

**Leechpool Caterpillar Club**  
**c/o Leechpool Primary School**  
**Leechpool Lane**  
**Horsham**  
**West Sussex**  
**RH13 6AG**

**Telephone 01403 211388 [between 8.30am and 6pm]**

**Email: [catclub2001@hotmail.co.uk](mailto:catclub2001@hotmail.co.uk) OR [managercatclub@hotmail.com](mailto:managercatclub@hotmail.com)**

**Ofsted No. 113574**

Leechpool Caterpillar Nursery first opened in January 2001. Our sessions are held in a modular building in the grounds of Leechpool Primary School and although we run independently we have very close links with the main school. We have a secure outdoor area with a soft safety surface and a covered area that can be used in all weathers. The main school grounds have electronic gates which increases the level of security for your children. On occasions we use the main school grounds for ball games and sports and for enhancing activities such as mini-beast hunts, sounds walks, shape hunts etc.

Leechpool Caterpillar Nursery is registered with Ofsted and we are members of the Pre-School Learning Alliance. We had our last inspection in September 2018 where we were awarded GOOD. The full report can be viewed online at [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

### **Our setting aims to:**

- Provide high quality care and education for children below statutory school age.
- Work in partnership with parents to help children to learn and develop.
- Add to the life and well-being of the local community; and
- Offer children and their parents/carers a service that promotes equality and values diversity.

### **Parents/Carers**

*Parents as part of our setting will be:*

- Valued and respected;
- Kept informed;
- Consulted and involved in their child's development;
- Are always included in events and encouraged to become more involved.

*We aim to ensure that each child:*

- Is in a safe and stimulating environment;
- Is given generous care and attention, because of our high ratio of staff to children;
- Has the chance to join in with other children and adults to live, play, work and learn together;
- Is helped to take forward their learning and development by being helped to build on what they already know and can do;
- Has a personal key person who makes sure each child makes their best possible progress;
- Is in a setting that sees parents as partners in helping each child to learn and develop.

### **How we provide for development and learning**

*How we provide for development and learning:*

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by, providing all of the children with stimulating activities that are appropriate for their age and stage of development.

### **The Areas of Development and Learning comprise:**

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

### **The Characteristics of effective learning are:**

- Playing and Exploring (engagement)  
Finding out and exploring  
Playing with what they know  
Being willing to 'have a go'
- Active learning (Motivation)  
Being involved and concentrating  
Keep on trying  
Enjoying achieving what they set out to do
- Creating and thinking critically (thinking)  
Having their own ideas  
Finding ways to do things  
Choosing ways to do things

For each area, the statutory framework for Early Years Foundation Stage (EYFS) guidance sets out the Early Learning Goals. These goals state what is expected that children will know and be able to do by the end of the reception year of their education.

The guidance also sets out in 'Development Matters', the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess the children and plan for their learning.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through the **7 areas of learning and development**. Children should mostly develop in the three **prime areas** first. These are:

### **Personal, Social and Emotional Development**

*Our programme supports children to develop:*

- Positive approaches to learning and finding out about the world around them;
- Confidence in themselves and their ability to do things, and valuing their own achievements;
- Their ability to get on, work and make friendships with other people, both children and adults;
- Look after ourselves, other people and the environment;
- Their ability to dress and undress themselves, and look after their personal hygiene needs; and
- Their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

### **Communication and Language**

*Our programme supports children to develop:*

- Conversational skills with one other person, in small groups and in large groups to talk with and listen to others;
- Their vocabulary by learning the meaning of – and being able to use – new words;
- Their ability to use words to describe their experiences.

### **Physical Development**

*Our programme supports children to develop:*

- Increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;

- Increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- Their understanding about the importance of, and how to look after their bodies.

These prime areas are the most essential for your child's healthy development and future learning. As they grow, the prime areas will help them to develop skills in four **specific areas**. These are:

## **Literacy**

*Our programme supports children to develop:*

- Their knowledge of the sounds and letters that make up the words we use;
- Their ability to listen to, and talk about, stories;
- Knowledge of how to handle books and that they can be a source of stories and information;
- Knowledge of the purposes for which we use writing; and
- Making their own attempts at writing.

## **Mathematics**

*Our programme supports children to develop:*

- Understanding and ideas about how many, how much, how far and how big;
- Understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- Understanding that numbers help us to answer questions about how many, how much, how far and how big;
- Understanding and ideas about how to use counting to find out how many; and
- Early ideas about the result of adding more or taking away from the amount we already have.

## **Understanding the World**

*Our programme supports children to develop:*

- Knowledge about the natural world and how it works;
- Knowledge about the made world and how it works;
- Their learning about how to choose, and use, the right tool for a task;
- Their learning about computers, how to use them and what they can help us to do;
- Their skills on how to put together ideas about past and present and the links between them;
- Their learning about their locality and its special features; and
- Their learning about their own and other cultures.

## **Expressive Arts and Design**

*Our programme supports children to develop:*

- The use of paint, material, music, dance, words, stories and role-play to express their ideas and feelings; and
- Their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

## **Our approach to learning and development and assessment**

### **Learning through play:**

Play helps young children to learn and develop through doing and talking. Our setting provides a range of play activities which help children to make progress in each of the areas of learning and development. In most of these activities children decide how they will use the activity and this free choice is fully encouraged and, in other activities, an adult takes the lead in helping the children to take part in the activity.

### **What is always on offer – Children’s free choice:**

Painting, drawing, colouring, tracing, cutting and sticking, free modelling [otherwise known as junk modelling!], chalking, playdough, construction [duplo, stickle bricks, wooden blocks, interstar, poly m etc.], books, puzzles and games, musical instruments, sand play, water play, role play area [for example this could be a hospital, shop, vets, restaurant or house], clothes and props, small world play [vehicles, people, farm yard, train and track, dinosaurs etc.], climbing frame, bikes and scooters, bats and balls, hoops and bean bags, mud kitchen, planting and lots more.

### **Festivals and Celebrations**

We also include festivals and celebrations where children can dress up, listen to and play different cultures – For example Chinese New Year, Diwali, Christmas, Easter, Father’s Day, Mother’s Day and Valentine’s Day. We encourage families to tell us about celebrations/festivals recognised at home and in their community

### **Assessment**

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs, drawings, paintings etc. of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how parents are supporting development. We collect this information from you when you first start with us then termly plus more frequently with WOW moment slips which are sent home for you to complete and return to us

We make periodic assessment summaries of children’s achievement based on our ongoing developmental records. These form part of the children’s records of

achievement. We undertake these assessment summaries at regular intervals as well as times of transition.

### ***Learning journal***

The setting keeps a Learning Journal for each child. We digitally record observations and achievements using See-Saw-information about this can be viewed at [www.web.seesaw.me](http://www.web.seesaw.me) Staff and parents working together on their children's learning journal is one of the ways in which the key person and parents work in partnership. Your child's learning journal helps us to celebrate together their achievements and to work together to provide what your child needs for their well-being and to make progress.

You can view your child's learning journal at any time plus at yearly parents' meetings

### **Working together for your children**

We always maintain the ratio of adults to children in our setting that is set through the Welfare Requirements but in practice we generally have more staff than the required minimum. At least one of these members of staff will always be trained to level 3 or equivalent. This helps us to;

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

The setting keeps itself up-to-date with best practice in early years care and education, as a member of the Pre-school Learning Alliance, through regular training and networking and publications produced by the Alliance.

### **The setting's timetable and routines**

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- Help each child to feel that she/he is a valued member of the setting;
- Ensure the safety of each child;
- Help children to gain from the social experience of being part of the group; and
- Provide children with opportunities to learn and help them to value learning.

### **The session**

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new

experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child chosen and adult-led activities, as well as those provided indoors.

### **Snacks and meals**

The setting makes snacks and meals a social time at which children and adults eat together. We provide a healthy snack to be eaten mid-morning. This could be fruit, vegetables, cheese, raisins, breadsticks etc. We ask for a voluntary cash donation each half term towards this. Please bring a drink each day in a bottle this should also be **named**. If children are attending all day or for an afternoon session they will need lunch. This can be in a lunch box sent in from home or a hot meal provided by Chartwells-you need to register and book and pay for these directly with Chartwells. The children will all sit together and eat their packed lunch or hot meal at midday with staff, [www.westsussex.mealselector.co.uk](http://www.westsussex.mealselector.co.uk) Put Leechpool School as school name and Caterpillars as class name. The current cost of a hot meal is £2.35

### **How parents take part in the setting**

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- Sharing their own special interests, careers and cultures with all the children;
- Taking part in events such as fayres and outings;
- Building friendships with other parents in the setting
- Becoming an elected member of our Management Committee.

### **Joining in**

Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to share their culture with the children for example, bringing in clothing for children to try on and shared photographs of special occasions. They have also shared information on their careers by giving talks and showing items such as uniform worn by police officers, fire fighters, post workers. Some parents might also like to share items of interest from their own collection or hobby.

Parents are always made to feel welcome when entering the setting and can speak with the staff at any time or make an appointment if necessary.

## **Key persons and your child**

Our setting uses a key person approach. This means that each key worker has a group of children for whom she/he is particularly responsible. Your child's key worker will be the person who works with you to make sure that what we provide is right for your child's particular needs and interests. When your child first starts at the setting, all staff will help your child to settle, along with their key person. Throughout your child's time at the setting, she/he will help your child to benefit from the settings activities.

## **Policies**

Copies of the settings policies and procedures are available for you to see at the setting.

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

Parents have a right to be informed that their consent to share information will be sort in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent may be overridden. We would ask you to read the 'Information Sharing Policy' and to confirm that you have understood it please sign and date the enclosed form. If you have any queries regarding this policy or any of the other policies please feel free to speak to the manager.

If you have any concerns and wish to make a complaint please see our 'Making a Complaint Policy'.

## **Safeguarding children**

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

Our employment practices ensure children are protected 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 helps to ensure 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.

## **Special Needs**

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice [2014]. Our Special Educational Needs Co-ordinator will always be happy to liaise with staff, parents and outside agencies on behalf of the child to ensure they receive appropriate care and education to

suit their individual needs. Our Local Offer is available to view in setting or can be emailed you you

**Our Special Educational Needs Co-ordinator is Bev John**

### **Equal Opportunities**

At Leechpool Caterpillar nursery we operate an equal opportunities policy, we believe that ALL individuals are of equal worth and should therefore be given every opportunity to fulfil their potential. We endeavour to foster attitudes and relations which promote an understanding and respect for others.

### **Discipline**

This is achieved through positive reinforcement and explanation.

### **Fees**

The fees are invoiced half-termly, they must be paid within the first two weeks. Fees must still be paid if children are absent.

For your child to keep their place at the setting you must pay the fees. We are in receipt of nursery education funding for three and four year olds, two year olds (where applicable] & 30 hours funding (where applicable) Where funding is not received then fees apply.

From January 2019 our fees will be £13.50 per 3 hour session

You may pay by cash, cheque or bank transfer.

Please make cheques payable to '**LEECHPOOL CATERPILLAR CLUB**'

### **Our sessions run as follows Monday-Friday**

8.50am – 11.50 noon

11.50 noon – 2.50pm

8.50-2.50pm

Maximum of 24 children per session

### **Starting at our setting**

#### *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.

## Clothing

Please do not dress your child in their best trousers, skirts and dresses, although we provide aprons for messy activities we are keen here to have fun and that often means getting messy! 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 also remember to bring appropriate outdoor wear when needed – sun hats, raincoats, jackets etc.

We have group T-shirts and sweatshirts which we would like the children to wear. Prices are as follows:

T-shirts	£4.50 each
Sweatshirts	£8.50 each

Occasionally we have good quality second-hand uniform, please ask.

**PLEASE, PLEASE** put your child's name on their T-shirt and sweatshirt, coat, lunchbox, bag, water bottle etc we cannot be responsible for items that are not named.

Children enjoy bringing things in to show and share with their friends – please also make sure anything brought in is marked clearly with your child's name.

## Footwear

Children do not need to bring in a change of footwear [unless they have come in wellingtons] but please send children in sensible shoes, trainers are even better. **Crocs, flip-flops and open-toed sandals should not be worn please**, they are totally inappropriate for outdoor physical play and could even result in them having an accident.

## Toilet training

Every child has the odd accident and we have lots of spare clean clothes for these occasions. If your child isn't quite there yet with toilet training, please put them in pull-ups rather than nappies as this allows us to help them use the toilet easier. We will not refuse a child who isn't toilet trained. Please make sure that they have nappies or pull-ups in their bag along with wipes and nappy sacs, also a set of clean clothing.

## Head Lice

Head lice are a recurrent problem although parents in the past have been vigilant in checking their children's hair, and treating them quickly if any have been found, this has kept cases to a minimum. Please inform us immediately if your child has head lice so that we can inform other parents. A child's name is never mentioned. Please treat your child with the appropriate treatment before sending them back

in, and continue to comb regularly with a nit comb to ensure all the eggs have been removed.

### **If your child is unwell**

If your child is under the weather, please don't send them to nursery. Most children feel unhappy and unsettled when they are unwell and would rather be with Mummy, Daddy or Grandparents.

### **Children should not be at nursery if...**

- They have a temperature.
- They have a heavy cold or persistent cough.
- They have been sick or have had a tummy upset in the last 48 hours.
- They have spots or a rash and have not been seen by a Doctor.

### **Arrival and Collection**

If you are planning to drive to nursery please make sure you do not park in the road outside the school gates, please try to park in Woodland Way or Leechpool Lane and always respect the residents of these roads. Where possible please walk. Parents of children at Little Caterpillars must not drive into school, unless given permission by the main school or a member of staff at the nursery to collect a child who is unwell or has had an accident.

We will always understand on the odd occasion when you are late picking your child up because of an emergency, or something beyond your control, but please try to be there on time. Staff need a lunch break too! At 3pm we have the older children coming in to the after-school club so we need to try and make sure that all the younger children have been collected first. More importantly children can become very upset if their parents are late and it can put them off coming. The same applies to children coming in early, we are more than happy to take them in early if you have some sort of emergency, but we cannot do this on a regular basis as this is the time when staff often need to discuss something, and set up activities before the session starts.

We need to know who will be collecting your child. If for some reason there is a change of person collecting your child, please tell the member of staff at the door. If it is someone known to us we will just make a note on the board. If it is someone new to us that will be collecting them on a regular basis, please bring them in and introduce them to us. If it is someone new to us who is picking them up on a one-off occasion, please give us their name and a password which can be used to identify them.

### **Before sessions start**

When waiting to come in please wait in our playground area until the front door is opened at 8.50am. Children should not run around on the path or on the school field and must not disturb the main school in any other way.

**PLEASE DO NOT LET CHILDREN ON THE CLIMBING FRAME OR TOUCH ANY OF THE OTHER EQUIPMENT THAT IS OUTSIDE BEFORE OR AFTER SESSIONS.**

When you come in please encourage your child to find their own name label and put it in the basket beside the name board. This will help them to recognise their own name. please also encourage them to try to hang up their own coat and put out their snack in their drawer and drink on the table, before saying goodbye. Obviously, some may need to settle before doing this. As they get older we encourage them to come in after saying goodbye to you on the doorstep, this enables them to gain more independence and helps with moving on to school.

**After sessions**

Children are let out through the front door one at a time into the care of parents/grandparents/carers etc. Please wait in our playground and not on the path.

**PLEASE DO NOT WEAR STILETTO HEELS IN THE PLAY AREA – IF YOU DO HAVE THEM ON THEN PLEASE WAIT JUST OUTSIDE THE GATE AND WE WILL MAKE SURE YOUR CHILD GETS TO YOU SAFELY – IT MAKES BIG HOLES IN OUR VERY EXPENSIVE PLAY SURFACE.**

**Accidents & Incidents**

Please tell us about any accidents or incidents which may affect your child while they are in our care so that we can provide the best care at all times. E.g. Banging their head before a session, their pet dying etc. You may be asked to sign the accident or incident book. Any information given will remain confidential.

Things we can make use of:

- Cardboard tubes, kitchen & toilet rolls, foil and cling film tubes.
- Wallpaper
- Ribbon, wool, material
- Old birthday cards, lids
- And anything else you think might be useful for free craft activities.

**Change of details:**

Please let us know when home, mobile, work or emergency contact numbers change so that we are always able to contact you in the case of an emergency.

**Notice boards:**

Please read notices regularly.

**Automatic gates – Pedestrian gates only:**

Please follow these guidelines when bringing your child to nursery.

The pedestrian gates will be open 8.30 – 9.10 am, 11.50 – 12.10pm and 2.45pm – 3.15pm. If you need to enter or exit the gates at any other time please buzz the main school.

We are very lucky to have such a secure setting. Please make sure your child is at your side as you go through the gates, the gates are very heavy should they swing shut. If the road gates are open please do not use them to come in and out on foot, only use the pedestrian gates. If a car has stopped in front of the gates, please do not walk in front of that car, as once the driver has activated the gates they only have a short time to get in before the gates shut again. Please make sure your child does not touch the keypad or press the buzzer.

**ALL AREAS WITHIN LEECHPOOL SCHOOL GATES ARE NO SMOKING AREAS.**

**CHILDREN WHO RIDE SCOOTERS AND BIKES TO SCHOOL ARE WELCOME TO LEAVE THEM OUTSIDE THE PLAY AREA DURING SESSIONS, BUT PLEASE REMEMBER CHILDREN MUST NOT RIDE THEIR WHEELED TOYS IN THE SCHOOL GROUNDS, PLEASE GET OFF AND PUSH THEM.**

**NO DOGS – DOGS ARE NOT ALLOWED THROUGH THE SCHOOL GATES [WHETHER WALKING ON A LEAD OR BEING CARRIED].**

*We hope that you and your children enjoy being part of Leechpool Caterpillar nursery and that many happy memories will be created and life-long friendships made.*

The staff who work at Leechpool Caterpillar Nursery and After School Club are:

**Leechpool Caterpillar Club**

**Nursery & After school club leadership structure:**

**MANAGEMENT COMMITTEE:**

**Fiona Franklin-Chair  
Jim Rae-Treasurer  
Mark Haydon-Secretary  
Nicola Davenport -General member  
Maria Gwynn -General member  
Maria Di Martin O-General member**

**MANAGER:**

**Kate Summerhayes**

**EARLY YEARS PRACTITIONERS:**

**Hannah Broadbridge  
Maria Gwynn  
Kayleigh Hill  
Bev John**

**NURSERY ASSISTANTS:**

**Trina Matheson  
Lucia Uden  
Ali Corpez**

**SENCO:**

**Bev John**

**AFTER SCHOOL PLAY LEADERS:**

**Sue Glover  
Penny Lucas-Power  
Ali Corpez  
Lily Grant**

**Administrator/Registration**

**Liz Groves**

