

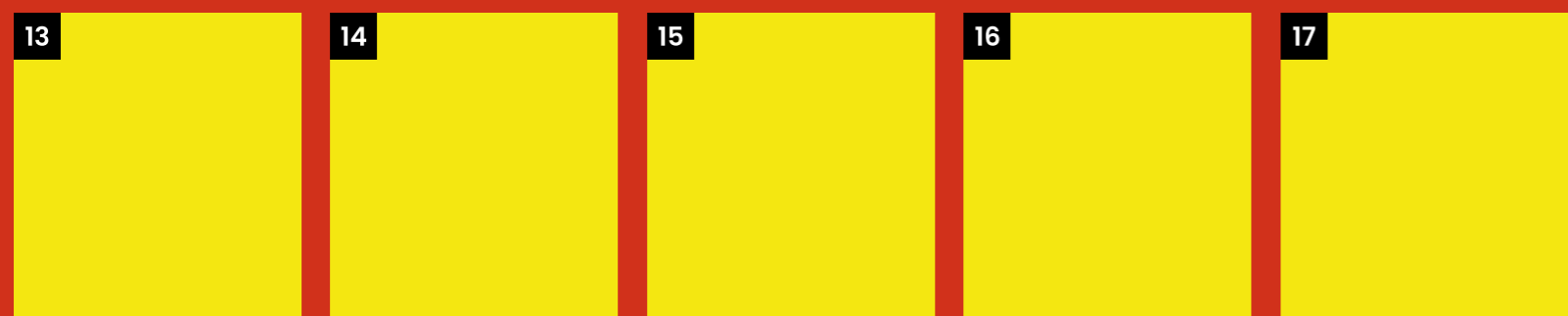
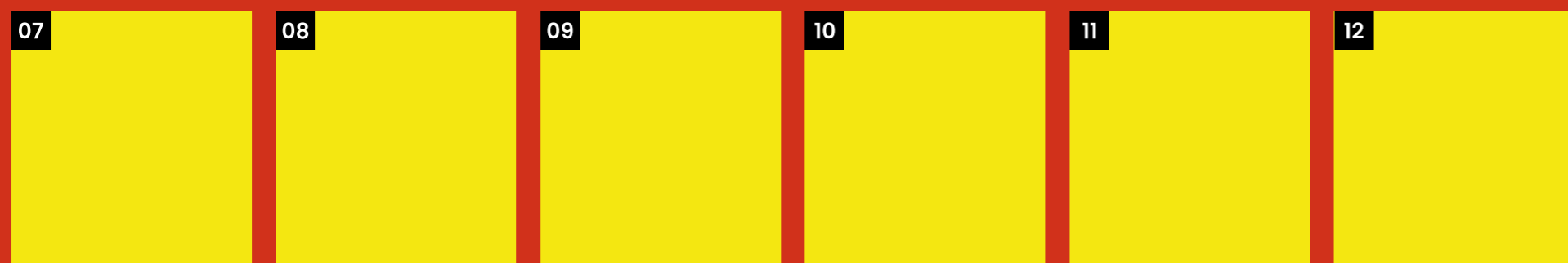
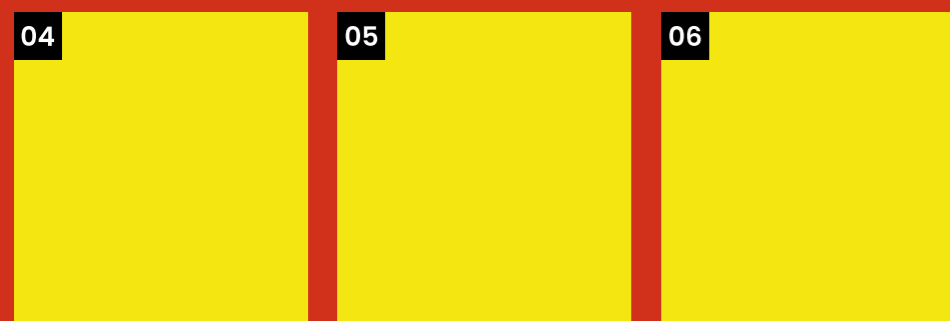
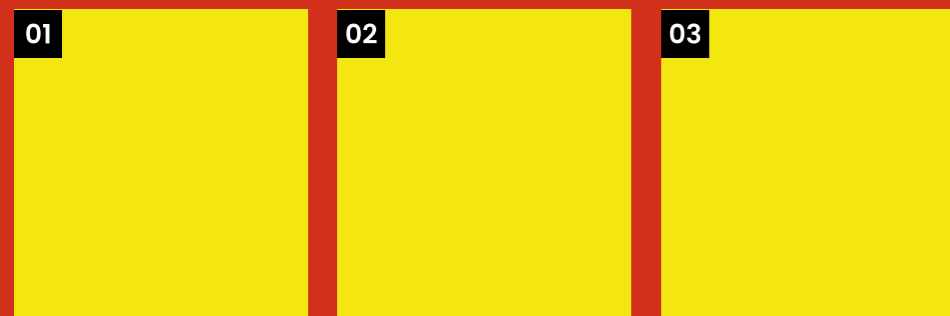


Dickory Dock

58 Margetson Crescent, Sheffield S5 9NB

Welcome Pack

Meet the Team



- 01. **Caroline** (Nursery Manager)
- 02. **Karly** (Nursery Manager)
- 03. **Emma** (Deputy Manager – Designated Safeguarding Lead)
- 04. **Beth** (Deputy Manager – Special Education Needs Co-ordinator)
- 05. **Jenny** (Lead Early Years Practitioner)
- 06. **Michelle** (Lead Early Years Practitioner)
- 07. **Jodie** (Senior Early Year Practitioner – Curriculum Co-Ordinator)
- 08. **Paige** (Senior Early Year Practitioner)
- 09. **Emily** (Senior Early Year Practitioner)
- 10. **Deborah** (Early Year Practitioner)
- 11. **Rhianne** (Early Year Practitioner)
- 12. **Sami** (Early Year Practitioner)
- 13. **Tina** (Early Year Practitioner)
- 14. **Becca** (Early Year Practitioner)
- 15. **Bex's** (Early Year Practitioner)
- 16. **Lauren** (Early Year Practitioner)
- 17. **Amy** (Early Year Practitioner)



About Us



Dickory Dock Nursery is based within the old community rooms St. Thomas More Church which we lease from the Diocese of Hallam. We are a charitable organisation, Non-profit making Company.

Our setting is managed by a board of committee members and directors which have been with the setting many years and they have active roles in the operations of our setting.

The committee is responsible for:

- Monitoring/managing the setting's finances;
- Involved in the safe - recruitment process.
- Ensure that the setting is Managed effectively, making sure that we adhere to policies and procedures, that help it to provide a high-quality service; and making sure that the setting works in partnership with the children's parents.

The day to day running of the setting is the responsibility of the Nursery Managers.

We are open 50 weeks per year, Monday to Friday, our business hours are from 7:30am to 5pm but are looking at opening till 6pm if the needs of the parent's demand this now it is just 5pm. We employ 20 staff members in total.

14 x Early Years qualification, Level 3

1 x Early Years level 2,

2 x Level 6 Practitioners,

2 x unqualified Practitioners who are working

towards Level 3 Qualification,

1 x lunch time supervisor

Our current building has 3 nursery rooms

- Tiny Tiddler's room which offers 6 places for children under the age of 2 years
- Busy Bee's room which offers 20 places for children 2 years to 3 years
- Cheeky's Monkey's room which offers places for children age 3 years to 5 years.

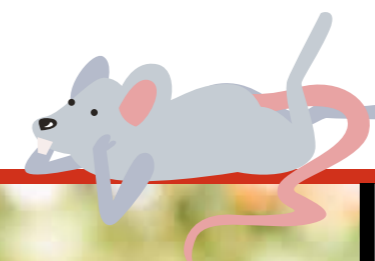
Our setting, aims and missions

To provide a stimulating, welcoming fun learning atmosphere to encourage your child's development.

We are passionate about providing a high quality Childcare and Education, we believe that children learn through play, interaction and teaching as well as being in a warm, happy and fun environment, this enables us to support each child's individual development.

Every child matters and each child is important to us and we want to promote their individual development through praise, guidance, encouragement and most of all working in partnerships with parents

Above all we provide a secure, friendly and caring environment in which you as the parents will feel completely relaxed and at ease when leaving your child in our care.



- We offer a high ratio adult to child
- Parents are kept informed by our app system called iconnect – parentzone
- We feel we deliver a high-quality learning environment
- We like to use the local environment for trips out, little visits etc
- We carry out extensive assessments from the child starting the setting to also leaving
- Key workers work very hard to gather an accurate insight to the child's learning and individual abilities
- We feel early intervention is the best practice and follow necessary steps to ensure special educational needs requirements are met at all times
- We operate using a good methods in order to safeguard our child within our care
- Staff have a good understanding of children abilities and learning styles
- Staff engage with parents to ensure an accurate picture of the individual child is gathered
- Home languages and cultural celebrations are celebrated within our setting
- We have highly qualified staff who are always keen to continue their own learning
- Extensive transitioning in to school is in process to ensure transitions in to schools are high
- We extend or partnerships with parents with workshops, invited in to setting volunteer, join our committee we listen to all views and comments.
- Parents have daily knowledge of what their child has been doing through observations, nappies sleep etc and can comment through the app

Our Sessions

We will provide full and part time places from Birth to 5 years, all care is tailored to meet individual needs. We offer a range of Year-round and Term Time contracts.

Funded Places

We offer free places for eligible 2, 3 and 4-year olds, this works out at 15hrs or 30hrs per week school term time (38 weeks per year) or you can choose a stretched offer of less hours per week over 50 weeks. We have different options of how to take your funded hours If you would like to find out more about this please don't hesitate to contact us, we will be happy to help.

www.childcarechoice.gov.uk

30 hours free childcare

All 3 and 4-year-olds in England already get 15 hours a week, or 570 hours a year of free early education. If their parents are living and working in England, 3 and 4-year-olds may be entitled to 30 hours free childcare. An extra 570 hours of free childcare a year, so 1140 hours in total. We are happy to discuss how you can make the best use of these hours for your circumstances.

Our applications and Information

Please dickorydock.org.uk online and fill out our application form.

Our sessions we now offer for our 15hrs and 30hrs 15hrs entitlement for 2,3,4-year olds -term time only (38weeks)

Option 1 : 3 days per week - 5 hours per day - 9:30-14:30

Option 2 : 5 days per week - 3 hours per day - 9:30-12:30

Option 3 : 5 days per week - 3 hours per day - 12:30-15:30

11.5 hours entitlement for 2,3,4 years olds - stretched (50weeks)

Option 4 : 2 days per week - 5.75 hours per day - 9:00-14:45

30 hours entitlement for eligible 3,4 years olds term time only (38weeks)

Option 5 : 4 days per week - 7.5 hours per day - 9:30 - 17:00

Option 6 : 3 days per week - 10 hours per day - 7:30 - 17:00

22.5 hours entitlement for eligible 3, 4 year old - stretched (50 weeks)

Option 7 : 3 days per week - 7.5 hours per day - 9:30 - 17:00

Our Routines

Each room works towards a "routine" tailored to the individual child's needs. But within our sessions we offer a range of activities as part of our routines

Such as: Small group times, Tales tool Kit, Toothbrushing, Stories time, Singing time, Outside free play, Free flow snack.

The setting's timetable and routines

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.



Our Nursery Rooms

We organise our sessions 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 child-chosen and adult-led activities, as well as those provided in the indoor playroom(s).



Snacks and Meals

The setting makes snacks and meals a social time at which children and adults eat together. We plan the menus for snacks and meals so that they provide the children with healthy and

nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met. We do ask for a small contribution towards your child's weekly snack.



Tiny Tiddler's Room Birth – Two Years

Our baby room is a warm, homely, safe and secure space with a focus on tactile activities that encourage your babies' development. Our staff ratios in this room are 1 member of staff to 3 children.

Our nurturing team are on hand to give lots of cuddles and communication to our babies have the right resources for them including lots of different texture play toys, access to photos of family, ample sensory resources, as well as stimulation from mirrors and play books. We plan a wide range of different activities every day. Our babies are encouraged to learn by using their senses, exploring the world around them through a range of activities, in a safe and secure environment with familiar, friendly faces. Our daily activities include singing time, story time, messy play and outdoor play, which allow the children to explore independently and develop their confidence.

The children in this room work on the EYFS developing their 3 prime areas of learning and development.

Our childcare team will work with you to ensure we follow your child's routine to help everyone settle into nursery life. Acknowledgement is given for parents playing a vital tool in their child's education and on our home visits where we initially meet the family this is the time in which we gather as much information as possible. We also go through the routine of the day and things

we need parents to help us with such as settling in, belongings etc. We offer this home to setting visits to all our new parents. We also gathered information by carrying out a baseline parental assessment form, this is an indication of what the child can do at home, there likes and dislikes. Our home visits have also been a very useful welcomed tools in order to support this. All the children in the Tiny Tiddler Room are provided with a daily update on everything your child does through-out the time they are within our care. We do this through our Parentzone app based learning portal. Your child's ParentZone is also a way for parents to communicate with staff. However, there are lots of opportunities to discuss your child's development at the beginning and end of the days.

When any children move rooms, key workers inform & discuss this with parents and an integration period is set. This involves spending time in their new room with the new staff, giving your child the opportunity to adjust to their new environment.

When children start nursery, we ask parents to provide their child with the following items:

- A change of clothes/weather appropriate clothing and footwear
- Any comforters
- Nappies, baby wipes and nappy cream



Busy Bee's

Two Years+

In our Busy Bee's Room the staff ensure that all children who attend have a variety of activities and equipment to promote all round development focussing on the EYFS with 3 prime areas of learning, with aspects of the specific areas of learning. The children in the Busy Bee's have 2 designated Key Worker who will ensure their individual developmental needs are being met and the child is progressing. All toys are specifically chosen for children within the room, catering for different needs and abilities. The daily routine enables children to join in with all activities and strongly promotes the development of social skills.

Free play is available throughout the sessions including outdoor play thereby encouraging imaginative development, language and fine motor skills within a caring environment. As children begin learning more about themselves and the world around them, they want to explore further, experiment and make their own decisions. There are many opportunities for exploration, balanced by a routine with regular quiet times. Activities are mainly creative, with sand and water always available, plenty of indoor and outdoor physical play, and opportunities for role play and imaginative games.

The Busy bee's learning zone is an age appropriate room, which consists of:

- A outdoor play area, this is an area where children are free to explore all the resources. The staff provide stimulating activities to promote new skills allowing children to learn through play.

- There is a free flowing routine where all children can access toys at their level and play where they choose to play. We offer access to messy play activities throughout their day and free flow to the outside play area which offers lots of outdoor activities & equipment to explore.
- Own changing area: It is equipped solely for the changing and hygiene needs of your child. We ask parents to provide preferred nappies, wipes and nappy cream.

The Busy Bee's Room has a ratio of 1 member of staff to 4 children and the staff work together to ensure that the children who attend are cared for in a friendly and relaxed environment.

The children in the Busy Bee's are provided with a daily update on everything your child does through-out the time they are within our care. We do this through our Parentzone app based learning portal. Your child's ParentZone is also a way for parents to communicate with staff. However, there are lots of opportunities to discuss your child's development at the beginning and end of the days.

When any children move rooms, key workers inform & discuss this with parents and an integration period is set. This involves spending time in their new room with the new staff, giving your child the opportunity to adjust to their new environment.

When children start nursery we ask parents to provide their child with the following items:

- A change of clothes and weather appropriate clothing and footwear
- Any comforters
- Nappies, baby wipes and nappy cream

Cheeky Monkey's

Room Three Years+

The staff ratios for this room are 1 member of staff to 6 children, every child has their own key worker partnership throughout their time in Pre-school. For this age group we have developed a carefully planned programme working towards the Early Years Foundation Stage, covering the seven areas of learning as we recognise this to preparing for school.

As your child plays and learns our experienced staff observes their progress and respond to their individual needs. Encouraging independence as their confidence grows and there is a focus on their communication, physical and social development. In the pre-school room we provide as many opportunities to learn as possible with unlimited access to books, maths puzzles, imaginative play areas and computers setting them up for life beyond nursery. Our Cheeky Monkey's room is also free flow to indoor and outdoor play to give the children much needed extended learning opportunities to learn through their play.

When children start nursery we ask parents to provide their child with the following items:

- A change of clothes and weather appropriate clothing and footwear
- Any comforters

Each child has their own folder of work to enable monitoring of their developing skills, along with observations made by their key person.

Our aim on learning -

We aim to provide an enriched learning environment we love to use the outdoors and the local environment, we have recently introduced the Tales Tool Kit, this is a child lead imagination story-based type of learning the children are really enjoying this at the moment. We provided a high ratio to child : adult ratio, which is always adhered to. We have the beauty of being able to use our co manager if needed within rooms and also have x2 level 6 practitioners which helps to ensure the curriculum we are providing if changed and utilised to the best of their knowledge to ensure all children are having fun learning and engaging with the environment provided.

We aim to promote all minorities within our care, we celebrate cultural festivities such as EID, Diwali etc we do this with dress up days, we try to ask parents to come into the setting to celebrate their culture with us and also with many resources we are lucky to have. But each term we also implement a new language to make children feel more included within the setting we embrace these languages especially at golden rules times where we are learning a few key words such as sorry, hello, friend but we also learn to count in these languages, the children have loved, and the parents really embrace it. Our policies and procedures outline the measures that we take to promotes this. We also offer an inclusive service which evaluates our services and strive for continuous provision.



Parents

- We have warm, friendly and happy nursery where each child is encouraged to reach their full potential through praise, sensitivity and mutual respect.
- We recruit the only the best, highly-qualified, passionate and committed staff and we invest heavily in furthering their knowledge.

Working with Parents

We pride ourselves in involving parents and carers in their child's learning and development. Welcoming to our setting all parents are asked to complete a home to setting home visits as a tool to share information and gather information. On welcoming parents are introduced to the child's key works, showed around the nursery and introduced to all staff, shown how our setting works with the use of how to use our Parentzone app, to ensure their likes, dislikes, allergies and interests from the starting point of your child's nursery education.

We work in close partnership with parents and carers as this is important in enhancing children's development and learning whilst at nursery and at home. We pride ourselves on building strong, trusting relationships with our parents and in making them feel welcome and valued right from the start.

Our curriculum

Our curriculum is based on the children's current interests and needs, from on going formative assessment which we carry out on termly on our iconnect systems enables us to observe children as they act and interact in their play, everyday activities and planned activities, and we use all the current tools to gather information from parent's from sharing news, home observations. We ask parents to carry out what can their child do when first attend the setting by the keyworker and parent going through our "On entry" baseline forms, these are what to expect – we ask parents

to highlight statements from the EYFS to in order to indicate to us a good baseline of where their child is at currently. All observations link to the characteristics of learning, EYFS links on iconnect system is also very clever it also allows Every Child A Talker audit, we can also add multiple photos and videos to share with the parents what we have been doing and link those. Finally all observations are linked with next steps for the parents and keyworkers to put into place what next

Early Years Foundation Stage

The quality of provision in regard to the Early Years Foundation Stage, (EYFS) learning for all children, by making sure all the children are happy, safe, secure and settled. The children are able to explore and developed at their own pace, children are enthusiastic and enjoy all that they do and are competently engaging at all times, there is a wealth of opportunities for independent learning and directed learning throughout sessional times.

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.

How parents take part in the setting

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;
- helping at sessions of the setting;
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities in which the setting takes part; and
- building friendships with other parents in the setting.

The setting organises the day so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the day. The setting caters for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.



Our Learning Journey...

The setting keeps a record of achievement for each child. Staff and parents working together on their children's learning journey on your child's development. It is one of the ways in which the key person and parents work in partnership. Your child's learning journey 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.

Engagement is a huge procedure we implement we offer manual training sessions in house training sessions we believe in sending our staff on training sessions to keep up to date with new incentives and to develop their own learning and development in their own continuous learning, but we ask staff to come back after their training and implement their learning to the whole team so we all can learn these new ideas and provide something new to the setting. We have done this within setting by engagement, staff interaction, behaviour, interaction on children levels and understanding, different learning styles we have also do re-enactment of the routines and the sessions to show staff how they dealt with the situations been displayed by the re-enactment. This was recorded and discussed it was a very useful tool within our training.

We also discuss with children the activities out being provided to ensure the children like or dislike them we also have this on our iconnect system where staff can mark if the child loved the activity, liked or disliked them this then procures a report we can refer to evaluate our activities. Practitioner also tailor all activities, interest and experiences to the children ages

and stages of the children, this is to ensure they are supporting them to the right levels of the child's abilities for their learning styles. The staff are entuned with the children's needs, abilities and ages and stages they do this by knowing the ages and stage of their key children which are all present on the iconnect the iconnect systems holds all information at the touch of a button regarding a child's development. We also work very closely with staff when writing observations to ensure they are linked widely to the Early Year's Foundation Stage they have characteristics of learning and learning styles and also next steps. Every observation leads to monitoring children next steps which are marked off and planned for, these lead to individual planned next steps of how key people intend to tailor learning in order to help the child progress to these next steps these then lead to assessments as these are based on the observations and knowledge gathered by key people and key people are used for information to ensure an accurate picture is gathered. All this information is shared with parents we ask for their input their knowledge, their help and their support, by helping us also build an accurate picture of their child's abilities the parents add observations which supports our next steps and assessments, the parents are also given the ability to see what skills their children are working on and developing within setting.

Your child's key person will work with you to keep this record as up to date as possible, asking you to share regular information with your home observations and help with your child's termly assessments.

Working together for your children

In our setting we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. We also have volunteer parent helpers where possible to complement these ratios. This helps us to:

- Give time and attention to each child;
- Talk with the children about their interests and activities;
- Help children to experience and benefit from the activities we provide; and
- Allow the children to explore and be adventurous in safety.

The setting's policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

The staff and parents of the setting work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

Admission

Dickory Dock cares for children from birth to 5 years; we are open Monday to Friday 7.30am to 5:00pm with the exception of bank holidays.

We will provide full or half day sessions, allowing you to plan and arrange your day without having to worry about childcare.



Settling in Procedure

Each child's needs will be considered on an individual basis in relation to settling in, it depends on your child, their age and previous experience of childcare as to the settling in period. However we will always move at a pace that the child is comfortable with, this may be a visit, then a couple of hours up to a half or full session, this will be discussed at the registration meeting. Before settling in Here at Dickory Dock Nursery we aim to provide a home visit to provide opportunities for

Sickness

If your child has, or is suspected of having an infectious illness it may be necessary for them not to attend. We ask that children to nursery feeling well in them self and ready to play, children feeling unwell will be asked to be collected. If you find this is the case please contact us and we will clarify the situation.



Fees



There are free funded places available for some 2 year olds and all 3 & 4 year olds, further information available on request. Fee's will be discussed when enquiring to a nursery place.

Fees Include:

- Quality Early Years Care & Education
- Nappies and wipes
- Access to a wide range of equipment

The fees are payable monthly/weekly in advance. Fees must still be paid if children are absent.

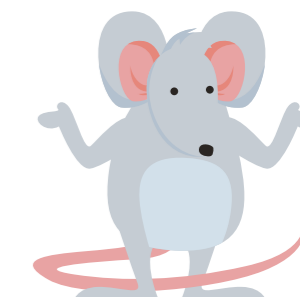
For your child to keep her/his place at the setting, you must pay the fees. We are in receipt of nursery education funding for three and four year olds; where funding is not received, then fees apply.

How to Pay Fees

We try to make the payment process for parents as easy as possible. You will receive an invoice on the last day of each month, this will either be by Email, post or given to you in person. Payment can be made by Cheque, Cash, Bacs, for BACS payment please request account details.

The Early Years Foundation Stage

Within the nursery all children are supported in developing their potential at their own individual pace. A range of fun play and educational activities are planned in line with the Early Years Foundation Stage, preparing the children for school. Our key-person system enables us through observations to tailor activities to the needs of each individual child. We offer a curriculum tailored to provide plenty of learning opportunities by means of appropriate play activities and a high level of individual adult input.



The Prime Areas

Communication and Language

- Listening and attention
- Understanding
- Speaking

Throughout their time at nursery all the children will develop skills that will focus on their attention and concentration, enabling them to sit and listen and follow what is going on around them. Interactions between adults and children are vital to encourage them to develop an understanding of language, including asking and answering questions and following instructions. Appropriate activities, songs, stories and positive role modelling encourages children's communication, speech and language development, gaining skills to express themselves and use appropriate language.

Personal, Social and Emotional Development

- Making relationships
- Self-confidence and self-awareness,
- Managing feelings and behaviour

Within our nurturing environment, children are individually supported in developing confidence, autonomy and self-respect. They are encouraged to work and concentrate independently and also to take part in the life of the nursery, sharing and co-operating with other children and adults. Through activities, conversation and practical example, children learn acceptable ways to express their own feelings and to respect the feelings of others. All children are given the opportunity, as appropriate, to take responsibility for themselves and the nursery property.

Physical Development

- Moving and handling
- Health and Self care

An extensive range of equipment and opportunities, both indoors and outdoors, allows all the children to develop confidence and enjoyment in the use of their own bodily skills. A high level of adult supervision enables children safely to create and meet physical challenges developing their gross motor skills. The children are supported in the development of their fine motor skills using a variety of tools, handling small objects to develop early mark making skills. The nursery provides healthy snacks, ensuring the children follow a healthy diet and develop an understanding of healthy eating and drinking. Nursery routines promote good hygiene skills such as hand washing and toileting and staying safe.

Specific Areas

Literacy

- Reading
- Writing

Children are encouraged to extend their vocabulary and fluency by talking, listening and responding to stories, songs and rhymes. We do this with many small group activities. Children are helped to understand that written symbols carry meaning, to be aware of the purposes of writing and, when ready, to use drawn and written symbols for themselves.

A well-stocked book corner gives every child the opportunity and encouragement to become familiar with books, able to handle them and aware of their uses, both for reference and as a source of stories and pictures. All children are having access to take part in our home reading scheme that we promote for parents to share time reading at home with their child.

Mathematical Development

- Numbers
- Space, Shape and Measure

Through a range of play based activities children are introduced to early mathematics. This includes counting, number recognition and understanding of basic number problems. Children are encouraged to solve number problems and develop categorising objects in different ways.

Language and terminology referring to size and capacity is learnt through measuring and weighing objects. Children learn about shape recognition through the use of describing everyday objects.

We plan for small group work to promote mathematical development within our routines daily.

Knowledge and Understanding

- People and communities,
- The world
- Technology

Within the nursery we embrace and celebrate all cultural festivals and children learn about a range of different faiths and religions. Children occasionally are taken on outings within the local community, developing a sense of self and others. We encourage the children to share some events and experiences with their Peers again at small group times, we are developing the concept of time as well as similarities and differences between families.

Children are given opportunities to explore the natural world through activities such as planting and bug hunts within our outdoor area. They engage in talk about what living things need in order to survive.

We have a vast range of technology resources the children are taught how to use correctly. These pieces of equipment enhance the children's learning further and help to develop much needed skills.

Creative Development

- Exploring and using media and materials
- Being imaginative

Children are encouraged to explore and create their own imaginative play. They have role play areas with access to props and dressing up items to enhance and embrace this further. Within circle time activities we sing songs with the children and introduce them to rhymes and alliteration. Accompanying the singing the children explore the sounds of various musical instruments. Dancing and movement to the music is also explored by the children and they learn how to move rhythmically and in different ways.

Contact Us

Address:

**58 Margetson Crescent
Sheffield, S5 9NB**

Email:

dickorydocknursery@gmail.com

**General & Registration Inquiries:
0114 233 8679**



Dickory Dock

58 Margetson Crescent, Sheffield S5 9NB