

West Thames College Nursery

Information for Parents



Welcome to our Nursery

Nursery Mission

We believe that every child is unique, a competent learner from birth and can be resilient, capable, confident and self-assured.

We are committed to developing positive relationships between children and key persons to support them to be strong and independent.

We aim to provide enabling environments for all children in which experiences are tailored to meet their individual needs and there is a strong partnership working between parents/carers and key persons in supporting and extending children's development and learning.

We believe that all children learn in different ways and at different rates, therefore they are provided with experiences and activities that are suitable to their learning needs and are supported at varying pace that meet their individual needs.

Our values and ethos as a team are:

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| → Justice | → Integrity | → Respect |
| → Honesty | → Patience | → Strength |
| → Positive attitude | → Understanding | → Connection |
| → Partnership between parents and colleagues | | → Continuous learning |
| → Ensuring children's voices are heard | | → compassion |

Our team ensures the implementation of every aspect of the Early years foundation stage statutory curriculum. We do this through different pedagogical approaches that best fits the teachable moment. We consider the environment the third teacher, where the children can enjoy playing and learning freely and achieve their full potential.

We want children to form positive relationships and engage with others through social interactions with peers and adults. We challenge children to ensure that they reach for the maximum and extend their learning by following their interest.

We involve children in decision making and support them to develop their self-care skills. We provide stimulating learning opportunities via open ended activities and resources. We want children to feel that we are here for them and we have time for them.

We slow down and tune in with the children. We want children to experience the awe and wonder in their childhood and to become critical and reflective thinkers who are able to make the most out of their time whilst they are in our care.

Our setting aims to:

- Provide high quality care and education for children below statutory school age;
- Work in partnership with parents to help children learn and develop;
- Add to the life and well-being of the local community; and
- Offer children and their parents a service that promotes equality and values diversity.

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer parent helpers;
- has the chance to join with other children and adults to live, play, work and learn together;

- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

Parents

Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

What our parents say

- *West Thames college nursery is a family to my child. She talks about her teachers a lot and what she learns.*
- *My child has benefitted in many ways; he has developed into a caring young toddler and made lots of friends. His learning skills have improved immensely.*
- *As an only child it helped develop his social skills, speech and relationship building which is hard for parents alone. It has prepared him well for school by making learning fun.*
- *I will miss my daughter attending here. Staff are superb. I wish there were a reception class.*

Nursery Team

All staff hold appropriate early years qualifications and working as a team, using their various skills, knowledge and professional experience to ensure all children receive high quality care and learning experiences based on their individual needs. Your child will have an allocated key person, who will ensure that you and your child are settled and will in partnership with yourselves support your child to progress in his/ her overall learning and development.

Ofsted inspection report 2017

“Outcomes for children are outstanding. Children are extremely confident and enthusiastic learners. Older children gain highly valuable skills in literacy, for example, as they explore and make letters in chippings. Babies develop their physical skills, such as squeezing pipettes, and young children show excellent social skills. Children including those who speak English as an additional language, develop excellent communication skills and are extremely prepared for school.”

Applications

Places in the nursery are limited, so it is important to make an application as soon as you have applied for a course or you are aware of the start date of when you would want them to start attending.

Once a place is allocated, we will be in touch to arrange the induction and settling sessions for your little one.

Children's learning and development

The provision for children's development and learning is guided by The Early Years Foundation Stage (2021). This framework is mandatory for all early years' providers in England and for all providers on the Early Years Register. The early years' group are children from birth to five years.

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

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

Our provision reflects the four guiding themes and principles of the Early Years Foundation Stage:

- ➔ Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- ➔ Children learn to be strong and independent through positive relationships;
- ➔ Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interest and needs and help them build learning overtime. Children benefit from a strong partnership between practitioners and parents and/or carers
- ➔ Importance of learning and development. Children develop and learn in different rates.

Seven Areas of Learning and development

The Early years Foundation Stage (EYFS) is made up of seven areas of learning and development that must shape educational programmes for children from birth to five years. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas

- ➔ Personal, social and emotional development (PSED)
- ➔ Communication and language (CL)
- ➔ Physical development (PD).

Specific Areas

- ➔ Literacy (L)
- ➔ Mathematics (M)
- ➔ Understanding of the World (UW)
- ➔ Expressive Arts and Design (EAD).

Learning Through Play

Each area of learning and development mentioned above must be implemented through planned, purposeful play and through a mixed of adult-led and child-initiated activity. Children learn by leading their own play and by taking part in play which is guided by adults.

Play is an important part of learning for children. For the very youngest of children we concentrate on growing their confidence, their communication skills, physical development and emotional well-being, as well as nurturing their natural capacity for learning and exploration. We provide planned and purposeful play for children within the indoor and outdoor learning environment. As well as

helping children to experience and gain an understanding of their environment and the world around them, play experiences in the outdoor provide opportunities for children to build on, and extend skills developed inside.

When planning play experiences for children, we consider their individual needs, and stage of development. We recognise and acknowledge the way children learn and reflect these in our practice. Learning experiences allow children to play and explore through investigating and experiencing things and 'have a go'.

We support children to be active learners, by allowing them to plan and carry out activities for themselves. In this way, they develop an interest in learning, and keep trying when they encounter difficulties and enjoy their achievement, thereby developing strong sense of independence which will effectively prepare them for school.

We support children to create and think critically by providing learning experience and adult support that will allow them to have and develop their own ideas, make links between ideas and developing strategies for doing things.

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 Birth to 5 matters guidance to the Early Years Foundation Stage as:

- ➔ Playing and exploring - engagement
- ➔ Active learning - motivation
- ➔ 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. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school.

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 learning and development areas of the EYFS: personal, social and emotional development; physical development; and communication and language; when a child is aged between 24 - 36 months.

The key person is responsible for completing the check using information from ongoing observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Records of Achievement

The setting keeps a record of achievement for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in

partnership. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.

The Setting's Timetable and Routines

The nursery opens for children from 8:45am to 5pm.

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- ➔ Help each child to feel that she/he is a valued member of the setting;
- ➔ Ensure the safety of each child;
- ➔ Help children to gain from the social experience of being part of a group; and
- ➔ Provide children with opportunities to learn and help them to value learning.

The setting organises the day and session so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor self-chosen and adult-led activities, as well as those provided in the indoor playroom(s). The setting caters for children's individual needs for rest and quiet activities during the day.

Equality and Diversity

Our setting is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

Every child is an individual. We feel that it is important to know and value each child, irrespective of gender, race or disability. We encourage the children to have self-respect and respect for others.

We aim to:

- ➔ Provide a secure environment in which all our children can flourish and in which all contributions are valued
- ➔ Include and value the contribution of all families to support our understanding of equality and diversity.
- ➔ Provide positive non- stereotypical information about gender roles, diverse ethnic and cultural groups and people with disabilities.
- ➔ Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity through training; and
- ➔ Make inclusion a thread that runs through all of the activities of the setting
- ➔ We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.
- ➔ Provide a staffing team that is reflective of the cohort of the community.

The Curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking. We incorporate a wide

range of festivals and other cultural celebrations that represents the diverse range of children and families within the setting.

We encourage children and families to contribute stories of their everyday lives in the setting. All families are encouraged to be actively involved and to contribute fully.

We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.

We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Behaviour Management

Our nursery believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. In the nursery we consider the ways children learn and reflect these in our practice to ensure children are actively involved in their environment. This promotes good self-esteem that will encourage positive behaviour. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

We have named persons who have overall responsibility for programmes to support personal, social and emotional development and issues concerning behaviour management. We require all staff, parents, volunteers, students and visitors to provide a positive role model of behaviour by treating the children and one another with friendliness, care, respect and courtesy. We expect all adults to apply these rules consistently.

We use positive strategies for managing any conflicts by helping children find solutions in ways that are appropriate for the children's ages and stages of development, for example, discussion, distraction and praise. We praise and endorse desirable behaviour, such as kindness and willingness to share. We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.

When children display unwanted behaviour, we help them to see why this was wrong and how to cope more appropriately. We manage children's unwanted behaviour in ways that are appropriate to their ages and stages of development; for example, distraction, discussion or by withdrawing the child from the situation. In cases of serious unwanted behaviour, such as racial or other abuse, we make clear this behaviour and attitude is unacceptable by means of explanations, rather than personal blame.

We never use, or threaten a child with the use of, physical, emotional or corporal punishment. We will not single out children, humiliate or embarrass them. We will not shout at children or raise our voices in a threatening way in response to their behaviour.

We work in partnership with all parents. You will be regularly informed about your child's behaviour by the key person. We will work with you to address recurring unwanted or unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately. With your consent, we may engage the assistance of outside agencies.

Safeguarding

The Children Act 1989 states that the child's welfare is paramount and that every child has a right to protection from abuse, neglect and exploitation. We will take all reasonable steps to safeguard and protect the rights, health and well-being of all children who are in our care.

All staff in the setting will endeavour to ensure that all children using the setting do so safely and appropriately, and are treated with respect and understanding. We organise our routine and activities for children with a preventative, safeguarding purpose in mind. We raise awareness of child protection issues and equip children with skills needed to keep themselves safe and establish a safe environment in which children can learn and develop.

Safeguarding children training is mandatory for all staff and forms part of their induction process. We have developed and implement procedures for identifying and reporting cases, or suspected cases of abuse, including procedures to be followed in the event of an allegation being made against a member of staff or volunteer. There are robust recruitment procedures in checking the suitability of staff/volunteers/assistance to work with children, this include enhance Disclosure and Barring checks as well as two written satisfactory references prior to them taking up employment or placement.

We take all concerns regarding the safeguarding of your child very serious and we will act upon them. Any staff member who has a concern will raise it with the nursery's Designated Safeguarding officer. Wherever possible, the concern will then be discussed with you. From this discussion, a decision will be made as to whether to take further action. Where it is decided further action is necessary, this may be to seek advice or make a referral to social services, the designated social worker or, if appropriate, the police. Confidentiality will be maintained as far as possible. However, the degree of confidentiality will be governed by the need to protect your child.

The designated lead for safeguarding in the nursery is the nursery manager and deputised by the deputy manager.

Special Educational and Additional Needs and Disability

The college nursery acknowledges that all children with special/additional needs are children first, and we will ensure they are given opportunities to develop to their full potential within the nursery in accordance with the Department for Education and Department of Health Special Educational Needs and Disability code of practice: 0 to 25 years and The Equality Act 2010. All staff are aware of and follow our policies and procedures i.e. Special Educational Needs and Equality and Diversity.

Staff are well placed to identify children who may need additional support in one or more areas; as they work closely with children carry out detailed observations and assessments of their progress.

When staff members have any concern regarding your child's development they will raise this with the nursery Special Educational Needs Co-ordinator (SENCO), who will then discuss this with you. Between you, the SENCO and your child's key person, a course of action will be agreed.

If following this course of action, it is felt it may be necessary to seek further advice and assistance from outside professionals; we will obtain your consent to do so. In this eventuality, we respectfully request that you seriously consider this as we are all working towards supporting and encouraging your child to allow them to reach their full potential. We will work together with parents/ carers and outside agencies to offer an inclusive, caring environment where differences are valued and all children learn to care and support each other.

Confidentiality will be maintained at all times and no decisions will be made without your prior consent. More detailed information can be found in our special and additional needs policies and procedures and a copy will be made available upon request.

Working in Partnership with Parents/Carers

We believe that children benefit most from Early Years Education and Care when parents and settings work together in partnership. It is important that we communicate effectively with you and build positive relationships between you and the nursery team in order to achieve this.

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with the staff
- Contributing to the progress check at age two
- Sharing their own special interests with the children
- Taking part in events and informal discussions about the activities and curriculum provided by the setting
- Joining in activities in which the setting takes part, and
- Building friendships with other parents in the setting.

We are committed to on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families. We will ensure that all parents receive regular update on children's progress through verbal feedback and written reports. We will seek your contribution in different activities such as parents' activity week and well as provide training and workshops where relevant.

Key person

Your child will have a designated key person, when they join the nursery who will support key children to establish relationships with other staff and children and actively support with the transition between age groups.

The key person will support you and your child from the onset of initial settling sessions, meeting daily care needs and support your child's learning and development, however other staff working in the group will also provide care and education for your child. This approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

Settling in

When you join the setting, you will be offered induction sessions so your child becomes familiar with his or her new key person. We then offer 2x2 hours settling sessions before the child starts at nursery.

Prescribed Medication

Prescribed medication should be in-date and prescribed for the child's current condition. All prescribed medication must be in the original container, labelled with your child's name, the dosage required and the date that it was prescribed. Children taking prescribed medication must be well enough to attend the setting.

Children must be given the first dose of medication at home for a minimum of 24 hours during any period for which they have started taking prescribe medication. This is to ensure they are monitor in

the event of adverse reaction and also to ensure they are well enough and is able to be fully engaged in nursery activities.

Parents are required to give prior written permission for the administration of medication by completing the medication form. The administration is recorded each time it is given and is signed by staff. Parents sign to acknowledge the administration of a medicine. You will be notified if your child refuses to take medication. If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

Other medication not prescribed will only be administered under the discretion of the Nursery Manager for example Calpol and teething gels.

All medications including emergency medication (epi-pens and reliever inhalers) must be with the child at all times including outings. A Health Care Plan must be completed for children on long term medication such epi pens and inhalers and will be reviewed regularly with parents and health professionals involved

Illness

If your child is unwell and unable to cope with the nursery routine or is suffering any infectious illness i.e. sicknesses, diarrhoea, please keep him or her at home for at least 48 hours or until the child is well enough to engage in nursery routine. This will help your child recover more quickly and help prevent the spread of infection amongst the other children and staff.

If your child becomes unwell at nursery, we will contact you and request for the child to be collected as soon as is reasonably practical. We may need to remove the child from the main room or keep the child away from other children. However, we will ensure the child is as comfortable as possible and will be supervised at all times by a member of staff.

We follow the guidance for schools and nurseries issued by the Health Protection Agency.

Accidents and Incidents

Any child who suffers an injury at nursery will receive first aid by a trained first aider.

If the injury is minor the child will be comforted, assessed for degree of injury and allowed to go off to play. An accident form will be completed, the manager informed and the parents will be informed upon collection of the child and sign in acknowledgment. Any head injury will be reported to parents by telephone as well as the child will be monitored, regardless of how minor for the rest of the day.

If a child has any serious accident the manager will decide the immediate course of action to best support the child's immediate needs and situation this may include taking the child to hospital or calling for emergency medical service. Your permission is sought upon registration to seek medical advice or treatment for your child should the above happens.

If your child sustained any injury outside of nursery, we asked that you inform us of this and we will record this on our 'Record of existing injury form'. You will be required to sign the form in acknowledgement of this recording.

Non-Collection of Children

Parents must inform us if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. In the event that your child is not collected by their expected collection time, we will first contact you via contact number that you have provided to us. If this is unsuccessful, the adults who are authorized by the parents to collect their child and whose telephone numbers are recorded on the Registration Form are contacted. All reasonable attempts are made to contact the parents or nominated carers. If there is no named contact who can be contacted to collect the child, we apply the procedures for uncollected children.

If this behaviour is out of character of the parent and or we have any cause to believe the child has been abandoned, we contact the local authority children's social care team. If the children's social care team is unavailable we will contact the local police. We will follow the advice given by Social services or the police.

Please inform us in writing of how you can be contacted if you will not be at home or in their usual place of work. In the event that you or the persons normally authorized to collect the child, are not able to collect the child, please provide us with written details of the name, address and telephone number of the person who will be collecting their child. We will agree with parents how to verify the identity of the person who is to collect their child.

Procedures for parents found to be under the influence of alcohol or drugs

Should a parent /carer picking up children from the pre-school present themselves as being under the influence of alcohol or drugs the following procedures will be undertaken. We will ask that someone comes with the parent/ carer to take responsibility of the child before a member of staff gives up his/her responsibility of the child.

Should this not happen, although we have no legal right to withhold a child from a parent/ carer, we however reserve the right to contact any relevant authorities that we may feel appropriate i.e. the police, partner, etc.

Late Collection

It is important that you collect your child promptly at the end of your session. If your child is not collected on time there will be a charge. Staff will care for your child at the Nursery and make every effort to contact you, however if we are unable to do this, we may be obliged to contact Social Services Department.

Change of Circumstances

It is most important that you inform us of any changes in circumstances, i.e. address, telephone numbers, authorised persons, timetables, allergies etc.

Attendance

Please inform the nursery management team before 10am if your child cannot attend an arranged session i.e. illness or other circumstances.

College Students

If you are studying at the College, you must inform us if you have to leave the College premises for any reason whilst your child is in the nursery. During lessons please leave your mobile phone on silent or vibrate. It is essential that we are able to contact you in an emergency.

Placement or trip forms will need to be completed if you are out of the campus on work placements or trips.

Your child's place at the nursery is conditional upon your continued attendance at the College. If you withdraw from the course, or for any other reason cease to be registered as a student at the College the nursery place may be forfeited.

Security, Health and Safety

In the interest of safety and security, staff will under no circumstances allow your child to be collected by anyone except yourself or a person(s) authorised by you on the application form, unless you have previously informed the Manager or your child's key person.

Please observe the nursery fire and emergency procedures carefully. CCTV cameras are in operation at the nursery.

Records we hold about you and your child

We have record keeping systems in place that meet legal requirements; this means we use, store and share that information within the framework of the General Data Protection Regulations (GDPR) (2018) and the Human Rights Act (1998).

We keep two kinds of records on children attending our setting:

1. Developmental Records

These include observations of children in the setting, photographs and samples of their work and summary developmental reports. These are online for which parents are to give permission at registration.

2. Personal records

These may include the following (as applicable):

- ➔ **Personal details:** including the child's registration form and any consent forms.
- ➔ **Contractual matters:** including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders or records of disputes about fees.
- ➔ **Child's development, health and well-being:** a record of discussions about every day matters about the child's development health and well-being with the parent.
- ➔ **Early support:** including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs an Individual Education Plan) and records of any meetings held.
- ➔ **Welfare and child protection concerns:** including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, a Statement of Special Educational Need and any information regarding a Looked After Child.
- ➔ **Correspondence and reports:** including a copy of the child's 2-Year-Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.

These confidential records are stored in a lockable file or cabinet, which is always locked when not in use and which our manager keeps secure in an office or other suitably safe place.

Please see privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

Confidentiality and Information Sharing

Information about you and your child will be shared on a need to know basis within the nursery or with other professionals who might be support you or your child. In most cases we will seek your consent to share information, however there are occasion where we are required by law to share information without your consent, for example if a child is at risk of harm. In most cases we will first discuss our concerns with you.

Complaints Procedure

The Nursery hopes that all parents/carers will be satisfied with their experience and treatment whilst they are here. During your time at the Nursery you may occasionally be unhappy about some aspect within the Nursery environment which you feel is the Nursery's responsibility to put right. In raising your complaint, you may well be helping other parents/carers to avoid similar difficulties in the future, and helping the Nursery to improve its services. Whatever the problem, it is a good idea to act as soon as possible.

Please speak to a member of the Nursery Management Team, who will guide you through the complaint process. We aim to bring all concerns about the running of our Nursery to a satisfactory conclusion for all of the parties involved.

Parents Notice

Please remember to check the nursery's notice boards for useful information which is updated ongoing.

Meals and Snacks

Children who attend the nursery over the lunch time period (between 11:45-1pm) will be provided with a cooked meal. Morning snack, afternoon snack and tea are also available and children will access depending on their attendance pattern. Children are provided with fresh drinking water throughout the day.

We actively promote healthy eating as part of our nursery's ethos; therefore, please do not bring sweets, crisps, chewing gum or similar snacks into the nursery. Vegetarian options are available at all times as well as meals that are specific to your child's allergies or intolerances. Please also adhere to foods that are prohibited due to severe allergies.

Clothing

Your child will be involved in painting or other messy activities; therefore, we request for you to dress them accordingly. We operate a free flow routine which allows children to make choices about indoor or outdoor play. Please ensure that appropriate clothing is provided i.e. sunhats, gloves and warm clothing for winter. A spare set of clothes should be left at the nursery, nappies and wipes, in a labelled bag.

Due to Health and Safety recommendations we advise that where possible Jewellery should not be worn in the nursery.

Fees

Nursery Fees

- ➔ Full day (8:45am – 5pm): £62
- ➔ AM session (8:45am – 1pm): £32
- ➔ PM session (1pm – 5pm): £31

Financial Support

Financial support is available from a variety of sources both local within the college and also national initiatives to support with childcare cost. The allocation of funding and the amount of funding you receive will vary depending on individual situations. For more information about this and any other funding below please speak to a member of the management team who will be able to advise you.

Eligibility for financial assistance is assessed three times a year (1 September, 1 January and 1 April). If you are no longer eligible (e.g. by losing benefit), you must inform the College and the Nursery, in this case and you may become liable for full Nursery fees.

(19 plus) Learning Support Funds*

If you are 19 years or older and in financial need you may be eligible for support with your nursery placement.

(19+ plus) Loans Bursary Fund*

The 19+ Loans bursary Fund is designed to help students who receive the 19+ loan and need an additional support which includes childcare.

** Parents who are accessing these funding will be asked to contribute to the cost of childcare per week at a minimum of £20 weekly.*

Student Support Bursary formerly known as 'Care to Learn'

If you are a parent under 20 years and qualify for a publicly funded course you may be eligible for this funding towards childcare costs. For further information visit: www.gov.uk/care-to-learn/how-to-claim

Support for children aged 2, 3 and 4 years old

Government funded places of up to 15 hours per week are available for children aged 2 based on eligibility. Universal funding of up to 15 hours per week is available to all 3 and 4 years old. These places are subject to availability and within a set pattern of delivery.

Please note that from September 2017, there is an additional 15 hours on the universal 15 hours entitlement for children aged 3 to 4 years which is subject to eligibility. Children who are eligible can access up to 30 hours weekly subject to availability and attendance pattern.

Payment of fees

Fees are payable weekly or monthly in advance. Please note that if your child does not attend his/her scheduled session, all fees will still need to be paid in full.

Model of delivery for two, three and four-year-old funding

1. Children will receive Early Learning Entitlement (2-years old funding) the term after their second birthday. The relevant dates are as follows:

- ➔ Children born in the period 1 January to 31 March: the start of term beginning on or following 1 April after the child's second birthday;
- ➔ Children born in the period 1 April to 31 August: the start of term beginning on or following 1 September after the child's second birthday;
- ➔ Children born in the period 1 September to 31 December: the start of term beginning on or following 1 January after the child's second birthday

Please note that two-year-old funding is means testing and parents will be informed of their eligibility. You can also check your eligibility for this funding at www.hounslow.gov.uk/free2

2. Children will receive Early Education Entitlement (3-4 years old funding) the term after their third birthday. The relevant dates are as follows:

- ➔ Children born in the period 1st January to 31st March: the start of term beginning on or following 1st April after the child's third birthday;
- ➔ Children born in the period 1st April to 31st August: the start of term beginning on or following 1st September after the child's third birthday;
- ➔ Children born in the period 1st September to 31st December: the start of term beginning on or following 1st January after the child's third birthday.

Please note that up to 30 hours funding for three and four-year-old funding is available to some working families. You can check your eligibility for this funding at www.hounslow.gov.uk/30hours

The nursery offers a limited amount of completely free funded places and will work in collaboration with the local authority/relevant professionals/agencies to ensure that the most vulnerable families are assigned these places.

The nursery's 'model of delivery' for free funded place is three hours out of each session that a child attends weekly.

Additional charges will apply to all hours outside of the free entitlement offered. This rate is set by the nursery and will be reviewed annually.

Parents will be required to complete a 'Parent/carer Declaration' form confirming their weekly entitlement offered, and for parents in receipt of 30hours you will need

We will endeavour to ensure all parents receive their maximum entitlement, however this might not always be possible as a result of availability of places and children's attendance pattern at the nursery. When this is the case, parents can access another childcare provider for the remaining hours.

Some parents will prefer to split the free funded hours between two childcare providers. Please inform us of this to ensure you are not exceeding your maximum weekly entitlement.

Consideration will be given in instances where there is set working pattern and for students with set timetabled session in the college, we therefore ask parents to exercise flexibility in order for us to support all parents who will require a place.

If you would like more information about anything covered in this guide, please contact the Nursery Team at West Thames College on **nurseryteam@west-thames.ac.uk** or **020 8326 2318**