



‘Providing a Secure Foundation for Life’.

Rainbow Corner Windlesham Nursery and Pre-school is the second nursery to be owned by Lucy and Matt Whitehead. Rainbow Corner Nursery School was originally established in 1983 with its first nursery situated in Southsea, Portsmouth.

Rainbow Corner Windlesham is due to open in 2020 and is situated at the Community Hub Pavillion at the Field of Remembrance in the village of Windlesham, Surrey. The nursery is completely open plan, with the interior being very spacious, light and airy and fully equipped to provide areas for all types of activities. Ample car parking is available in the main hub carpark.

The accommodation comprises of a main open plan classroom and a safe, private outdoor play area. The nursery school is located within the Community Hub, which sits within 10 acres of fields and 8 ½ acres of woodland, all of which is easily accessible from both the building and play area. With Forest School trained staff, we plan to fully utilize the extensive natural resources we have on our doorstep and run daily forest school sessions within the grounds of the Field of Remembrance.

Children can attend from birth up to 5 years.

The nursery is open from 8.30am to 5.30pm for 50 weeks of the year, with the exception of bank holidays and the Christmas period.

The day is broken down into a half day of either 8:30 to 13:00 or 13:00 to 17:30, or a full day from 8:30 to 17:30. For children in receipt of the funding, we offer flexible sessions of 9-12 midday and 13:00 to 16:00 fully funded, with wrap around care also available at a small charge.

Children who stay all day are provided with a hot lunch and a high tea and we provide them with a healthy snack mid-session consisting of fresh fruit, dried fruit, various breads and a choice of milk or water.

The school is owned by the daughter and son-in-law, Lucy and Matthew Whitehead, of the original owners who started Rainbow Corner Nursery School Southsea 30 years ago and choose to retire in 2013. Lucy has been involved with the business for a number of years and is qualified to NVQ Level 3 in childcare.

The Operations Manager, Emma Fowles, holds her Early Years Teachers Status.

We aim to ensure that the children have a happy and fulfilled day in a pleasant and relaxed environment.

www.rainbowcorner.co.uk/windlesham

Directors: Mrs L M Whitehead (MA) Mr M E Whitehead
Company No. 12105215

AIMS AND OBJECTIVES

To work consistently within The Early Years Foundation Stage Framework (EYFS 2017) and in accordance with the Safeguarding and Welfare Requirements. Providing high standards for Learning, Development and Care for children from birth to eight.

This is evident in our prospectus, planning and everyday practice.

A. To provide an environment sufficiently enriched to allow the opportunity for each child to achieve his/her greatest competence in:

- The ability to think, reason, enquire, explore, investigate and evaluate.
- Acquiring the skills of literacy, numeracy, creativity, physical knowledge of the local environment and of the world.

B. To provide in the environment appropriate opportunity for each child to develop:

- A sense of security.
- Self-awareness.
- The ability to cooperate with other children and adults.
- An enjoyment of school life, its activities and routines, and enjoyment of life generally.
- A worthwhile interest in and a worthwhile attitude to learning.

C. To provide appropriate guidance and teaching to assist each child to develop and retain:

- A sense of personal values.
- The qualities of application and perseverance.
- The ability to use initiative.
- The ability to be independent.
- A code of socially acceptable behaviour.
- A good physical development.

D. D. To be able to play and work as a member of a group.

E. To encourage an active and enquiring mind which, hopefully, will lead on to enjoying learning for its own sake.

F. E. To approach their peers and adults with confidence.

G. F. To listen attentively and with understanding to speech and other stimuli.

H. G. Able to make clear in talking their own point of view.

I. H. Enjoy using a range of media in creative work, including taking part in drama and music making.

J. Enjoy physical activities using a range of skills in movement, games and other

K. pursuits.

Development Matters in the Early Years Foundation Stage 2012

Through the EYFS we seek to provide:

- **Quality and Consistency** in our nursery, so that every child makes good progress and no child gets left behind;
- **A Secure Foundation** through Learning and Development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- **Partnership Working** between staff and with parents and/or parents;
- **Equality of Opportunity** and anti-discriminatory practice, ensuring every child is included and supported.

The EYFS learning and development requirements comprise of:

The 7 Areas of Learning and Development – (described below);

The Early Learning Goals – which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year; and

The Assessment Requirements – the arrangements for assessing young children's progress through the EYFS.

Children will learn new skills, acquiring knowledge and demonstrating their understanding through the **7 Areas of Learning and Development**.

Children should develop the **3 Prime Areas** first. These are:

- Communication and Language;
- Physical Development; and
- Personal, Social and Emotional Development.

These Prime Areas are those most essential for a child's healthy development and future learning.

As the children grow, the prime areas will help them to develop skills in **4 Specific Areas**. These are:

- Literacy;
- Mathematics;
- Understanding the World; and
- Expressive arts and Design.

These 7 Areas are used to plan the children's learning and the rich environment in which they are encouraged to explore. The staff at Rainbow Corner Nursery school who teach and support the children, will make sure that the activities are suited to each child's unique needs and developed based on the children's individual interests.

Characteristics of Effective Learning

There are 3 characteristics of effective learning which help us plan for a child's individual learning and developmental experience-

Playing & Exploring – is about a child's engagement in their learning & development...

- Finding out & exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning – is about a child's motivation (wanting) to learn...

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- Being involved & concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creative & thinking critically – is how a child thinks...

- Having their own ideas
- Making links
- Choosing ways to do things

Overarching principles

Four guiding principles shape our practice at Rainbow Corner Nursery.

These are:

- 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**, in which their experiences respond to their individual needs and there is a strong partnership between staff and parents and/or carers; and
- **children develop and learn in different ways and at different rates.**
The framework covers education and care of all children in early years provision, including children with special educational needs and disabilities.

The Early Learning Goals we follow lay secure foundations for future learning and our main aim is that each child is given the opportunity to develop to the best of their individual potential.

None of the areas of learning are delivered in isolation from the others. They are all equally important and depend on each other to support a rounded approach to child development. All areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities and intervention.

Activities provided maintain children's interests and involvement – some examples are as follows:

- Growing seeds for flowers or food.
- Simple cooking.
- Properties of water, freezing, melting etc.
- Weather, seasons, days and months.
- Movement, speed and travel.
- Ourselves and our bodies: keeping healthy.
- All about the environment and community: people who help us.
- Knowledge of other cultures and religions.

Organised outings take place to reinforce an ongoing theme or area of development.

Planning for every group is displayed in or outside the classrooms for parents to see and input from parents is always welcome.

GENERAL ACTIVITIES DURING A SESSION

- | | |
|-------------------------------|---|
| a) Child-initiated activities | g) Conversation and language development |
| b) Adult-led activities | h) Singing games or songs, percussion, drama |
| c) Free play | i) Exploration and investigation of enriched resourced environments |
| d) Creative activities | j) Problem solving activities |
| e) Physical indoors/outdoors | k) Letters and sounds |
| f) Number concept work | |

THE STRUCTURE OF THE NURSERY

The school is divided into two care groups according to age, one of which being our baby/toddler unit for children aged from birth to 2 ½ years and which has its own sleep/ sensory room. These groups vary in size from 12 to 24 children with 3 to 4 members of staff in each.

The groups are as follows: **Ladybirds** – birth – roughly 2 ½ years
Butterflies - aged 2 ½ years +

Each child has a Key person. The Key person has special responsibilities for working with a small number of children, giving them reassurance to feel safe and cared for and building relationships with parents. The Key person will help a baby or child to become familiar with the nursery and to feel confident and safe within it. We also operate a buddy key worker system, so if a child's main key worker is away from the setting for any reason, the buddy key worker will continue to support them in their absence.

The key person will make observations of their Key children's progress and share with parents throughout the year. Shortly after a child turns 2 years the Key person will give parents a written summary of how a child is progressing against the **3 Prime Areas of Learning**. This is called **the progress check at 2 years**.

The progress check at 2 years will highlight any areas where a child is progressing well and anywhere, they might need extra help or support – and how parents and/or carers and other family members can work with the Key person to help. We encourage parents to share the information from the check with other professionals such as Health visitors (who can use it as part of the health and development review).

Records of progress are recorded on 'Tapestry' and are kept for each child. This enables staff to plan for the child's individual developmental needs.

Records of work are kept at the nursery to which parents can gain access at any time through a secure app.

Regular parent interaction is encouraged and both formal and informal events are organized for their participation. Parents are encouraged to contribute with any specialist knowledge or talents they have to share with the staff and the children.

We work alongside any programmes designed for children with special educational needs and liaise with other professionals involved.

We have a number of policies and procedures available within the nursery and maintain a strong equal opportunities and anti-discriminatory practice. Please speak to a staff member if you wish to have a look at any of our policies and procedures, these can also be found on our website www.rainbowcorner.co.uk/windlesham.

The nursery has been inspected and approved by Ofsted and copies of their report are available on request, as well as online.

For further details of the nursery please see our website www.rainbowcorner.co.uk/windlesham

To contact us please email windlesham@rainbowcorner.co.uk