



Early Nurture

prospectus

Early Nurture Childminding

Mitcham CR4
07931980303

Email: earlynurture@outlook.com



Early Nurture



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Dear Parent / Carer

Thank you for requesting the prospectus.

Early Nurture childminding was established in 2019 and we pride ourselves in offering a quality, nurturing home from home environment, to children aged between 3 months and 10 years of age.

If you would like to view the setting, please feel free to call me and make the necessary arrangements.

I have enclosed some information about myself, skills and qualifications. We hope you find this prospectus interesting and informative, and that it has helped you to understand how we operate. I look forward to hearing from you to arrange a viewing, but in the meantime if you have any questions or queries, do not hesitate at all to contact me.

Kind regards,

A handwritten signature in black ink that reads 'Felisha Larmond'. The signature is written in a cursive, flowing style.

Felisha Larmond
Proprietor and Manager

Early Nurture
Childminding
Mitcham
CR4
07931980303
Earlynurture@outlook.com

1. Introduction

Hello my name is Felisha



I am a mother of two wonderful boys aged 7 and 3 years old. My journey to childcare began in 2009 when I applied for my level 2 in childcare at Kingston College. In 2010 I started my first job in a nursery as a nursery practitioner which allowed me to learn more about children and their abilities. This has helped me to plan and organise fun and educational activities, and has helped me to understand the importance of working in partnership with the parents and children. In 2011 I became a mummy! This was one of the hardest jobs and there was no job description to guide me. I had to go with my motherly instinct. I had over a year off with my son and started a new job in 2014. I completed my level 3 in childcare through Future Works, which is a childcare company. I quickly became a room leader and within months progressed to room manager. This allowed me to do supervisions, be a SENCO, show rounds for parents around the nursery, being a mentor for the staff, interviewing new members of staff and checking folders to make sure they are linked within the EYFS. In 2015 I got the opportunity to become a deputy manager whilst maintain my responsibilities as a room manager. I became a mother again in 2016 while completing my level 3 in management. I returned to work after 9 months and I have recently left the nursery in 2019. I felt like I have the knowledge and experience to take the leap in owning my own childcare business. I asked myself "If not now then when?" I have learnt to provide a high standard of care & education. I have worked alongside OFSTED, local agencies, Early Years specialist services and other organisations. I also have over 5 years' experience in working with children with additional needs.

The qualification's and courses I done are:

- CACHE level 2 and level 3 in childcare
- Level 3 in management
- Induction to home-base childcare
- Makaton
- New practice guidance for Senco's
- Food hygiene
- First aid
- Provision mapping
- Training mentor
- ABC's and 123's
- Safeguarding level 1, level 3 and level 4

- Prevent training
- Safer allergy awareness
- Tracking children progress
- Early language development
- New to management
- Development in early writing
- Early chatter matters
- Supporting children with social communication difficulties
- Equality diversity awareness training
- Covid-19 Training

2. Early Nurture Approach to Childcare

Learning through play...

- ❖ I believe that **children learn through their play**. So, we should value and support their play. Children should be cared for by adults who respect and comprehend them, with open and honest adult-child relationships.
- ❖ The daily routine provides help to achieve this, with adult initiated activities, small group time, work time (when children plan their own activities), and large group time.
- ❖ The Daily Routine is displayed on the information board and in the garden. Clear boundaries and a problem-solving approach to dealing with social conflicts support the children further. I work in partnership with the children in my care and with the children's families.
- ❖ I use the Early Years Foundation Stage Records for learning, development and care for children from birth till five years of age.

3. Opening Times

Monday to Friday 8.00am to 6pm

Early start from 7:30am and late finish till 6.30pm at an additional cost.

- ❖ Early Nurture is closed on bank holidays, for a week over Christmas, for two weeks in the six weeks holidays and for three In Service Training Days (INSET) per year. Parents are informed of all closure dates well in advance. Christmas and a week in the six weeks holiday are deducted from the overall annual fee before the yearly fee is calculated.

4. Location

- ❖ Early Nurture is conveniently situated in Mitcham, within easy reach of tramline at Belgrave walk, Phipps bridge and Mitcham, walking distance to Morden tube station.
- ❖ Buses 201, 118, 280, 157, 470, 80 and 164 all stop close by.

5. Childcare for Students

- ❖ Parents attending college may require care for their children whilst they attend lessons etc. I can try to offer 'school' hours but I might be unable to due to ratios. Parents must adhere to our fees payment policy. If you require a term time only place this will be based on our term time weeks (38 per year)
- ❖ Some parents may be eligible for funding from their college or from an access fund and it is responsibility of the parents to secure this funding before securing a place for their child in our setting. Our payment policy must be met at all times.

6. Parental Involvement

- ❖ I actively encourage parental involvement within the settings. You may help whenever you have the time and, in any way that you can, I am always grateful for ideas and input.
- ❖ I hold Parents' Day twice a year to discuss each child's progress and the curriculum.

7. Photography

- ❖ I may occasionally take photos or video footage of children during their recreation times. These may then be used for training purposes. Children will never be photographed in bathroom areas or whilst having personal care, such as nappy changes.
- ❖ Please note further that video equipment will not be used for staff surveillance and will only be used with the carer's consent.

8. Free early Education

- ❖ Merton Council provides free entitlement of a weekly 15 hours of early education for 2 to 5-year olds for up to 38 weeks of the year.
- ❖ At Early Nurture, I offer different packages for the free early year's entitlement.
- ❖ Package one, is for parents who only want to use the free entitlement we offer this in 5-hour sessions over 3 days or 1 full day and 1 morning session for 38 weeks of the year. At an additional cost we can provide your child with food at the allocated times. Parents are welcome to bring in their own food.
- ❖ Package two is for parents who wish to use the free entitlement and have their child attend the setting for a full day. These hours will be charged at an hourly rate as mentioned. Depending on the amount of days your child will be attending the setting depends on the amount of entitlement on offer. All children will be invoiced on a monthly basis.

9. Other Charges

- ❖ **Cheques**, sorry I no longer accept cheque payments.
- ❖ **Unavoidable Late Collection** of children incurs charges as detailed on the parents' notice board. Consistent late collection (in excess of 3 late collections per 6 monthly periods) will result in the child's place being withdrawn.
- ❖ **Late Payment of Fees** will result in a charge of £2.50 per each day's delay or part thereof as of the 4th of each month.

10. Fees

- ❖ Fees are charged at the rates indicated and must be paid strictly in advance on the first day of each calendar month by standing order or cash. We regret that failure to meet the deadline for paying fees may result in cancellation of the child's place.
- ❖ Children who commence the setting mid-month will receive a proportionally adjusted invoice to the last day of the month. Fees will become payable on the 1st of each month thereafter, and fees will be revised each April. Sick leave and holiday leave taken by parents must be paid for in full.

Standard Packages & Free Early Education Entitlement Packages

Prices for children ages 0-2 years

Days	Per Week
1	£60.00
2	£110.00
3	£160.00
4	£210.00
5	£260.00

Prices for children aged 2-5 years

Days	Per Week	Per week - Funded
1	£55.00	-
2	£101.00	£26.00
3	£149.00	£74.00
4	£197.00	£122.00
5	£246.00	£171.00

- Sessions are charged at £30.00 each, it is possible to do a combination of days and sessions (i.e. 3½ days)
- Morning Sessions: 8.00am – 1.00pm
- Afternoon Sessions 1.00pm – 6.00pm

Please note that funded weeks apply 50 weeks per year for those eligible for 2 year old funding, and to all 3 and 4 year old's. Children's funding for both ages will commence the term after their 2nd (if eligible) or 3rd birthday. Prices for funded weeks are calculated using stretched offer – term time prices will vary.

Free Early Education Entitlement Only Packages for 2, 3 & 4 year's old

PACKAGE 1

15 hours - 3 sessions a week or 1 full day and 1 half day - 38wks:

- 1 Full Day & 1 Morning Session
- 3 Morning Sessions
- 3 Afternoon Sessions
- 1 Morning & 2 Afternoons
- 2 Mornings & 1 Afternoon

- Early Sessions: 8.00am - 1.00pm
 - Morning Sessions: 9.30am – 2.30pm
 - Afternoon Sessions 1.00pm - 6.00pm
- (if your child is doing an early session please be here by 8.30am)**

PACKAGE 2

30 hours – 3 full days a week- 38wks:

- If you are already attending on 15 – the days you already have will become full days
- Subject to eligibility: log onto www.childcarechoices.gov.uk to find out

- Early Sessions: 8:00am - 1.00pm
- Morning Sessions: 9.30am – 2.30pm
- Afternoon Sessions 1.00pm - 6.00pm

Meals are at additional cost, lunch £3.00 & tea £2.00. Breakfast is optional for those attending morning sessions and charged at £1.00 per day.

For fee paying children fees include all meals: breakfast, lunch, tea, snacks.

Fees will be calculated on a weekly basis and all fees are invoiced on a monthly basis for all children. Fees are charged for 50 weeks of the year, due to being closed for two weeks in summer holidays and a week over Christmas.

Children who receive grant funding (which is allocated for 38 weeks, term time only Please ask for our funding dates).

11. Daily Routine

My daily routine aims to offer structure to the day. It is a meaningful plan that children can understand, predict and rely upon. This helps children to feel secure in their environment since they are able to plan segments of their day knowing they are not going to be disrupted by a well-meaning carer who decides it's 'biscuit time' or 'time to dance'.

Early Nurture Routine	
8:00 - 8:30	Children arrive for breakfast & Free Play
8:30 - 9:30	School run
9:30	Greeting Time / Story / Focused Activity
10:00 - 10:30	Snack
10:30	Nappy Changing
10:30 - 11:00	Children's Choice – Learn through play Garden Play / Large Group Time
11:30	Tidy-up Warning
11:35	Tidy-up Time
11:40	Wash hands and help set up for Lunch
11:45	Lunch Time!
12:00	Quiet Play / Sleep Time
12:40	Free play for non-sleepers
1:50	Nappy Changing
1:55	Tidy-up Time
2:00	Wake up time / Nappy Changing
2:15 - 2:30	Snack
2:45 - 3:45	School Run
3:45 - 4:00	Music and Movement
4:00	Tidy-up Time
4:10	Wash hands and help set up for Tea
4:20	Tea Time!
4:45 - 5:00	Wash hands / toilet and Nappy Changing
5:00- 5:30	Children's Choice – Learn through play
5:30 - 5:45	Tidy-up time
5:45	Story / Quiet Group Time or Quiet Work time

Early Nurtures Local

Excursions:

Local Children Centers, Dean City Farm, Parks, Forest Walks, Morden Hall Park, Visiting Different Stores and Soft Play.

I will try and do two of these excursions a week.

12. Menus & Mealtimes

Healthy, succulent and balanced

- ❖ All children receive three meals a day, plus snacks in between. The menu is well balanced and varied and has been planned with young children in mind. I will inform you daily of how well your child had eaten, via the Contact Book or verbal. I will also be happy to talk to you regarding your child's appetite. Snacks in the form of toast, fruits etc. are offered at appropriate times and water is on offer throughout the day.
- ❖ The three weekly menus are available on request. Meals are served to allow children to help themselves with the support of their carer. My approach to meal-times is relaxed and supportive. I never punish children for refusing food and I have found that my approach has helped children labelled as 'fussy' to become interested in food offered.
- ❖ Babies will receive meals in consultation with parents. Mealtimes are more flexible to cater for each babies individual requirements, however, by the age of about 18 months I will encourage babies to use the Early Nurture routine.
- ❖ The cost of meals is included in the fees; however, bottle feed and special weaning feeds must be provided by parents, prepped ready to warm for use.
- ❖ I will cater for any special dietary needs that your child may have which should be brought to my attention at enrolment. I can cater for most special dietary requirements. Menus are updated twice a year for seasonal menu. Parents are more than welcome to contribute their ideas to the menus.

13. Buggy Store

- ❖ Limited buggy storage is available for parents who wish to leave their buggies. Parents leave buggies at their own risk and I cannot be responsible for loss or damage to buggies whilst being stored on the premises. If the buggy store is full, I must respectfully ask that parents do not attempt to store buggies anywhere else in the building and to take their buggy away with them.

14. Celebrations

- ❖ Early Nurture celebrates birthdays with a small lunch or tea party and I ask that you supply a small cake with candles for this purpose. Children who do not celebrate birthdays may like to celebrate another important event, such as his or her parents' anniversary. I celebrate other events throughout the year, e.g. Diwali, Christmas, Eid, Easter etc. and these dates are displayed close to the date. If you would like to celebrate a particular event with your child, let me know. If your child can not celebrate an event for religious reasons please let me know in order that an alternative activity may be provided.

15. The Early Years Curriculum

Meeting the Early Learning Goals

- ❖ I have well planned curriculum that supports children's learning. I am inspected by OFSTED (Office for Standards in Education) and I have demonstrated the ability to deliver a curriculum that supports children's learning. The Early Years Foundation Stage, guides the planning process and helps me help children meet their 'Early Learning Goals'. Remember that I acknowledge that children learn through their play. You will find plenty of examples of children's own work on display in the window and you will also see children learning through their play when you visit the setting.

- ❖ The Daily Routine for babies are generally organised around feeds, sleep and nappy changes – just like at home. Babies have the opportunity to play, and with other children in the group. Age appropriate activities are organised for babies, e.g., painting, water play, dough play, construction, in fact; they enjoy many of the activities offered to the older children because this is how they learn! Babies also use 'treasure' baskets and take part in 'heuristic play'. Open ended materials such as plastic containers, tins, large securely threaded beads, large sturdy tubes etc can be stacked, emptied, filled, rolled, banged etc. babies and young children enjoy playing with such items. Parents often say 'she enjoyed the box more than the toy' – well, that's heuristic play! We'll be pleased to talk to you about this. Please ask for packs on the Early Years Foundation Stage.

16. Outing

- ❖ I occasionally organise outings to farms, parks etc. A nominal charge is made to cover transport, entrance fees etc. and as much parental input as possible is required to cover the strict 1:6 staff ratios required.

- ❖ Accordingly, on some of these occasions it may not be possible to open the settings premises for those choosing not to attend the outing. Full fees will be charged for these days.

17. Sharing Information

- ❖ I will always keep you updated on your child's development and you are free to view your child's work at any time. Each child has a 'work book' and items of work are stored in this by way of a developmental record. Babies also have workbooks although entries will be sparse until they are able to dabble in the arts!

- ❖ I also keep 'Child Development' Records. For babies, this is in the form of the 'Contact Book' and observations. For pre-schoolers (2+) this is in the form of an Observation Record. Samples of these documents will be shown to you when you view. 'Domestic' information, such as nappy changes, sleep times and eating record are also kept.

18. Sleeping Arrangements

- ❖ Young babies using the baby unit generally dictate their own routine. I am are happy to help babies adopt routines that fit in with parents' preferred home routines, e.g., encouraging babies to sleep more at night for parents who work throughout the day and who need their own sleep, or, allowing a baby to sleep more during the day in order that parents may spend time with them in the evening. In an ideal world, this may work!
- ❖ The bottom line is that babies often change their own routines when they attend childcare setting. Babies may sleep more and eat less in order to benefit from being fed by mum in the evening, and some mothers like to encourage this. Talk to me about what you want and I will try my best to meet you and your baby's needs. Please note, I will not keep a baby awake who needs sleep as this can result in a very unhappy baby!
- ❖ Toddlers and pre-schoolers who require sleep will have the opportunity to after lunch. If they require naps or rest thought out the day this will be offered. Again, I will discuss sleep requirements with you up until the time naps are no longer required.

19. Social & Fundraising Events

- ❖ I will hold events to raise funds for larger pieces of equipment. Parental input is encouraged in such events. Parents can help run stalls, sell raffle tickets and collect goods for the event. You will be informed well in advance of these events.

20. Newsletters

- ❖ Approximately every term you will receive a Newsletter giving you updates, details of new polices, changes in government legislation, staff organisations and much, much more. I welcome parental input with these newsletters. If you have comments or suggestions, tips or ideas, adverts or requests please see me and your article will be included.

21. Child Protection

- ❖ Childcare providers must have 'Child Protection Procedures' in place within the settings as this is a requirement of the 'Children Act 1989'. Child protection involves protecting children from abuse, whether this is physical, emotional, sexual or neglect.

22. Prescribed Medication

- ❖ I am happy to administer prescribed medications. You will be required to sign a medication consent form which will be filled in by myself when administering the medication. You will be required to administer the morning and evening dose.
- ❖ Children or babies who become sick during the day may need to be collected and taken to see the G.P. in order that medication may be prescribed if required. Medications such as 'Calpol' and cough medicines will only be administered if prescribed by a GP or other medical professional.
- ❖ Due to Covid-19 if your child gets a high temperature and doesn't have prescribed paracetamol on site, I will call you and ask you to send a confirmation email for me to administer the medication while we wait for you to collect.
- ❖ These procedures have been put in place to prevent the risk of accidental overdose and allergic reactions to medications.

23. The Play Environment

The "Find-use-Return" cycle

- ❖ The play experiences at Early Nurture are carefully planned to offer children a wide range of experiences. You will see that equipment is stored at the child's level to facilitate the high/scope 'find-use-return' cycle. In other words, children can find the equipment/resources they need, use them and return them to their correct storage location (in theory anyway!) You will also see that all 'interest areas' (role play, messy etc) are permanently set-up. Painting, for example, is not a treat; it should be on offer whenever a child feels inspired to paint. Let us look more closely at the 'interest areas' and see how each area supports learning.

<p>ROLE PLAY</p> <p>Home corner, Mud kitchen, dressing- up, shop play, hospital play etc. children use their imagination and learn so may personal and social skills in this area – sharing, negotiating etc as well as developing maths skills and language and literacy skills</p>	<p>BOOKS</p> <p>A book area provides a quiet place to sit and read and early language and literacy skills can be developed in this area. You will find children sitting alone or in pairs in a book corner with occasional large groups role-playing 'schools' etc.</p>	<p>OUTDOOR PLAY</p> <p>All sorts of activities take place in our outdoor learning environment. Anything that can be done indoors can be done outdoors. Children can also climb, run, ride and generally exercise larger muscles, and their hearts and lungs, outdoors.</p>
<p>GLUING & JOINING</p> <p>Apart from its recycling value (mmm!), children really enjoy gluing. It's messy, sticky, yukky, gooey etc. the imagination takes over during this play and there are so many problem-solving opportunities to be had during a gluing activity (hence the 'joining' part). Staples, masking tape, string etc. can all be used to make a structure more secure and sound.</p>	<p>WATER PLAY</p> <p>Science concepts are learned during water play, e.g., empty/full, float/sink, wet/dry. Water is also very therapeutic and helps sensory development. Creative play overflows into this area – dinosaurs swim, you know!</p>	<p>PAINTING</p> <p>Hand painting, finger painting, elbow painting, foot painting – and occasionally they use brushes as well! Also, printing, sponging, splatter painting, bubble painting and much more. Seriously, children love to paint. Great for colour and shape recognition.</p>
<p>SAND PLAY</p> <p>Sand is a very therapeutic material to play with. It can be very soothing to use and benefits active children. Also, sand play develops scientific and mathematical concepts, encourages creative play (small world play works well in a sandpit) and literacy skills – children 'write' in sand.</p>	<p>SMALL WORLD</p> <p>Cars, Little People, Dinosaurs, Animals, Playhouse etc develop imaginative and creative skills. Lots of personal and social skills are learned in this area and this play is often incorporated into construction play.</p>	<p>CONSTRUCTION</p> <p>Building towers and structures develops hand-eye co-ordination and fine tunes problem solving skills. Lots of creative play</p>
<p>DOUGH PLAY</p> <p>Very soothing to play with. A great way to vent frustrations! Also, lots of role-play and imaginative play takes place at a dough table – birthday cakes are a firm favorite. Good for developing co-ordination. Lots of math's potential and language opportunities.</p>		<p>PUZZLES</p> <p>Puzzles help to develop concentration, hand eye co-ordination, problem solving skills, cognitive development, language skills, mathematical concepts plus much more.</p>

24. Policies and Procedures

- ❖ You will be issued with a set of policies up on registration. Everyone using our setting must abide by policies in force. Staff, parents, children and visitors all have a role to play in helping to maintain a safe environment and the policies have been drawn up to help protect everyone. An example of the policies you will find in the policy pack is as follows:-
 - Child Care Policy
 - Health & Safety Policy
 - Equal Opportunities
 - Behaviour Policy
 - Parents Code of Conduct Policy

- ❖ Policies are reviewed regularly and amendments issued as necessary.

25. Special Needs

- ❖ Children with special needs will be offered a place subject to a meeting with parents, carers and Health Visitor (or other medical professional) to ensure that I can meet the child's needs and individual requirements as well as parental exceptions. I will be pleased to answer any questions you have in this respect.
- ❖ Any extra resources required by the child, such as extra staff or specialised equipment would need to be in place prior to the child commencing with the setting. Extra funds required to provide such resources may need to be met by the child's parents or other source identified by the parents. This also applies to children who have special needs that are identified after the child has commenced at the setting.
- ❖ Ongoing reviews take place to ensure that I can continue to meet the child's needs.

26. Equal Opportunities.....

.....and anti-bias policy

- ❖ At Early Nurture I am committed to the equal opportunities and anti-bias policy in force within the setting. I do not discriminate against age, sex, colour, race, creed or disability, and actively encourage children to explore activities that might, for example, normally be associated with their own culture or gender. We will positively challenge any behaviour from children, parents or staff that contravenes our policy.

27. Training and Development

- ❖ I am committed to the training and development to learn new skills and gain knowledge. I will also identify my own training requirements. Parents may also attend some training sessions; if you are interested in taking part please contact Felisha.

28. Childhood Illnesses

- ❖ I am happy to accommodate children suffering from normal childhood ailments such as coughs and colds, however some ailments may be subject to exclusion. If your child becomes ill at the setting, I may ask you to collect him/her and inform you of the exclusion period. As an example, sickness and diarrhoea requires a 48 hour exclusion period from the last episode, whereas chicken pox requires exclusion until the last blister has formed a scab and this could be anything from 2 days to 2 weeks depending on the severity of the case.
- ❖ The setting is not a sterile environment. Before your child attends the setting for his/her first session, you must make yourself aware of the type of communicative diseases that your child or baby is likely to be exposed to at the setting. Remember, if your child or baby catches chicken pox, your family may do so too.

- ❖ Coughs and colds are common and your child or baby is likely to catch a cough and/or cold within 2 weeks of commencing at the setting as his/her immunity is likely to be low.

29. Discipline

- ❖ It goes without saying that all babies, toddlers and children in my carer will be treated with care and respect. Children, however, need discipline and need to know their boundaries. To discipline a child does not mean the child is being treated with any less respect or care. In fact, it means quite the opposite. Our policy is to offer constructive discipline when and where required. Children respond to a fair approach and you can be sure that I would never use any form of discipline that might cause undue stress to your child, e.g., physical, emotional or demeaning punishment. I will use a problem-solving approach to conflict resolution and follow behaviour policy.
- ❖ Discipline within the Babies differ to the pre-school. Babies will throw toys and their food. They will snatch and demand to be the centre of everyone's universe! Be assured that I have extensive knowledge in all areas of childcare and they will deal sensitively with situations as they arise.
- ❖ No form of bullying will be accepted from children, parents, carers or management.

30. Accidents

- ❖ The setting is a dynamic environment! Your child may receive the occasional bruise or scratch through normal play and such injuries are recorded in the accident book for you to read and sign. If your child bangs their head, I will contact you by phone to inform you.
- ❖ Some minor injuries obtained through play activities may not be noticed by myself so you may be the first person to notice such a bruise or scratch. This does not mean that children are not being supervised. Please feel free to talk myself about any bruises you notice, likewise, please inform us of any accidents your child may have had at home.

31. Potty Training

- ❖ I recommend that potty training commences at about 2 years of age, however some children are ready earlier and some later. It depends on the child.
- ❖ Parents must make the following provisions for babies and children with nappies:
 - An appropriate number of nappies must be provided each day. Babies require more nappies than older children and the frequency of nappy changes varies depending on the baby and his/her personal routine. Toddlers and children in the preschool are changed approximately 3-4 times per day, depending on their stage in the potty-training process.
 - Sufficient wet wipes, cotton wool, spare clothing (in case of accidents) and any necessary creams must be provided.
- ❖ If your child is still in nappies or has only recently started training, you will be given a leaflet entitled 'potty training' upon registering your child.
- ❖ We ask that parents be patient with carers during this stage in their child's development!

32. Uniform

- ❖ Early Nurture currently allows children to come in their own clothes. Children are able to come in to the setting in clothes picked by parents or carers as there is no uniform in operation. I will try my very hardest to ensure that children wear aprons when involved in 'messy' activities. Alas, I do fail some of the time!
- ❖ I cannot be held responsible for damage to clothing from paint, glue etc. It is important to remember that children have the opportunity to take part in activities at the setting that you might not be able to offer at home and we are unwilling to restrict participation due to 'the mess'.
- ❖ You may decide to bring your child into the setting in 'nice' clothes and to change them into 'old' clothes once you arrive at the setting. Please allow enough time when dropping your child off to carry this out as I am unable to perform this duty for you.
- ❖ However, you decide to dress your child for Early Nurture, please ensure that clothing: is comfortable; is easy for your child to take off when using the loo (no Belts please); does not restrict play (no long dresses); Babies should be dressed comfortably. Bear in mind that babies as young as 6 weeks may take part in painting activities!

33. Jewellery

- ❖ I respectfully ask that children should not wear Jewellery. Jewellery can be easily lost and presents a choke hazard to younger children. We cannot be held responsible for Jewellery lost at the setting.

34. Comfort Objects

- ❖ **Babies:** If your baby attends the setting you may provide comfort objects and these will be made readily available to your baby. Pacifiers(dummies), teddies, small blankets etc. may help younger children to settle if they are used to having them at rest/sleep-time.
- ❖ **Toddlers and younger children:** Children between 2 and 3 years old may bring a comfort object. If it is not with your child at the end of the session you should be able to find it on the peg or in child's bag. Older children should be encouraged to leave comfort objects at home or on their pegs, which avoids unnecessary distractions throughout the day.
- ❖ Please do not send in items that are precious or valuable as items occasionally go home with the wrong child. Any items brought in must be clearly marked with your child's name. If your baby will not sleep at home without 'Piglet' please don't send 'Piglet' in! Whilst every effort will be made to safeguard comfort objects, I may not always be able to keep track of them. I respectfully point out that I will not be able to search for such items when you arrive to collect your child, however, when I close at the end of the day any objects found will be placed on the peg or in the child's bag.

35. Parking

- ❖ Early Nurture is situated in a quiet, residential area. There is parking on the road, and parents are therefore asked to show consideration for our neighbours and not to obstruct the car park next to the setting which is reserved for residents.

36. Registration, Admission and Settling in.....

- ❖ You may register your child for a place at any time, but they must have reached the minimum age before they can be admitted. If a suitable vacancy is not available, your child's name will be placed on the waiting list. Once a suitable vacancy becomes available, I will contact you and formally offer you the place. For example, if you require 2 days for your child and a full-time vacancy becomes available for a baby or preschooler, this would not suit your requirements and you would be not offered the place. Some children will, therefore, remain on the waiting list for longer than others.
- ❖ Once you accept a place you need to secure it with a £20 registration fee/deposit. This deposit is non-refundable. Once you accept a place, we will agree a start-date with you and arrange suitable settling-in sessions for you to attend with your child. There is no charge for settling in sessions. I recommend that settling-in takes place over the course of a week, where you both attend together, and working up to a session without you. We aim to meet each family's unique requirements and will discuss these with you when we agree a commencement date. Settling-in sessions attended by parents are free of charge, and once you start to leave your child for full sessions or days, our usual fees apply. Children who use the free entitlement package will not be charged the deposit.

38. References

- ❖ I have various references available from parents/carers, if you would like to view; these please ask me.

39. Viewing

- ❖ In order that staff: child ratios are maintained; viewing is by appointment only. Please contact the Early Nurture and a mutually convenient appointment will be made with you.

40. Notice

- ❖ One month's written notice is required from parents to cancel or amend the Early Nurture/Parent Agreement entered into by signing the registration form. This prospectus forms the terms and conditions of the agreement.
- ❖ Early Nurture reserves the right to cancel the Early Nurture/Parent Agreement without notice for the following reasons:
 - Where fees are not paid promptly.
 - Consistent late collection of a child that jeopardizes the registration or the well-being of carers who are prevented from going off duty at the end of their allocated shifts.
 - Behaviour from parents or family members that threatens the safety of children, staff or visitors using the facility.
 - Any form of verbal abuse towards carers that cause emotional distress.

41. Choosing the Right Setting

.....*For your child*

- ❖ In order that you may make an informed choice about the child care provision or service you choose for your baby or child, I recommend that you contact Family Information Service to obtain a full list of child care provision within Merton. They will be able to give you information about child minders, nurseries and after school facilities. I recommend that you visit as many facilities as possible and gather as much information as possible before making your final decision. It is worth making a list of questions you want answered – none of your questions should be considered trivial. Also, it is worth taking your baby or child with you to see how he/she responds to the

environment. Revisit the facility if necessary and don't be afraid to take someone with you – if your partner can't make it take a friend.

- ❖ The Family Information Service may be able to provide a list of questions.

Good Luck!