

PROSPECTUS



Victoria Park Day Nursery CIC

Registration number: 07386968

Ofsted Number: EY 439 746

Phone: 01233 632313

Mobile: 07922079819

www.victoriaparknursery.com



**Disabled
Access**

Ofsted Inspected September 2023 rated "GOOD"

Opening Times September 2025 – July 2026

Term Time Only

Monday – Friday	Morning Session:	9.00am - 12.00pm	£22.00
	Afternoon Session:	12.00pm - 3.00pm	£22.00
	All Day Session:	9.00am - 3.00pm	£44.00

The Free Early Education can be used in any of the above sessions.
(Subject to availability)

For fee paying parents, a deposit of £100 is required prior to your child starting. (The £100 deposit is not required for children ONLY accessing the Free Early Education).

All children and families will be made welcome.

Formed in 1983 the nursery is a community based, voluntary managed setting, working in partnership, with the local schools and other recognised agencies. We are registered under OFSTED therefore able to access Free Early Education.

Our friendly staff are mostly mature and are all highly trained professionals all at least to a level three in early years and child development. All staff receive on going training to keep up to date with current legislation and for good practice. All members of the team report to the Nursery Manager.

We value our parents for their support and commitment, and we look forward to building a strong partnership with them.

As a 'not for profit' organisation, we welcome community involvement and charges reflect the essential running costs and expenses to maintain high quality standards at affordable prices.

Our Setting aims to:

Provide high quality childcare 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 community; and

Offer children and their parents a service that promotes equality and values diversity.

Parents

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

Valued and respected:

Consulted:

Involved; and

Included at all levels.

We aim to ensure that each child:

Is in a safe stimulating environment:

Is given generous care and attention:

Has the chance to join with other children and adults to live, play work and learn together:

Is helped to take forward his/her learning and development by being helped to build on what he/she already knows and can do:

Has a personal key person who makes sure each child makes good progress:

Is in a setting that sees parents as partners in helping each child to learn and develop.

We currently work to the Early Years Foundation Stage curriculum 2025, which sets the standards for learning, development and care for children from birth to five. We aim to provide an environment, which improves children's outcomes measured by the EYFS profile.

The Early Years Foundation Stage 2025 – A Parent's Guide

The Early Years Foundation Stage (EYFS) areas of learning and development has been produced by the government and Early Years Professionals, for use by all Early Years providers.

We use the 7 areas of learning and development when we are observing, assessing, and planning for your child's individual needs. The areas of learning and development make sure that we are constantly challenging your child and helping them to develop and succeed.

There are 7 areas of learning, and they are split into 2 parts –

1. The 3 **PRIME** areas are for all children and will always be the main focus of our planning and activities for children under 3 years.
2. The 4 **SPECIFIC** areas which are mostly for the over 3's.

These are the 3 prime areas

Personal, social & emotional development 	This area of learning and development is about how your child... • Is confident and self-assured. • Manages their feelings and behaviour. • Makes friends. • Shares and takes turns.
Physical development 	This area of learning and development is about how your child... • Moves and uses gross motor skills. • Develops fine motor skills. • Learns about healthy living. • Manages self-care independently.
Communication and Language 	This area of learning and development is about how your child... • Listens and pays attention. • Understands what is being said. • Communicates with others. • Develops vocabulary and speech.

These are the 4 specific areas

Literacy 	This area of learning and development is about how your child... • Enjoys reading books. • Likes making marks. • Learns to write. • Starts to explore phonics and letter sounds.
Mathematics 	This area of learning and development is about how your child... • Learns about numbers and counting. • Recognises the passing of time. • Explores measures, capacity, space, shapes, opposites etc during play.
Understanding the world 	This area of learning and development is about how your child... • Finds out about nature and the world around them. • Talks about people and their local community and learn about similarities and differences. • Learns to confidently use ICT equipment.
Art and design 	This area of learning and development is about how your child... • Enjoys being creative. • Sing's, dances and makes music. • Plays imaginatively. • Uses colour to express themselves.

If you would like to find out more about the EYFS please visit

www.foundationyears.org.uk

If you have any questions about any part of the EYFS, please do not hesitate to ask.

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities which help children to make progress in each of the 7 areas of learning and development. In some of these activities' children decide how they will use the activity, and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the best practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

Assessment

We assess how young children are learning and developing by observing them frequently using our online learning journal 'Famly'. 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 assessments by sharing information about what their children like to do at home and how they as parents are supporting development by uploading data to their child's individual learning journal.

We make termly assessment summaries of children's achievements based on our ongoing development records. These form part of the children's planning and development record. We undertake these assessment summaries at regular intervals as well as times of transition or when they go onto school.

My Unique Story achievement

The setting keeps a record of achievement, 'learning journey', via Famly our online learning journal for each child. Staff and parents work together in partnership to celebrate each individual child's achievements and successes through this and parent evenings throughout the year. This will provide what your child needs for his/her well-being and to make progress.

Your child's key person will work with you to keep this record. To do this you and the key person 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.

Working together for your children

In our setting we maintain the ratio of adults to children that is set through the Welfare Requirements. 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 staff who work at our setting are:

Name	Job Title	Qualifications
Joanna Cameron	Manager	NVQ 4, SEND Co-Ordinator (special educational needs)
Nicole Wirt	Deputy Manager	DPP
Ann Webb	Early Years Practitioner and Lead SENDCO	BA Honours Early Years Leadership 1 st Class. Lead SEND Co-Ordinator (special educational needs)
Julie Ludlow	Early Years Practitioner	NVQ Level 3
Jacqueline Foord	Early Years Practitioner	NAMCW Adv cert, NVQ L3
Tanya Clark	Admin Officer	
Lisa Raymen	Early Years Practitioner	Level 3 Early Years Educator.
Sarah 'O' Dowling	Early Years Practitioner	NVQ Level 3
Clare Martin	Early Years Practitioner	NVQ Level 3 SEND Co-Ordinator

How parents can take part in the setting

Our setting recognises parents as the first and most important educators of their children. All the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents can 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. 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 in, and
Building friendships with other parents.

Key person and your child

Our setting uses a key person approach. This means that each member of staff has a group of children for whom he/she is particularly responsible. Your child will be assigned to a key person at the very beginning who will work with you to make sure that what we provide is right for your child's particular needs and interests. If your child bonds better with a different member of our team then that person will become their key person instead. Sometimes it takes children a few weeks to settle and get used to new people and different surroundings. When your child first starts at the setting, the key person will help your child to settle and throughout your child's time at the setting, will help your child to benefit from the setting's activities and create a Learning Journal of the children's experiences and track their progress through constant observations and photo's via Famly, (our online journal).

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 he/she 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 day

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.

Snack time

The setting makes snack a social time at which children and adults eat together. We plan the menus for snack so that they provide the children with healthy nutritious food. Please do tell us about your child's dietary needs and any allergies they may have.

Lunch Time

If your child attends all day or does an afternoon session, please make sure you provide a packed lunch clearly labelled with your child's name on. Please make sure you provide an ice/cool pack inside the lunchbox too. We always encourage healthy eating. Please avoid sending your child in with fizzy drinks, chocolate and sweets. Please also avoid sending in peanuts or peanut based products.

The board of directors

We are 2 staff members who hold roles within the nursery setting. We are long standing members of the team. We got together to replace our existing directors, to keep the nursery running.

Some of the things we are responsible for are:

Managing the setting's finances.

Employing and managing the staff.

Making sure that the setting has, and works to, policies that help provide a high-quality service; and

Making sure that the setting works in partnership with the children's parents.

We always welcome parental feedback and new ideas.

Fees

Fees are payable weekly. Fees must still be paid if children are absent/sick or take holiday during term time. If your child has to be absent over a long period of time, please discuss this with our manager.

For fee paying parents a deposit of **£100** is required prior to your child starting. No deposit is required for children **ONLY** accessing the Free Early Education.

For your child to keep his/her place at our setting, you must pay the fees. **This does not affect the Free Early Education sessions.** Accredited by OFSTED, we are in receipt of Free Early Education for three- and four-year-olds (15 hrs & 30 hrs) and 2-year-olds (FF2, 15 hrs), 2-year-olds working parents' entitlement (15 hrs & 30 hrs). All subject to the eligibility criteria to a maximum of 570 hours a year (15 hrs per week) and 1,140 hours a year (30 hrs per week). Please feel free to ask for details. Where Free Early Education is not received, then the normal weekly fees will apply. Please see our fees policy for further information.

Fees will increase on an annual basis at the start of term 4 (April).

The Free Early Education session's start the 1st full term after the child's 2nd or 3rd birthday, (September, January and April) e.g., if your child's birthday is on the 5th January, then they will not become funded until April etc.

Home visits/phone call

We will either telephone you or come and visit you in your home with every new starter which will enable us to introduce ourselves on an informal basis to parents/carers and children. This gives us all the opportunity to get to know each other and allow us as nursery practitioners to find out a little bit about your child's likes/dislikes, routine and any other information that is relevant. This will also allow you as parents/carers to discuss any concerns or other questions you might have.

If we come to your home, the manager and the child's assigned key person will make the visit. The manager will chat with you and take notes while the key person interacts and gets to know your child. We bring a small bag of toys

with us too. Home visits are not compulsory so please don't feel you have to have one, you may prefer a telephone call, it is your decision. It is just a nice way for us to introduce ourselves to you and your child before they start with us. We will call you to arrange suitable times to visit beforehand.

Starting at our setting

Clothing

We provide protective clothing for the children when they play with messy activities, however accidents will happen so we would ask that you do not send them into nursery wearing their best outfits.

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this. Please make sure all clothing is clearly named.

The first days

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting.

Nappies

We accept children in nappies and have private changing facilities, ensuring your child's dignity. When the time comes to potty/toilet train, we will work with you, ensuring a stress-free transition to full independence.

Suitable footwear

Please make sure your child arrives for nursery in suitable footwear, according to the weather conditions. During the wetter months and particularly wintertime, please make sure your child has plimsolls/slippers to change into. Open toed sandals are not advised for your child's safety.

Outdoor play

We are not only fortunate to have our own newly refurbished large garden, but we are advantaged in our Nursery that we are situated in the middle of the lovely Victoria Park, surrounded by a wonderful environment for lots of learning opportunities. It is our intention to take full advantage of this opportunity and use the outdoors more. We would ask that when you bring your child to nursery that they are appropriately dressed for the weather, raincoats, hats, scarves, gloves, and Wellingtons etc, (clearly named). Please send in a set of spare clothes with your child on the days that they attend nursery.

Visits to the park and Ashford community

As we are in such a lovely area within the park, we like to take advantage of the vicinity and frequently go out into the park and the local community (library, town) to enhance the children's learning opportunities.

The play park extends the physical development of the children further than we can with our equipment in the garden, and we try to make full use of the large equipment there.

The natural environment around us helps us to develop the children's language, knowledge and understanding of the world, mathematical and creative development. For example, we collect leaves and conkers, do bark rubbings, observe the trees through the seasons and feed the ducks.

The children go out in small groups with sufficient numbers of adults to ensure their safety. A permission form is contained in the Admission/Registration form, **which must be signed** in order for the child to be able to participate.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. The staff will always be available and willing to talk with you about transition.

When a child leaves either to move to another setting or on to a mainstream school, to ensure the continuity of care we liaise with the setting the child is moving on to ensuring that the child's social, emotional and educational needs will be addressed appropriately.

POLICIES

All our policies are designed to offer the best possible experiences for the children and their families in the group. Our policies are reviewed on a regular basis and comments and suggestions from parents are always welcome. Copies of the setting's policies and procedures are available for you to see in the setting, and are available to browse on our website, www.victoriaparknursery.com.

Below you will find a brief synopsis of our main policies. We also have many others in force; please do not hesitate to ask to read them.

Complaints procedure

If parents feel that they have a justified complaint for any reason the following procedure should be adhered to:

Initially, parents should discuss matters with the nursery Manager, as most problems can be resolved at this stage.

Should parents feel that their complaint has not been satisfactorily addressed or if the problem recurs the parent must then put the complaint in writing to the Manager and the board of directors. When the investigation is complete the manager/member/members from the board of directors will meet with the parent to discuss the outcome.

If the setting and the parent cannot reach an agreement an external mediator is invited in to help settle the complaint.

If parents continue to feel dissatisfied, parents then should complain to the governing body OFSTED telephone number 0300 1231231. The name and address is displayed in the nursery or can be obtained from the Manager.

Admissions

The current intake for the nursery is 30 children per session; however, we will consider emergency cases and special situations. Places will be allocated according to the criteria set below.

Any children who are entitled to receive Free Early Education will be given priority over any other child.

We arrange our waiting lists in date of birth order.

We also take siblings into consideration too.

Special Needs

All children are individuals, and the nursery recognises that some will progress at a different rate from others. We therefore organise the nursery in such a way that we can take account of such differences by differentiating the curriculum and introducing approaches, which address each child's learning needs. We aim to identify and support children with special needs at an early stage and will involve parents at every stage of assessment, intervention and review. The nursery is committed to follow the code of practice on special needs. Our special needs policy is available for inspection in full, on request. Our Special need co-ordinators are Ann Webb Lead SENDCO and Clare Martin, nursery practitioner. We work in partnership with different agencies and also receive outreach from The Wyvern School.

Behaviour

Our purpose is to provide a framework for the creation of a happy, secure and an orderly environment in which children can learn and develop as caring and responsible people.

At Victoria Park Day Nursery CIC everyone has the right to be Valued.

Listened to and be able to play and learn happily and safely.

Be treated with respect.

Everyone has the responsibility:

To treat everyone with courtesy and respect:

Be honest, talk and listen to others in a polite manner:

Care for the well being of others:

Respect the nursery environment:

Move around the nursery safely.

How everyone can help

Children follow the nursery's code of behaviour and help others to follow it. Children are encouraged to talk to a member of staff about something that is worrying them.

Parents are to work with the nursery in caring for your child/ren.

Make arrangements to see a member of staff as soon as possible if you are worried or think there is a problem.

Expectation is high at Victoria Park Day Nursery and follows a **Zero Tolerance** and Behaviour Policy.

The nursery directors and staff will not tolerate unacceptable, aggressive or anti-social behaviour from any parents/carers/adults and expect to be treated with respect and courtesy. Any anti-social behaviour from parents/carers/adults will result in police involvement.

Any breach of our policy will result in the exclusion of the parent/carer/adult from the nursery site, and (at the discretion of the directors) your child's place may be reviewed.

Safeguarding children

Our setting has a duty of care under the law to help safeguard children against suspected or actual 'significant harm'. If we suspect a child is being abused we will inform the relevant agencies if necessary.

Our employment practices ensure children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary to help families in difficulty.

All staff attend child protection training and keep up to date with regulations.

We hope you and your child enjoy your time with us if you have any questions please feel free to ask us.

Board of Directors are:

Jo Cameron

Nicole Wirt

Nursery Address:

Victoria Park
Jemmett Road
Ashford
Kent
TN23 4QD

