of consistency and security for your child yet allowing room for both spontaneous and planned activities with your child.

### **Family App Feedback**

You are given a log in to your own personal site for your child, their key worker or a close adult in their room will fill out daily all important parts of your child's day, including sleep times, nappy changes, meals

and areas of learning and development they have achieved through activities that day. You will also find pictures of your child on your private feed that can be accessed all day while you were at home or work! Please feel free to message and add how your child has slept or eaten; any trips/ holidays you have taken recently or any developmental milestones that your baby has reached. You will also receive detailed verbal feedback daily on drop off and pick up.

### **Medicines/ Medication**

If your child needs to take any medication during their time with us, we are able to administer this in accordance with our nursery policies. We will require you to sign a medication form authorising us to do so. All medication must be in its original container and the prescription label must state the name of your child, date etc. If required, as in the case of a high temperature or other emergency, Calpol can be administered from our nursery bottle only if a Calpol authorisation section has been completed. If you wish your child to have Calpol during their time at nursery i.e. teething problems we ask that you bring your own bottle of Calpol labelled with your child's name and sign a medication form stating when and what dose is required. This will be returned to you at the end of the day. We must follow our Calpol policy, therefore if your requests do not fit our policy you may be asked to collect your child if he or she is not unwell.

### **Accidents and incidents**

From time to time your child might be involved in a minor accident or incident. Any minor bumps or scrapes will be recorded on an accident report form on your Family app. More serious accidents will be treated in accordance with our nursery policy and you will be informed immediately.

### **Sandy Bear's Nursery & Sandy Bear's Term-Time Only Pre-school (Big Bears)**

*"All children make excellent progress from their individual starting points and are extremely well prepared for the next stage in their learning. Children are inquisitive, keen and active learners. (OFSTED 2016)*

*"My little girl adores all the staff, everyone has the time to speak to you always and they listen to you. They are all very welcoming and extremely fun friendly people. Sandy bears was recommended to me by many mums, I managed to get a place for my daughter and I couldn't be any happier. All the staffs hard work and dedication to ensuring all our children have the best care and have fun whilst learning means the world to us parents. From baking to messy play, sports day, adventure walks and so much more they always strive to provide the best!! Regular updates throughout the day on your child progress. Thank you to everyone at Sandy bears for all you do and more. You guys really do go that extra mile" (Parent 2019)*

*"Sandy Bears is an amazing setting - I could not be happier with the care Lois got whilst there as a pre-schooler. Every member of staff loves what they do which is reflected in the experiences the children have". (PARENT 2016)*

*"We cannot thank you enough for providing such a fantastic start to Georgias learning and development. It is without a doubt your hardwork and support that has helped prepare her for reception. You have shown her kindness and love on those difficult days" (PARENT 2016)*

Sandy Bear's Nursery Room shares its space with Sandy Bear's Term-Time only Pre-school. The nursery is open 8-6pm, 51 weeks of the year. At Sandy Bear's we offer teachers of Cheshire West and Cheshire East the unique opportunity to be able to book their child into nursery during terms only. Like the Bear Cub Room Sandy Bear's Nursery also run morning and afternoon sessions as well as full day care.

We aim to provide a safe, secure and stimulating environment for your child. As a mixed age nursery, if staff, parents and management feel that it is developmentally appropriate for your child, they may join this room from 18 months- 2years of age.

Children from 2 years of age may join the term-time only pre-school. The pre-school sessions are based on a 3 hour session of learning through play including child initiated/led play and practitioner led group activities in accordance with the EYFS taken between the hours of 9-3pm.

Throughout the day the children of all ages will mix and socialise in free play. Group activities are organized according to age and stage of abilities and children's interests and needs. Every day stories are read, songs are sung and children get the opportunity to come together to share news from home during Welcome Time. Observations of children are taken regularly so future activities can be planned by taking into account children's interests and needs.

As children learn, develop and grow in confidence they begin to take on more responsibilities in the nursery. Your child may find they are a 'happy helper' helping to prepare and hand around the delicious snack and encouraging others to tidy up or 'eco-monitor' in charge of ensuring paper is placed in the recycling bin.

A typical day will involve your child engaging in free-play whilst staff observe, join in and enhance their learning by providing additional resources. Group activities take place every morning and afternoon, including smaller groups, perhaps learning a new skill from planned next steps, or enjoying a music session. Children will partake in a fun phonics session every day and benefit from mathematics and literacy development activities.

The emphasis is on fun with carefully planned learning opportunities. There are areas for quiet time, sleep and rest and your child's routine from home will be followed. Your child will have their own Online Learning Journey via Family (as detailed above!). This is carried out and updated by your child's key worker with observations, photos and progress reports. You are encouraged to add to this by logging on to your child's profile and adding any developmental milestones, observations, photos and any news about your child. At the end of your child's developmental journey at Sandy Bears, your child will next be moving on to school. Your child's teacher will have been invited to Sandy Bears to look through your child's progress and learning journey, this can then be printed and is then yours to keep when they embark on this new stage of their lives.

School readiness is very important to us at Sandy Bears and we strive to promote values that will not only support children in an academic sense but will develop a confidence and self-worth that will allow them to support themselves emotionally in their school transition. We promote self-care skills for all children in pre-school and work with Jolly Phonics and Numicon to develop literacy and mathematics. Sandy Bears works with many local schools in the area and has a close relationship with the reception teachers. All teachers are invited to come into setting in the final term to meet the children on site and talk through their progress with their key worker. This is an opportunity for key workers and parents to meet with the teacher should there be any additional support needed in the reception class. This approach to school readiness ensures that requirements for each individual child is put in place in the term before they are due to start school ensuring the smoothest transition possible.

*"Staff and children interact well together and relationships between them are warm, staff help children to feel safe and secure" (OFSTED 2012)*

### **Special Educational Needs and Disabilities**

All children at Sandy Bears are celebrated for their individuality. Our extensive registration and transition sheets that give practitioners knowledge of their family, likes and dislikes and any additional needs of the child i.e. Special Educational Needs or Disabilities/ English as an Additional Language. This gives us knowledge of children before they start with us and allows us to put any additional support in place for each child ready for their first day. Key workers are on hand to assist in these transitions and support both the child and parent with what can be a scary time!

Our SENDCo (Special Educational Needs Co-Ordinator) spends time weekly reviewing children's EYFS tracker and talking with key workers about any strategies that could be put in place to ensure all children have the same opportunities and are achieving their expected milestones. She regularly looks at cohort groups to help guide enhancements of provisions, staff training and environment.

Sandy Bears staff all promote inclusive practice through every area of learning. Our rooms are designed to meet the needs of the children that currently attend, and this is reflected upon daily. Our adult-led activities are varied and 'new' to promote effective learning and all activities are designed from the interest of the children that will be taking part. We are always reviewing our materials and equipment

assessing the suitability of these for children in our care. Daily discussions with parents allow for a wider knowledge of how we can include every child in our daily routine

Sandy Bears pride themselves on Multi-agency working. Our SENDCo manages any referral of a child to any external services such as Speech & Language or the Child Development Team. Accessing this support will give an overview from different professionals that will shape the level of support needed for each individual child. This may consist of extra time with their key worker to Speech & Language sessions or promoting positive play with one of our play bags. When referrals to external services are not possible we take advantage of our close relationship with other agencies such as our Children's Centre, our Early Years Consultant and our local health visitor to support children and their families. Parents are consulted, informed and involved at all stages of additional support to enhance the wellbeing of each child and ensure a positive partnership is created.

Sandy Bears also have appointed an Equality Named Co-Ordinator (ENCo) who works to promote equality in our setting and works with families (such as English as an additional language) to ensure their individual and family needs are being met by the setting. Our ENCo will develop strategies and provide resources and information to support other needs and cultures at Sandy Bears.

### **Outdoors**

*"Children thrive during outdoor play and their physical well-being is exceptionally well supported. They feed the rabbits and carefully observe creatures they find using magnifying glasses to see them better. Staff respond skilfully to children's levels of engagement and know precisely how to interest them and gain their participation. Outcomes for children are outstanding"*

*(OFSTED 2016)*

Our fantastic outdoor space provides ample opportunities for children to explore and investigate in a fun and social environment which includes a fully equipped mud kitchen, fairy garden, pond and during parts of the year children can help to grow fruits and vegetables such as potatoes, tomatoes, strawberries, carrots etc. Your child will take an active part growing, watering and harvesting the crops which are then used in our own snacks and meals or even activities. As we deem fresh air to be a vital ingredient for a happy, healthy child our outdoor play time is timetabled into our daily routine as well as the freedom of children being able to access the outdoors throughout the day. This is part of our routine all year round and we have an 'all weather' policy for outdoor fun! Our outdoor area includes areas for running, climbing, building on a larger scale than is possible indoors and riding around like Formula 1 racing drivers in our extensive stock of cars, trikes scooters and creepers. As an Eco-School, the children are actively involved in collecting water in our secure water butts for the watering of plants and vegetables grown. We also have two beautiful bunny rabbits at Sandy Bears called Bramble & Jasper. The children get involved in all elements of care from feeding and watering to cleaning them out (with parental consent). This is such a rich opportunity for the children to take on the responsibility of a pet and understand the needs of other animals. Outdoor play is beneficial to all children as it captures their creativity and imagination and gives your child the freedom and space to explore on a grander scale. Our all-weather canopy will help your child to access the outdoors despite our typically inclement British weather!! However we do enjoy getting our rain coats and wellies on and having a splash about in the puddles! ☺

*"The outdoor environment has been improved to include interesting learning opportunities for children such as the 'ECO-project'. This increases the opportunities for children to spend more time learning outdoors about projects which are environmentally linked."* (OFSTED 2012)

### **Forest School**

The philosophy of Forest Schools at Sandy Bears is based upon the desire to provide our young children with an experience which is encouraging and inspiring. We want children to enjoy benefits provided by natural play which results in growth of self-confidence and independence. This approach is what we follow daily and endeavour to promote fun. Independent learning. Using the outdoor environment as an extension of our setting will give an additional environment where children are encouraged to grow in confidence, independence and self-esteem through the mastery of small

achievable tasks. I want children to become knowledgeable of our surrounding areas, learn team building skills, cooperate with their peers and use their initiative in solving puzzles.

On Forest School we use natural resources to make all different items, often led from the ideas of the children. We learn about and identifying flora and fauna and becoming aware of how to look after our surroundings. Eventually we will be using tools to aid our sessions and even using fire equipment to become a fully functioning forest school often cooking our own lunches!

The impact of Forest Schools on children's learning in physical, intellectual and social development is significant. As children are spending increasing amounts of time inside using activities such as computer games, video and television we want to provide an education of how children can learn with their peers outside.

The benefits of forest schools are really endless...

Children are most importantly made to feel valued in a safe and supportive environment. They are stimulated by the outdoors and the experiences that the outdoors provides. They become more adept at making healthier choices and their knowledge grows each session. They become keen to learn and to develop relationships with their teacher which will filter back into their formal classes.

Forest School sets children up to achieve rather than fail, this creates children with high self-esteem, confidence and mental well-being. It combats children who may express challenging behaviour and links to lots of different schemas and learning styles which makes it fully inclusive for any child (or adult)

The other benefit on forest schools is the positive impact on our local environment. We can promote our local area and wildlife and work hard to not only preserve this area but to expand it too where possible.

#### **How we provide for Development and Learning**

*"All children make excellent progress from their individual starting points and are extremely well prepared for the next stage in their learning. Children are inquisitive, keen and active learners."*  
(OFSTED 2016)

*"Pre-school children enthusiastically measure and pour water. Staff help them to problem solve, describe and construct as they make a balancing beam of large blocks outdoors. The environment is organised to capture children's curiosity and promote their investigations. Staff ask a range of high-quality questions and make comments to promote children's excitement in learning. Children are highly engaged in activities that help to develop their early writing skills. For example, they excitedly make marks with paint and flour. Personal development, behaviour and welfare"*

(OFSTED 2016)

Children start to learn about the world around them from the moment they are born. The care and education offered by Sandy Bears helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

*The Areas of Development and Learning:*

#### *Prime Areas*

- Personal, social and emotional development.
- Physical development.
- Communication and language.

#### ▪ *Specific Areas*

- Literacy.

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- Mathematics.
- Understanding the world.
- Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

The *Early Years Outcomes* (DfE 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

*Personal, social and emotional development*

- making relationships;
- self-confidence and self-awareness; and
- managing feelings and behaviour.

*Physical development*

- moving and handling; and
- health and self-care.

*Communication and language*

- listening and attention;
- understanding; and
- speaking.

*Literacy*

- reading; and
- writing.

*Mathematics*

- numbers; and
- shape, space and measure.

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### *Understanding the world*

- people and communities;
- the world; and
- technology.

### *Expressive arts and design*

- exploring and using media and materials; and
- being imaginative.

## **Our approach to learning and development and assessment**

### *Learning through play*

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities by both adult and child led.

### *Characteristics of effective learning*

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- playing and exploring - engagement;
- active learning - motivation; and
- creating and thinking critically - thinking.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

### *Assessment*

We assess how young children are learning and developing by observing them frequently as they learn and develop at their own pace. We use information that we gain from observations, photographs or videos as well as information from families of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development. We can offer support or ideas for you to carry out in play

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or activities or make a story sack for you to use at home with your child to enhance their learning from home also.

Key workers write summative reports twice a year which are sent home for you to add comments or ask questions. We also carry out parent's evenings twice a year, which gives you and key workers the opportunity to discuss the child's learning, development and well-being without disruption. Short summative reports are also filled out from children's 'home school diaries' and their development is tracked daily by ticking the developmental boxes at the bottom of the pages.

#### *The progress check at age two*

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals. Your child's key worker will complete this in time for your child's 2 year check with the Health Visitor.

#### **Before, After School and Holiday Club**

Sandy Bears also caters for Breakfast club, After school care & Holiday Club for the following schools:

- Tattenhall Park Primary School
- Huxley Primary School
- Clutton Primary School
- Malpas Primary School
- Waverton Primary School

We are also very keen to start breakfast and afterschool care with other schools if parents request.

Breakfast club consists of breakfast between 8-8.30, We have a variety of cereals available and also more if requested. The children are either walked to school by a familiar member of the Big Bears team who is fully first aid trained. They are then dropped off at their individual classrooms. Children are never left unattended and Sandy Bears staff will always be approachable to receive feedback to report back to the child's parents from the class teachers.

To schools which are not in walking distance Laura Y, Astone or Laura S will drive the children to school. The cars are fully insured for business use and school runs, they have car seats and booster seats and any documents are filed in our risk assessment file which are available for parents to see on request.

After school care and holiday care children have fun filled planned activities awaiting their arrival! This can consist of designing their own display board, designing their own menu and then cooking it, tshirt making and decorating, baking, sewing, drama, sports and so much more! We may also plan for a visitor to come in to teach the children sports or bring in animals or insects! We often have Zoo lab come in and educate the children on some unique and exotic species, some even have the opportunity to hold.

Holiday club children can benefit from all the above and more! Trips to west Kirby beach searching for treasure dressed as pirates and paddling in the sea, building dens or log fires in Delemere forest, searching for mini beasts, walking Willis the friendly Cross Cocker Spaniel to the duck pond or across the flacca Cricket Pitch, trips to the Zoo and Techniquet... and lots more are on the menu!

#### **Parents and Carers**

We want all our parents and carers to feel welcome and involve you as partners in your child's learning and development. We recognise that parents and carers have the best knowledge of their child and therefore, treat you as part of friendly and hardworking our team.

We promise we will keep you up to date with your child's learning journey. We encourage you to share information with us about your child, their interests, needs and to take an active role in. We have the Family app which allows us to be in contact with parents throughout the day about activities undertaken and more specific things such as sleeps and meals! We publish monthly newsletters, social events, open days and workshops.

We have a joint parent and staff Committee team that meets regularly to discuss eco-initiatives, improvements of the nursery, new ideas , how we can help involve other parents more and the children are involved in many projects including how we can teach the children about healthy living, litter, water, waste and bio-diversity to name just a few! We are always looking for more parental involvement - please contact staff to get involved! We have been awarded the silver award for being part of the eco-school initiative.

You are always welcome to drop in on any session and, if you have a specific interest, hobby or job that you think the children would be excited to learn about then please come and share it with us! We also offer a parent helper session on a Tuesday and Thursday 9-12 or 12-3, this may involve helping children with baking, arts & craft, assisting with small trips or outings or displays. If you are interested in attending one of these sessions please speak to your key worker or management.

### **School Uniform**

As messy play is encouraged at Sandy Bear's there is an optional uniform of a polo shirt and a sweatshirt to order. Parents are encouraged to send their children to Sandy Bear's Nursery either in this or in comfortable, easily washable clothes, which are not brand new. Clothing should be simple and easy for the child to handle to encourage independence at toilet time.

### **Registration**

"They have a clear understanding of the importance of evaluating any changes they make, in order to ensure there is a positive benefit to children. Partnerships with other providers and professionals are outstanding. Staff engage extremely well with them to support children's ongoing learning and development." (OFSTED 2016)

If you would like your child to attend **Sandy Bear's Full day Care Nursery** the following steps will need to be taken.

1. Complete a welcome pack, giving your child's details, consent forms etc. This will be confidential and kept safely in your child's file.
2. You will be asked to pay £100 deposit to secure your child's place. The deposit will be refunded after the first 3 months of attendance if there has been no reduction in the number of hours taken.
3. You will be given a starting date and some settling in sessions will be organised. 3 of these sessions are free of charge.

If you would like your child to attend **Sandy Bear's Term-Time Only Pre-school** the following steps will need to be taken.

1. Complete a welcome pack, giving your child's details, consent forms etc. This will be confidential and kept safely in your child's file.
2. A start date will be agreed and some settling in sessions will be organised. If there is space, you may not have to wait until the start of a new term and may be given a place immediately.
3. If your child is aged between 3 and 4 years of age they may be entitled to up to 15 hours' worth of government funded sessions a week. There will be a parent declaration form to fill out and proof of your child's date of birth will be required. You do not need to apply for this free

entitlement as we will apply for the funding for you. However, this funding is given strictly per term and if you wish to join Sandy Bear's Pre-school mid-way through the term normal fees may apply until the start of the next full term. Similarly it is best to move your child at the end of a term break so as to ensure you receive the maximum grant.

### **Fees**

We accept many childcare vouchers including Tax Free Childcare, Fideliti, Care4, Computershare, My Family Care, edenred and Kiddivouchers. Please speak to staff to arrange the facilitation of this. If we are not registered with the childcare voucher you have, speak to a member of staff we will be happy to sign up.

The cost of your childcare can be taken out of your salary before the NI and Tax contributions are calculated. This is done through your employer registering on one of the childcare voucher schemes such as Accor, Computershare, care 4 and various others. You can off set up to £243 per parent per month, gaining a saving of £1866 per annum for both parent's. For parent's joining a scheme from 6th April 2011 the government has capped the amount of voucher a tax-payer can request each month £243 for a Basic rate tax payer £124 for higher rate tax payer and £97 for additional rate tax payer.

Your employer deducts your childcare figure from your salary and then forwards the amount for the childcare to the nominated voucher scheme. If your voucher scheme is electronically released please check your payments are being sent. **It is also helpful if you could email us when a payment has been sent.**

### **Things you need to know**

During the registration process you will be asked to give the names of up to three people who may collect your child from Sandy Bear's Nursery & Pre-school. We WILL NOT allow your child to be collected by anyone else unless we have permission in writing. We operate a password system for use in these circumstances.

Sandy Bear's is unable to care for any child who is ill. Please seek advice from Sandy Bear's staff if you are unsure. If a child becomes ill during pre-school hours, every effort will be made to contact parents/carers. In an emergency, treatment will be sought.

Please keep Sandy Bear's Nursery & Pre-school informed of any changes to registration details.

Please ensure that all clothing, shoes or personal belongings brought to the nursery are clearly labelled.

No sweets, money or valuables are to be brought to the nursery. All articles are left at the nursery at owners' own risk.

### **Things your child will need in the Bear Cub's Room:**

1. 2 x full change of clothing, bib clearly labelled to be kept in your child's own bag.
2. An all in one suit for outdoor play and wellies
3. Any article your child needs for comfort, clearly labelled.
4. Any creams, bottles or other personal care items.
5. During the summer months sun cream and a sun hat is required.

*"Babies explore their surroundings with confidence and they begin to understand how to use a spoon to eat with. They enjoy musical toys and show pleasure as they communicate with early language sounds and words." (OFSTED 2012)*

### **Things your child will need in the Big Bears Room:**

1. 2 x full change of clothing clearly labelled to be kept in a bag on your child's peg.
2. An all in one suit for outdoor play & wellies
3. Any article your child needs for comfort, clearly labelled.

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4. Any nappies, pull ups, creams, bottles or other personal care items to be kept in your child's bag on their peg.
5. During the summer months sun cream and hat is recommended.

#### **Ofsted Report**

Our last Ofsted inspection (2016) gave a judgment of 'Outstanding' across all areas. A full copy of the report can be found by quoting EY443265 on the OFSTED's website. ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)) or go onto our website for and click on the OFSTED link to take you straight to the page! ([www.sandbearsnursery@live.co.uk](mailto:www.sandbearsnursery@live.co.uk)) or ask a member of Sandy bear's for a copy.

**Please do not hesitate to contact us if you require any further information. Please feel free to pop in and visit us at any time - no appointment is necessary, however if you would like the guarantee of being able to speak to staff at length a separate pre-arranged visit is recommended as well.**

**Please visit our Website for more information at [www.sandybearsnursery.co.uk](http://www.sandybearsnursery.co.uk)**

**Email Sandy Bear's on [enquiriessandybearstattenhall@hotmail.com](mailto:enquiriessandybearstattenhall@hotmail.com)**

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**Click on the red recommendation button on our website to see what our parents say about us!**



**Sandy Bears**  
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