

Settling In at Daisy Nursery



We believe the process of starting nursery is very important whether your child is 3 months or 3 years old. Once your place has been confirmed we will invite you and your child to two complementary settling in visits. These visits are each for two hours long and are held in your child's suite and with your Nursery Manager. Every child starting nursery is different and if you feel your child will benefit from an extended settling in process we will be able to suggest a way of

building up sessions for example two settling in visits one week, then two morning sessions the following week, before moving to two full days the week after. This might work for some families, this doesn't work for everyone. You know your child best and we are very happy to either be led by you and your preferences, or happy to advise and support based on our experiences.



Starting nursery can be a very emotional process especially for a mother, this is to be expected and being prepared for these feelings will help you to adjust into the new routine. Give yourself and your child time to adapt and settle into our nursery family. Your Nursery Manager is always on hand to answer any questions at any stage and will work with you over the first few weeks to support you when dropping off your child.

Before your first settling in visit we suggest that you make as many notes as possible to aid the process of information sharing. Your child's Key Person will store these notes in your child's file and this will give the team members in your child's suite a basic routine that your child is currently following, enabling them to better anticipate how your child is feeling. It is useful to share with us family names



such as grandparents, friends or other relatives that may collect. The names of pets or comforters, the names your family use for body parts. If your child is toilet trained information such as do they sit or stand? Do they use the toilet or prefer a potty? Where we can be as similar as possible and offer familiar environments for your child it will promote their self-esteem and will ease the process of settling in. Your child's Key Person will strive to be consistent with you and using familiar words and phrases is all part of this process.



During your first settling in we ask you to stay and talk through all of your notes. This will enable us to start the process of getting to know your family and help us organise the nursery ready for your child. We will discuss weaning and food likes and dislikes as meals are a very important part of a child's day. We can adapt the meal timings to suit younger children for the first few weeks and we will purchase familiar organic baby foods or make baby food from the meals our cook prepares.

These small adjustments will make the settling in process much smoother for your child. We will ask you to tell us about any bottles of milk your child may need throughout the day, and how you wish us to prepare them. We will ask you about sleeping and ask how your child likes to nap and we will remind you what to bring on your child's first day; nappies, wipes, sleep bag (if preferred), comforters, spare clothes and outdoor clothing. We would very much appreciate it if you could label your child's belongings that will be coming to nursery to enable us to look after and ensure everyone takes home what is theirs!

We will also ask you to complete an "All About Me" form on behalf of your child. Once this is done we will suggest you leave and go off site for a little while. This sends the consistent message to your child from the start that all parents return to pick up. Then when you return you may have some more questions for us to answer. On the second settling in visit we encourage parents to leave quickly as this is less distressing for your child. Then stay and chat when you return to show your child you are comfortable within the nursery setting.

During the first few weeks feel free to ring during the day for an update. You will receive feedback at the end of your child's session from their Key Person and you will receive a daily diary to ensure you are kept fully informed of the day to day occurrences such as how your child has eaten, how many nappy changes they have had and at what times, how much milk they have drunk how much sleep they might have had. We also include what your child has enjoyed doing that particular session as a little snippet to complement the in-depth verbal handover. Sometimes older children starting nursery like to be "helpers" in the office and being given special jobs like printing will further enhance their confidence and sense of belonging and help make them feel at home.





Parents in Partnership at Daisy Nursery

It is absolutely vital to us that we work in conjunction with parents and carers to enable us to provide the best possible care and development for each individual child every time they are with us. We may be the professionals but no one will be more knowledgeable or experienced about your unique child than you!

Our Nursery Manager or Deputy is on hand to welcome you to the setting and to say farewell at the end of your child's session, this means they are always available face to face should you wish to discuss anything. Our Room Leaders ensure their suite's planning is available for you to view on their wall, and our rolling Learning Walls charting each month's events, observations and plans are further useful displays showcasing some of the best photos and children's quotes each week and which areas of learning they relate to. We are very proud of our general wall displays too and showing off the quality of learning that is achieved through play. We encourage all parents to read and explore our displays around the setting



as another way of sharing information; particular photos or activities might provide prompts when discussing time at nursery with your child, for example, "I saw Elsie threading letters, did you do some threading today too?" If you have any questions about our displays please don't hesitate to ask.

Parent's seminars are held regularly and are a sociable way of sharing news about the nursery, any changes to the Government framework and talking about topics such as exploring how we implement the EYFS.

We share a lot of information on our walls throughout the setting, but especially on our notice board in reception. You will be able to access local community news, industry updates and articles our team find interesting and want to share, and of course, news about the nursery. We really love our two interactive displays in our entrance encouraging parents and children to leave feedback and their input into what they like and ideas on how we can improve their experiences at Daisy Nursery.





We are very proud of our website www.mydaisynursery.com and how it has enabled us to approach communication in another medium. From articles on our blog to weekly messages from the Nursery Manager, our website is a valuable source of up to date information. Our secure parent's log-in page means we can safely share bulletins, e-statements, downloadable forms, and childcare voucher passwords – all accessible to our parents 24 hours a day, all year round. We also tweet messages to parents or fellow practitioners following us, to share information and inspiration. This method of short snippets of day to day life at the nursery has proved very popular with parents going back to work who check in and see what we've been doing.



We have such an exciting range of parents and carers we are always keen to invite you in to tell your story to the children and join us in play. We also invite parents and family members to nursery events. Over the years we have held pre-school graduation ceremonies, homemade afternoon tea, Easter egg hunts, a cooking competition and rain or shine sports days. It is very special to us that we feel part of your family and you feel part of ours.

Each child is given a key person at Daisy Nursery and this key person will be your main point of contact. Your key person will formally share their observations, photos and development steps each week when they upload your child's learning journey.

As a company we felt it was important we invested in the latest technology without compromising our traditional and homely feel. We chose to introduce electronic learning journeys to enable parents access to their child's development records at all times and encourage easy participation. This new method of delivery also supports our green ethos and reduces our paper usage. One of the best features of the electronic learning journeys is the function allowing parents to submit their observations and magic moments onto the system too, making this a truly current snapshot of each child's life. Your child's key person can build on the information you share and weave together and consolidate developments from home with their nursery experience. Your key person will also complete a hand-written day sheet for every session your child is with us, and will usually be the person you share a handover with at the beginning of a session and at the end of a session. We assign key people to children based on a variety of factors but children do have an opinion too and so we encourage a co-key person relationship to develop where blossoming.

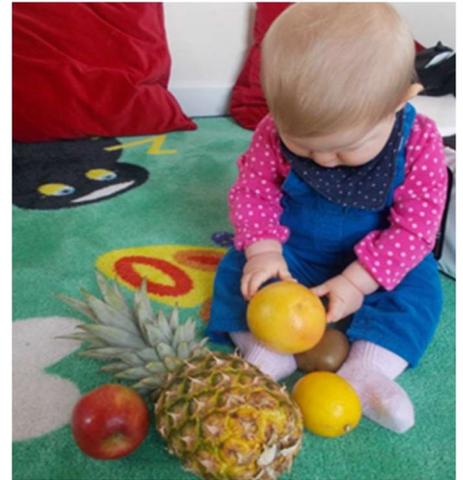


Healthy Eating at Daisy Nursery



Healthy eating is very important to us at Daisy Nursery that's why we invest heavily in our shopping budgets and professional Nursery Cooks. We design our seasonal menus to offer a wide variety of tastes and textures whilst keeping traditional, homemade meals and substantial puddings at our core. Our menus are available to view on our kitchen noticeboards, and also on the parents' page of our nursery website, www.mydaisynursery.com

All our suites have a dining space where children and adults sit together in a sociable family way using age and stage appropriate cutlery and crockery. We promote active learning whilst eating – this can mean children serving themselves a quarter of a dish of lasagne (maths) or babies learning how to grip a spoon and co-ordinate it arriving in their mouth successfully (physical). Older children enjoy helping to lay the table and clear up at the end of the meal, younger children begin to understand good hygiene practices and use pre-verbal communication such as sign language to ask for seconds.



At Daisy Nursery we know how important it is for your child to receive healthy, nutritious meals throughout the day. Our on-site cooks are professionally trained and use seasonal, fresh ingredients to ensure your child is provided with healthy, nutritious meals throughout the day. The majority of our food arrives fresh from Sainsbury's and is stored on site conforming to all Environmental Health best practices. We cater for children with allergies, intolerances and cultural or religious beliefs – your Nursery Manager will discuss these with you to ensure our complete understanding and your Nursery Cook will devise as inclusive menus as possible for your individual child.



We've designed our meal timings to consider blood sugar levels and the nursery length of day allowing for regular opportunities for children to replenish their energy levels whilst also fitting in with family eating patterns. With younger children new to nursery we work with you and their current routine to slowly ease them into these meal timings – one of the advantages of having our own cooks in our own kitchens is this flexibility and individual approach.





In our gardens we enjoy growing our own fruit and vegetables and the children get involved with nurturing seeds into meals they help prepare and serve. This organic process fuels the understanding of where food comes from and each stage offers opportunities for learning and new experiences. Last year's crop of potatoes was so plentiful we managed to send lots home with parents for their family meals too!

Weaning is a very important transition stage and one we work in complete partnership with you. There are many methods of weaning and we are always happy to discuss these with you, likewise we are happy to follow you with your chosen method or combination of methods to ensure your child has complete consistency in approach and we are meeting your wishes. We will buy in whatever baby food you are using at home and are happy with, or if you prefer we do our own version of the main nursery menu in various stages of texture (pureed/lumps).



We are happy to store formula cartons/tins or breast milk as long as it is clearly labelled with your child's name. You will need to bring in fresh bottles each session and indicate to your Key Person how you prefer your child's milk to be made, we will rinse out and send home your bottles for you to sterilise. We provide cow's milk for all children to drink throughout the day so as and when you and your child are ready to move on to this stage we will chat with you about how you would like it to be introduced.

Milk and water are available throughout the day and older children are encouraged to pour themselves top ups using jugs whenever they would like. We offer a range of different cups depending on each child's age and stage ranging from lidded Tommee Tippee double handled cups, to no lidded double handled cups, and finally to beakers or mugs. Children's cups are labelled and older children are encouraged to look for their name.

In all suites we have suitable and practical chairs supporting children of different ages whilst they eat at their tables. Our sturdy low height wooden highchairs are easily cleaned and sterilised on a regular basis and each stage onwards promotes more and more independence and comfort.





Sleeps and Bathrooms at Daisy Nursery

It's the nuts and bolts of nursery life that often get forgotten in glossy brochures but these areas are just as important to get right to help children feel comfortable, safe and familiar with us.

Where possible, we've purposefully chosen to keep or plumb in adult height toilets exactly like your child will experience at home, at grandparents and in the wider world. We make sure we provide clean and simple child seats and footstools, regularly checked toilet paper and paper towel dispensers and we encourage older children to remember to flush and then wash their hands independently. Regular cleaning checks are made by all the staffing team, but especially the Room Leaders and Management.

Our nappy changing areas are setup to reinforce the idea of going to a bathroom for toileting, and enables us to promote children learning about hand washing even at the nappy changing stage. Where possible your child's Key Person will be responsible for nappy changing throughout their sessions with us, and later on for keeping you updated with potty training progress and any accidents. You will be asked to bring in nappies and wipes for your child (as every parent has a different preference and this is another way we treat all children as individuals) and we provide Sudocrem when required as a preventative barrier, however if you would prefer to provide another alternative we will ensure your preference is used



instead. Key People prepare the nappy changing area by ensuring it is completely clean, and that they have your child's nappy box to hand. They will then wear an apron and gloves and ask your child if they can change their nappy. Throughout the process Key People talk and engage your child in what they are doing, they sometimes sing, sometimes play counting games and sometimes talk about everyday things such as "what shall we explore in the garden today?"

Sometimes there will be accidents, both when your child is in nappies and when they are potty training, these are easily dealt with and we ask that all parents bring in spare clothes in their child's nursery bag so we can change them where necessary.

We work with you to decide best when your child is ready or showing signs of potty training however our experience and research indicate there are optimum periods of time when children in normal circumstances are ready to start the process. We are always on hand to discuss this if you would like any advice. After a concerted period of training at home please bring in even more spare pants/knickers and clothing than usual and discuss with your child's Key Person which approach you have decided to take. Does your child like to use the potty? Have they gone straight onto using the toilet? Would you like to provide a sticker chart or would you like us to find an appealing one for your child to use at nursery? Remember Rome wasn't built in a day – we will work together with you. With less experienced trainees we will wipe, with more experienced children and as part of school readiness, we will expect and encourage them to wipe then we check. We encourage and remind children to wash hands using soap and dry with paper towels and at every opportunity adult's role model and talk about good washing techniques.



We encourage children learning to use the potty or toilet to communicate with us when they need to go, we intermittently ask and prompt if we feel a certain time has passed, but do not believe in hourly (or less) visits, as this leads to a twitchy bladder which does not learn to "hold on". Our ultimate aim is that children go to the bathroom unaccompanied and are able to carry out a full care routine including washing their hands and flushing by the time they leave us for school.



Children in all our suites have spaces they can sleep comfortably in, from our Baby specific cot rooms with each child's bed readymade each day with their own sheet, blanket and comforters, to our Toddlers and younger Pre-School who nap on raised bunks with their own blanket and comforters if needed, in darkened quiet rooms with soft, often classical, music playing.

Again, we work with you and what your baby or child likes and is familiar with, to reduce any distress when settling into nursery. In some cases parents prefer their baby to nap in the bouncy chair in the Baby room, and in some cases parents prefer us to put their baby to bed in their cot at consistent times each day. We record our regular cot room sleep checks so we have accurate information to give you at the end of session handover about how much time your child has slept. We also check position of the younger babies sleeping in their cots after being put in a "feet to foot" position, and for the toddlers and pre-school children napping, there is always a member of the staffing team on hand when they awake for cuddles and to help them redress if trousers were taken off for more comfortable sleeping wear. The nursery provides bedding and launders it all regularly, but we welcome any grow-bags or sleep routine tips you can share with us.



EYFS: School Readiness at Daisy Nursery

We follow the national curriculum for the Foundation Stage (commonly referred to as the EYFS) which covers children from birth to the end of their Reception year. Each child's learning is structured around both their individual needs and the wider expectations of their age and stage of development. Children learn in a variety of situations that promote critical thinking and self-reflection. Through daily routines such as a

more formal circle time, children take part within the group learning how to listen to others and talk when appropriate. In your child's last year at nursery, practitioners increase focused learning in preparation for being part of a large classroom environment.

Our whole ethos and part of our mission statement is to prepare children socially and emotionally for the next steps in life. Whether your child joins us as a baby, toddler or in pre-school, our team are knowledgeable and experienced in every stage of learning and are trained and equipped to stretch, challenge and extend all children's unique abilities. Our bespoke learning journeys are a time capsule of your child's experience with us. They consider the importance of repeating learnings and revisiting old skills when new ones are grasped in a concerted effort to build and scaffold each new stage of development. Our practitioners consider what inspiring activities they can set up to invite children in to explore. They build on previous favourites by extending a popular activity that little bit further – all with the aim to keep engaging each individual child and keep developing their key areas of learning. Our learning journeys also reflect your child's growth through photos, magic moments, and snippets of their day to day dialogue. We collect and use children's work as evidence of achieving certain goals, we display a lot of children's accomplishments around the setting, and we also like to send home bits and bobs when we can. However as professional practitioners we place a lot of importance on the process rather than the finished product!



When your child leaves us to go to school your child's learning journey will be downloaded and presented to you on a USB stick for you to keep, however during the summer term and school visits we offer your child's new teacher an opportunity to peruse to get a flavour of your child and their developmental progress with us.

There are seven areas of learning outlined in the current Early Years Foundation Stage split between prime and specific areas. The prime areas are crucial for igniting children's curiosity and enthusiasm for learning, they have been identified as a focus for the first years of life to concentrate on vital skills that young children need to acquire and embed, whilst the specific areas strengthen children's knowledge and their application of the prime areas creating a rounded learner ready for school.

The Prime Areas of Learning are:

Communication and Language

Physical Development

Personal, Social and Emotional Development

The Specific Areas of Learning are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design



Throughout their time with us all children are observed and assessed at each appropriate age and stage and these findings are documented in your child's learning journey. Between the ages of 2 and 3 we carry out an observational development check to ensure each child is making progress towards their Early Learning Goals and at the end of their time with us before your child will leave for school, your child's Key Person will write a summative evaluation of their achievements and abilities.

Because our nurseries have extremely experienced senior members of the team who work closely on a day to day basis with the children, we are able to anticipate any additional needs that children may have. This can be identifying a child with speech and language delay or identifying a child showing signs of being gifted and talented. This role in the nursery is called a Special Education Needs Co-Ordinator and is supported by our senior team.



Our strong Key Person approach enables us to develop a close understanding of each child and every child's learning journey closely monitors and tracks all progress in line with developmental expectations. Please always feel you can ask for support or advice if you have a concern, we will always talk with you about how we might help a child through a difficult time and put positive strategies in place to help their development or holistic well-being.