



**Butleigh C of E Primary School**

*Living, Learning and Growing Together*

# Butleigh Nursery School



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We offer:

- A safe nurturing environment
- Fully qualified, professional staff
- A warm and friendly atmosphere
- A beautiful learning environment
- Extensive outdoor space
- Both funded and independent places
- Wrap around care 8.00am - 5:30pm
- A service that promotes equality and values diversity.



## **About Us**

Butleigh has been home to a village pre-school for over 50 years. The Nursery is a small pre-school providing a safe, secure, caring and nurturing environment set in beautiful countryside with a vast outdoor play area.

We employ qualified and very experienced staff and have an excellent staff : child ratio, well above the levels legally required.

We are registered with Ofsted and are therefore subject to regular inspections.

We are open Monday to Friday from 9.00am to 3.00pm.

Arrangements can also be made for children to be taken to or from the Nursery to Butleigh Primary School to attend 'Breakfast Club' or 'After School Club', enabling us to offer full day care from 8.00am until 5:30pm.

We accept children from the age of two years until they commence formal schooling.

## **Fees**

Fees are charged per hour which includes drinks and a wide variety of healthy snacks mid-morning. If children stay beyond 12 noon a packed lunch is required. We do not charge a Registration Fee and no money is due until you are given an invoice shortly after the start of term. We do ask, however, that we are contacted as soon as possible should you not wish to take up the placement.

We are registered for the 30 hours extended grant and all children are entitled to government funding for a maximum of 15 hours per week from the term after their third birthday. Any hours attended in addition to this will be charged at the normal rate. We are also registered for eligible funded two year olds.

## **Attendance**

We ask that children attend a minimum of two mornings per week .Your child's attendance days can be decided upon as they settle into the Nursery and may be altered at any time. We also accept registered children on an 'ad hoc' basis allowing parents the flexibility and convenience to add a one-off extra day, morning or afternoon at short notice. Although these sessions are subject to a place being available it is rare that we cannot accommodate an extra child.

## Parents:

You are regarded as members of our setting who have full participatory rights.

These include a right to be:

- valued and respected
- kept informed
- consulted
- involved
- included at all levels.



## Web Site:

As part of Butleigh Primary School you can find details and documents about the nursery on the school's website:

[www.butleighprimary.co.uk](http://www.butleighprimary.co.uk)

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare that we provide is right for your child's particular needs and interests. When your child first starts nursery, they will help your child to settle and throughout your child's time here they will help your child to benefit from our activities.



## The Early Years Foundation

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2014) and July 2020 Adopted Version.

- **A Unique Child**  
Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships**  
Children learn to be strong and independent through positive relationships.
- **Enabling Environments**  
Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.
- **Learning and Development**  
Children develop and learn in different ways and at different rates; they learn through their play and some guided learning. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.





## **Curriculum**

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 interesting activities that are appropriate for their age and stage of development. Curriculum planning is a shared experience, using the children's interests, their targets and extended learning.

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

### ***Prime Areas:***

Personal, social and emotional development

Physical development

Communication and language

### ***Specific Areas:***

Literacy

Mathematics

Understanding the world

Expressive arts and design



For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

The *Early Years Outcomes* (DfE 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for each of these key areas



“In the Nursery Year, experienced and knowledgeable staff skilfully plan and provide an enticing range of activities.”

*Ofsted - February 2017*



## **Learning, Development and Assessment**

### ***Learning through play***

Being active and playing supports young children’s learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners.

### ***Characteristics of effective learning***

We understand that all children engage with other people and their environment through the following characteristics of effective learning described in the Early Years Foundation Stage as:

- playing and exploring - engagement
- active learning - motivation
- creating and thinking critically, making links and having ideas of their own

By observing how a child is learning and being clear about what we can do to provide support we can ensure that each child is always an effective and motivated learner.

## **Assessment and Tapestry Online Learning journal**

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 or videos of the children, to document their progress and where this may be leading them. This is recorded on Tapestry, an online learning journal. We believe that parents know their children best and can share information and contribute to their child’s assessment on Tapestry online or by talking to staff at Nursery.

We make periodic assessment summaries of children’s achievement based on our on-going development records. These form part of children’s records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves on to school.



## Our Staff

### Roles and Responsibilities

Helen Caines	School Head Teacher
Donna Gutteridge	Daily Manager
Natasha Fear	Early Years Practitioner
Sue White	Early Years Practitioner
Janet Black	Nursery Assistant

As well as gaining childcare qualifications, our staff take part in further training to help them keep up to date with early years care and education.

They all receive Health and Safety training such as Fire Safety and First Aid Qualifications.

### Snacks and Meals

We make snacks and meals a social time at which children and adults eat together. We plan the menus for snacks so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs and we will plan accordingly.

## The Daily Timetable

We maintain, and mostly exceed, the ratio of adults to children in the setting that is set by the Safeguarding and 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;
- allow the children to explore and be adventurous safely

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 our 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 a group;
- provide children with opportunities to learn and help them to value learning.

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 in the indoor playroom.

For children attending a full day we take account of children's changing energy levels throughout the day and cater for individual needs for rest and quiet activities during their time with us.



## Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure that there is no 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 that 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.

## Clothing

We provide protective clothing for the children when they play with messy activities. 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.



We hope you have found this prospectus informative, however this can only give you a glimpse of our Nursery and for further information please come and see us 'in action' at any time; we would love to welcome you.

Set in the beautiful Somerset village of Butleigh, close to views of Glastonbury Tor, Butleigh Nursery is located in the ample site of Butleigh Playing Fields. With a vast green field space and quality hard core area, the children use the outdoor space every day come rain or shine.





## Contact Us:

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