



STICKY PAWS

Part of YMCA CHELMSFORD



Sticky Paws Day Nursery- Our Local Offer

The Setting

Our Nursery is based at the premises of the Chelmsford YMCA and is an integral part of the programme. The YMCA Board of Directors and staff have a commitment to childcare and education. We aim to give your son or daughter the best possible care whilst they are here at Sticky Paws Day Nursery.

The Sticky Paws Day Nursery will offer places to children aged 3 months to 5 years on a full time, part time or sessional basis.

The Nursery does not have a catchment area and accepts children from Chelmsford and any surrounding area if a space is available.

The Premises and Location:

We are conveniently located in Victoria Road, Chelmsford, close to the bus and train stations and town centre. The Baby Bears unit (3 – 24 months), Busy Bears Unit and Bright Bear units (3-5 years) are all situated on the first floor and reached via the main YMCA entrance.

Nursery Hours:

The Nursery is open Monday to Friday, 7.30am until 6.00pm, with the exception of Bank Holidays and a week over the Christmas period. Full or part time spaces are available in all of the units.

The Baby Bears Room - 3 months to 24 months (approx.):

In our Baby Bears Unit, you will find that life is calm and relaxed. We provide a safe, happy, stimulating and loving environment, whilst following your own personal routine as we believe that it is essential to provide the continuity of care. We are able to cater for each baby's individual needs, providing a home from home atmosphere and helping your child to grow and develop through encouragement, praise and stimulation.

Pampers nappies are supplied and will always be changed as necessary. We provide the formula milk of your choice. For very young babies, we follow their own individual pattern for feeds and sleeps.



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The Busy Bears Room- 2 to 3 years (approx.):

In the Busy Bears room, the children begin to follow an informal routine. During the day to day programme your child will have the opportunity to participate in a number of fun and stimulating activities which will encourage experimentation and exploration. Our staff will be constantly aware of your child's ability and development and will encourage each child individually.

The Bright Bears Room- 3 to 5 years (approx.):

In the Bright Bears Room, the children follow a daily routine based on the Early Years Foundation Stage enabling the children to develop new skills. Through play the children are encouraged to be independent, learn social and personal skills, write, and count, identify their name, colours, shapes and everyday objects and words. Our curriculum planning is aimed at giving each child the basic stepping stones to school life. We value the ability achievements and interest of all our families and are dedicated to providing the highest quality care and learning environment for your child. The Nursery achieved a "Good" Rating by Ofsted in June 2014.

Accessibility and Inclusion:

The building has recently (June 2015) undergone some refurbishment giving the children increasing amounts of space, all three Rooms have become an inter-linking open plan space to increase the care and learning potential of all children.

The building has a disabled ramp outside to make entry and exits accessibly easy for wheelchair users and all doorways are wide enough to accommodate a wheelchair if necessary, we have a disabled toilet which is available to wheelchair users as and when required.

We will ensure that all written communication is clear and precise and will inform parents/carers verbally where appropriate.

The furniture is modern and of a suitable height and size for the children to use freely according to the children's age.

Where necessary the staff can use visual aids in the form of time tables, photographs, pictures and symbols as a means of communication.



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Identification and Early Intervention:

The SENCO works closely with the parents, Keyworker and all staff to put together an appropriate and achievable plan of intervention and support. Additional advice can be gained from other professionals and outside agencies such as speech and language therapists, health visitors, educational psychologists and area SENCO. When additional support is required the SENCO will ensure that the parents are kept informed and involved in all decisions and plans.

Ongoing observations and assessments are an integral part of the children's learning and development process within all three rooms, the key person observes all the children in their key group and records information gathered appropriately, to support the children's progress according to the EYFS.

All recordings are used to identify any additional needs and to offer a signpost to the most accurate professional, any intervention from other professionals will be regularly reviewed and adapted to the child's needs at that particular time.

Weekly observations by the child's keyworker are used to produce termly reports which are then used to target areas for Development and plan for a child's particular needs.

Transitions:

The nursery will of course support children and parents with any kind of transitions whether it be a new house, new school, changes in home circumstances, new sibling, should there be any issues or concerns the parent will of course be welcome to come in and discuss this so that issues can be addressed and the child can be supported accordingly.

The nursery holds circle times where the children have the opportunity to speak freely, in the summer term these are particularly focused on "Going to school" and "New Beginnings" to focus on any transition issues.



EYFS:

The guiding principles of the Early Years Foundation Stage (EYFS) are:

- A Unique Child– every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- Positive Relationships– children learn to be strong and independent from a base of loving and secure relationships with parents and/ or a key person.
- Enabling Environments– the environment plays a key role in supporting and extending children’s development and learning.
- Learning and Development– children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and interconnected.

The curriculum is made up of 3 Prime Areas and 4 Specific Areas of learning.

The 3 Prime Areas - are fundamental, work together, and are move through to support development in all other areas.

- Communication and Language - Listening and attention, Understanding, Speaking
- Physical Development - Moving and Handling, Health and Self Care
- Personal, Social and Emotional Development - Making Relationships, Self Confidence and Self Awareness, Managing feelings and Behaviour

The 4 Specific Areas - include essential skills and knowledge for children to participate successfully in society.

- Literacy - Reading and Writing
- Mathematics - Numbers, Shape, Space and Measure
- Understanding the World - People and Communities, the World, Technology
- Expressive arts and design - Exploring and using media and materials, being imaginative
- Children develop at their own rates, and in their own ways. Whatever their stage of development all children are supported to reach their full potential. This may be through differentiated activities within group time, additional adult support additional or adapted resources, small group withdrawal or one-to-one support.
- On-going observational assessment is used to establish each child’s stage of development. During the first few weeks the Key Person will record the children’s characteristics of learning which are linked to the EYFS ages and stages of development. Each term children’s progress is accessed and communicated through a written diagnosis
- Communication is key between parents and staff to support the child’s care and wellbeing. The Key Person will liaise with parents. The SENCO will be easily accessible between the hours of 9:30-6:00, to work with other practitioners, professionals to ensure the child is being supported appropriately in order to seek support when necessary.



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Keyworker Approach and Staffing:

All Staff are keyworkers and have experience and extensive knowledge and understanding of children's developmental stages, the staff will work with parents to make parents feel at ease and comfortable to leave their child at the setting, the key person will usually be available at either the beginning or end of the day for parents to express any concerns or interests surrounding their child, the staff recognise that parents hold vital information about their child and have a critical role to play in their child's education, care and learning.

Children's progress is regularly monitored throughout the nursery and any children with identified SEND are monitored via the key person, SENCO and Area SENCO along with any other health and care professionals that may be involved.

Over half our staff hold a childcare qualification to a level 3, and others a level two are working towards a level three using an outside training provider who offers support to the staff through email and regular meetings at the YMCA Chelmsford.

Our staff have paediatric first aid training that is renewed every 3 years, as a two-day course done by an accredited outside agency.

SEND Support/Grants:

After assessments from the SENCO and Area SENCO children, with some SEND will qualify for various grants including discretionary funding for individual support, and an inclusion grant for group support. The funding can be allocated to employ additional SEND staff who can provide enhanced adult support, meeting the specific needs of the child set out in their EHC Plan.

For families and children who English is not the first language of, staff will explain this to the best of their ability to help them to understand, if available we may be able to contact the local children's centre to see if they can provide a translation service.

If you wish to know any further information, please do not hesitate to contact us.