



**Twinkle Stars Montessori Nursery**

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## **WELCOME TO OUR NURSERY**

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Nooshin Cyrus and Christina Bratsioti are the new owners and managers of Twinkle Stars Montessori Nursery. The nursery was first established in 2013 and it was then sold in December 2015. Nooshin and Christina are the new proud owners of this independent private nursery. Our goal is to give you and your child the best care, environment and learning facility.

Our nursery is a lovely spacious church hall. We have the sole use of Trinity Hall and we have access to the private garden whereby the children can play in a secure and safe area. We are two professionals with high standards and we have worked hard to make this nursery hospitable to all our visitors.

We know how important your child is and we aim to deliver the highest quality of care and education in a happy and secure environment in which children can thrive and achieve their best.

Our objectives are to:

- provide high quality care and education for children age 2-5 years old;
- work in partnership with parents to help their child to learn, develop and achieve their goals;
- add value to the life and well-being of the local community;
- offer children and their parents a service that promotes equality and values diversity.

All children in our care will receive one-to-one tuition and attention. We believe in recruiting trained Montessori staff with a good standard of education and training. We are qualified Montessori teachers with many years' experience in child care. Our wish is to prepare your child for school and to allow them to explore their learning style through the unique Montessori apparatus. The teachers will demonstrate the apparatus and the child is given the opportunity to explore and learn in his/her own pace. We believe children learn through play, practice and repetition. Learning should be fun and interactive, with this in mind, we have created an environment whereby your child can have fun and learn at the same time. Each child is given a set plan and a key worker is assigned to support the child.

### **PARENTS**

We respect and value all our parents. Parents are regarded as members of our nursery and we would like their full participation. We will keep parents informed via a termly newsletter. Consultation with parents will take place every term through parent's evening/day. We value their opinion and we encourage them to provide us with feedback as of when necessary. We will ensure that parents are involved and allowed to participate in our planned activities – these will be listed on the notice board. We encourage parents to talk to us and help us to provide the best care plan to support their child. Partnership is the key to success!

## MONTESSORI BACKGROUND

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### WHAT IS MONTESSORI

Maria Montessori was an Italian physician, educator, and innovator, acclaimed for her educational method that builds on the way children naturally learn.

She opened the first Montessori school—the *Casa dei Bambini*, or Children’s House—in Rome on January 6, 1907. Subsequently, she travelled the world and wrote extensively about her approach to education, attracting many devotees. There are now more than 22,000 Montessori schools in at least 110 countries worldwide.

Maria Montessori was born on August 31, 1870, in the provincial town of Chiaravalle, Italy. Her father was a financial manager for a state-run industry. Her mother was raised in a family that prized education. She was well-schooled and an avid reader—unusual for Italian women of that time. The same thirst for knowledge took root in young Maria, and she immersed herself in many fields of study before creating the educational method that bears her name.

### WHY MONTESSORI?

*“Montessori schools promote hands on, self-paced, collaborative, joyful learning. Children in Montessori follow their interests, wherever that passion leads; giving them strong academics, leadership, self-discipline, responsibility, independence, initiative and a lifetime love of learning.”*

Children are innately interested in learning about the world around them and through their natural curiosity are able to develop themselves. By providing specifically designed material, The Montessori Method allows the child to learn in total free play and equipped through a carefully prepared environment that supports natural development. Materials through which, the children can develop their skills for independence and academic knowledge. Montessori education enables children to develop the fundamental capacities that they need to become happy and fulfilled adults who contribute to society.

See <https://www.mariamontessori.org> & <http://mci.montessori.org.uk>



## **MONTESSORI TEACHING METHOD, CLASSROOM ACTIVITIES AND MATERIALS**

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Twinkle Stars Montessori Nursery uses the Montessori Method of Early Years Education in parallel with the (EYFS) Early Years Foundation Stages framework. It is important to note that we follow the EYFS framework and OFSTED will visit us from time to time to ensure that we are adhering to the set guidelines.

At the core of the Montessori Method is a carefully structured classroom in which the children can choose from a range of individual or group activities. Children can work together or individually. Children will decide where to sit, how to complete the activity and they will be encouraged to put everything back the way they found it. Children like order and this is something we will enforce with routines (a structured, well balanced work cycle).

The trained Montessori teachers will help and guide the children by showing them how each activity is carried out. The teacher will observe the children's work and continuously demonstrate new and challenging activities to each child. Gradually, children reveal qualities for which they are not usually given credit for, such as; intense concentration and attention span, a sense of order, self-discipline and respect for others. Our classroom is equipped with low level shelving so that the children are able to select materials of their choice, this encourages independence. The classroom is arranged in five main areas:

### **PRACTICAL LIFE ACTIVITIES**

These are designed to build skills in everyday living. Children may be familiar with these skills at home. Practical life activities promote independence, order, co-ordination, fine and gross motor skills. These also prepare the child for later mathematical and language work, whilst developing the child's concentration span.

*Some examples are: threading, polishing, dressing frames (buttons, zips, poppers), pouring, spooning, sorting, dusting, folding, cutting, sweeping up, carrying a chair.*

### **SENSORIAL ACTIVITIES**

Like many other materials in the Montessori classroom, sensorial materials have what is called "control of error", meaning that the child not only works with the material, but has a way to check their work rather than seeking out the teacher if they have a question on whether or not they did it right. This is done to help promote independence and problem solving on the part of the child.

*Examples: pink tower, red rods, cylinder blocks, sound cylinders, rough and smooth boards, tasting drops, colour tablets, baric tablets.*

### **LANGUAGE ACTIVITIES**

Early language experience is gained through books, storytelling, poems and songs with props. When interested in letters and reading, the child is introduced to Montessori language materials. First the sounds and shapes of the letters are taught a few at a time in individual lessons. Then reading and writing are introduced through various structured activities. During circle time the teachers will also get the children to sing phonics and introduce them to different "sounds".

*Examples: sandpaper letters (used to learn letter sounds and shapes), moveable alphabet (cut-out letters that the child can use to write words phonetically), object boxes (toy-sized things with three-letter names that the child can read phonetically), reading folders (packed showing alternative spellings of common word sounds).*

### **MATH ACTIVITIES**

Early number experience includes counting, sorting, weighing, matching, and pairing, particularly in the Sensorial activities. When ready and interested in numbers, the child is introduced to a variety of maths activities, progressing from the simple to the complex and from the concrete to the abstract concepts. Arithmetic, for example, is learned through the use of beads that come in ones, tens, hundreds, and thousands.

*Examples: number rods, sandpaper numbers, numbers and counters, spindle box, addition/subtraction beads, fraction circles.*

## **CULTURAL ACTIVITIES**

These activities are usually conducted as group work, to promote social interaction. They cover all aspects of learning that makes a culture rich and interesting. Each term, special projects are run in nature, science and history, including ongoing cultural work.

For art, an easel is always up in the classroom, so the children can paint when they like, and there is a daily art/craft lesson such as painting, sticking, printing, modelling, collage, and sculpting.

For dance, the children are encouraged to join in with movement to music which promotes body awareness gross and fine motor control, rhythm, balance and co-ordination. During music, the children are introduced to songs, rhythms and different instruments.

For Bumpkin Yoga a mat is used, and an instructor visits the classroom to demonstrate the moves to the children. A planned session is usually 30 minutes whereby children; relax, stretch, focus, follow and copy the movements, learn to balance, learn to coordinate different parts of their body and become more in tune with their bodies.

## PROVISION OF THE EARLY YEARS FOUNDATION STAGES (EYFS)

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The following four themes and principles guide all Early Years practitioners working with children. The following text represents the Montessori perspective on these principles:

### 1. A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

**Montessori perspective:** within each child lies a hidden potential. For this potential to be unlocked we need to give children the opportunities to develop trust and autonomy, which, will nurture confidence, self-esteem and courage. The ability to embrace new challenges, take risks and act with initiative is a natural outcome of these conditions and underpins the principles of the 'unique child'. Montessori saw freedom as the single most important factor in allowing children to develop as spontaneous and creative individuals.

*'This fashioning of the human personality is a secret work... All that we know is that he has the highest potentialities, but we do not know what he will be. He must 'become incarnate' with the help of his own will.'* (Montessori, 1966, 32)

### 2. Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

**Montessori perspective:** the parents are the child's first educators and need to be respected. A partnership with parents gives children opportunities to develop their full potential and become unique, strong and autonomous individuals with consideration for themselves and others.

*'Little children between three and six years of age have a special psychology. They are full of love. They are only without love if they are ill-treated. If they are badly treated their real nature is altered. They are full of love themselves and need to be loved in order to grow.'* (Montessori, 1989, p. 41)

### 3. Enabling Environments

The environment plays a key role in supporting and extending children's development and learning.

**Montessori perspective:** a favourable environment, which supports the child's self-construction, is carefully prepared by knowledgeable practitioners, ensuring that children's developmental needs are met. This is further explained in the Absorbent Mind (1949) and is linked with Montessori's view of human tendencies, stages of development and sensitive periods. While the Montessori legacy of specific learning materials is strong and will be key in preparing enabling environments, it is also creative and forward-thinking to include other materials in the environment to meet the individual needs and interests of children, provided these are used in such a way as to support the essential principles and philosophy of the Montessori approach.

### 4. Learning and Development

Children develop and learn in different ways and at different rates. All areas of learning and development are equally important and inter-connected.

**Montessori perspective:** Montessori principles are concerned with the development of the whole personality, seeing it as the foundation on which everything which follows will be built. Children are active learners and will learn from the environment if it offers appropriate stimuli to their development. Learning is guided by the children's developmental needs, and flourishes when the children are given time and space to observe, explore and investigate the environment and engage with it. Empathetic teachers play an active part in engaging children with the favourable environment. They facilitate the child's need to learn, not only from them, but also from peers and by themselves.

*'The child who concentrates is immensely happy; he ignores his neighbours or the visitors circulating about him. For the time being his spirit is like that of a hermit in the desert; a new consciousness has been born in him – that of his own individuality.'* (Montessori, 1949, p. 273)



#### **HOW WE PROVIDE FOR DEVELOPMENT AND LEARNING**

Children are active learners and learning begins from birth; therefore, in the Montessori setting we always assess where each child is in their stage of development and the level of their learning when they join the setting. We aid each child to develop their personalities in a multi-faceted way, thereby enhancing their future potential and learning. Children's needs, interests and stages of development are always considered when evaluating observations. Children's learning is facilitated by purposeful activities which are spontaneously chosen by the child as well as being adult-led and supported when appropriate. The child's autonomy is valued and respected in Montessori settings as the most creative way for a child to develop naturally, in line with their intrinsic sensitive periods of development.

Each term the nursery decides which topics will be covered. Teachers plan the activities in advance and this is mainly done through observation of what the children like and enjoy doing. Parents are advised of the areas that are intended to be covered by way of the notice boards and newsletters. Every week new topics will be introduced which will consist of new numbers, language, phonic sounds, sensorial activities and cultural interests. We will also be following the guidelines for EYFS. Every child will have a file with set milestones to reach. Teacher will be making notes for their key children and this will be reflected in their final report.

The teachers will be routinely introducing new activities and challenges for their key children. They will be supporting the children's learning through; one-to-one's, play, focus activities, cooking, music, physical activities, literacy, maths and various cultural celebrations and festivals.

## MONTESSORI AREAS OF DEVELOPMENT AND LEARNING

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### *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 (EYFS) is defined by the Early Learning Goals and milestones. These milestones state what is expected of each child at various development age.

The EYFS Milestones are:

### *Personal, social and emotional development*

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

### *Physical development*

- Moving and handling
- Health and self-care

### *Communication and language*

- Listening and attention
- Understanding
- Speaking

### *Literacy*

- Reading
- Writing

### *Mathematics*

- Numbers
- Shape, space and measure

### *Understanding the world*

- People, different cultures and communities
- The world
- Technology

### *Expressive arts and design*

- Exploring and using media and materials
- Being imaginative
- Creative

**Learning through Play** - Montessori saw the child's activity as the means of self-construction; a construction of their own personalities. The characteristics of the child's work are closely linked with what we consider today to be play: the process, not the outcome, is the focus; activities are self-selected. Teachers introduce many of the materials to the children as a starting point of the child's learning. Children have the choice of working alone or with others. Children have time to engage with the activities in the prepared environment. Many activities have a '*control of error*' which promotes exploration, experimentation and problem solving. During the nursery session, the teacher introduces the activity to the child to encourage the planned learning outcome. The child is observed continuously, and the information gained to assess each child's development against the predicted ages of attainment and milestones set by the EYFS.

**Characteristics of effective learning** - We understand that all children engage with other people and their environment through the characteristics of effective learning that are:

- Playing and exploring - Engagement
- Active learning - Motivation
- Creating and thinking critically Thinking

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

**Assessment** - We assess how children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs and 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 will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

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 into a different group or when they go on to school.

The assessments will be shared by the parents in regular Parents meetings with the key workers.

## EXAMPLE OF ACTIVITIES FOR EACH AREA AND LEARNING OUTCOMES

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.

Areas of Development & Learning	ACTIVITY AND AREAS	ENCOURAGED LEARNING OUTCOMES
<b>PROBLEM SOLVING REASONING AND NUMERACY</b>	Counting cups and plates at snack time, making patterns and pictures with shapes. Sorting and matching.	Begin to count beyond 10 Talk about, recognise and recreate simple patterns. Use appropriate shapes to make representational models or more elaborate pictures.
<b>PHYSICAL DEVELOPMENT</b>	Practical life activities Outside play/activities. Action Songs, Tracing pictures, Picture lotto and Montessori maze.	Help control body movements. Move with balance and coordination. Relate and make attachments to members of their group.
<b>CREATIVE DEVELOPMENT</b>	Musical instruments. Making our own instruments. Cooking from around the worlds. Exploring textures/art materials. Group/circle time games.	Tap out simple repeated rhythms. Talk about what we see and what is happening. Enjoy joining in with dancing and group games.
<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	Listening to music and stories from around the world. Exploration of the garden. Discussions about what they have achieved and their experiences. Cultural festivals.	Examine objects and living things to find out more about them. Remember and talk about significant events at home and at nursery. Gain an awareness of cultures and beliefs.
<b>COMMUNICATION AND LANGUAGE</b>	Circle time show and tell, group discussions Listening to stories, retelling stories, drawing, writing own name, discussion about sunshine and rain helping things to grow/our world.	Build upon attentive listening, responding to what they have heard with relevant comments, questions or actions. Use writing and mark making as a means of recording and communicating, ask open ended questions often in the form of where or what.
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	Role play e.g. shopkeeper, doctor, carpenter, construction worker, police, babies, sand and water play, looking & exploring things on the interest table.	Seek out others to share experiences. Have an awareness of the boundaries set and of behavioural expectations Show curiosity.

### OUR CLASSROOM

Our classroom is large, bright and beautifully arranged. It is designed for the child's comfort, security and enjoyment. The children can choose amongst individual, purposeful activities or join in group activities. The materials are arranged on low shelving units within the reach of children. They may work, uninterrupted, for long periods of time at tables or on small mats on the floor where they are naturally comfortable. The trained Montessori teacher helps the children by showing them how activities are carried out, observing their work, and individually introducing new challenges when a child is ready for the next steps. The children are free to choose what they want to do and everything is their choice and interest.

The children have the freedom to walk between two classrooms, exploring the different areas, such as activity of everyday living, sensorial, literacy, mathematics, knowledge and understanding of the world, creative area, book corner and home corner/role playing.

## MONTESSORI SESSIONS

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The breakfast club commences at 8 am – 9am which also includes breakfast and play for children.

The Montessori sessions are split into **two sessions: 9am - 12pm is the morning session** and the **afternoon sessions commence at 12pm – 3pm**. Children have a packed lunch from home and a social time whereby they eat together alongside the teachers. Children are encouraged and taught to eat on their own using fork and knife or their hands.

### MONTESSORI SESSION GUIDELINES

The routine below may vary on a day to day basis depending on the theme and work pattern of children

8 am – 9 am	Breakfast Club: For those children coming in early
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### MORNING SESSION

9:00 am	Doors will be opened and Children welcomed in (Registration)
9:15 am	Circle Time
9:45 am	Language and Maths group activities using Montessori materials
10:00 am	Free choice: Montessori Activities, Art, Construction, Imaginary Play

*Morning snack available to the children for the whole session*

10:45 am	Outdoor Play
11:15 am	Project Work / French / Music and Dance / Bumpkin Yoga / Science Club
11:45 am	Final Circle Time (Story time and good bye song)
12:00 am	Home time for morning session unless staying for afternoon session

### AFTERNOON SESSION

12:00 am	Some children go home, otherwise the children staying for lunch, wash their hands and pick up packed lunch. Sit at the table to eat with teachers. (This is a great opportunity for children to learn social skills at meal times followed by free play)
12:50 pm	Registration and Afternoon Circle Time
1:20 pm	Free choice: Montessori Activities, Art, Construction, Imaginary Play

*Afternoon snack available to the children for the whole session*

2:15 pm	Outdoor Play
2:45 pm	Final Circle Time
3:00 pm	Home time
3:20 pm	All to leave building: Church hall is given back.

### CURRENT FEES / MINIMUM SESSION PLAN / OPERATING TIMES

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Twinkle Stars Montessori operates five days a week, term time only, and follows the local schools (Barnet) opening dates as closely as possible. Five additional activity weeks during half term *may* also be available as an additional to the '38 weeks'. Our opening hours are 8:15am - 3pm on Mondays, Tuesdays, Fridays and 8:15am - 5pm on Wednesdays and Thursdays. We provide care and education for children between the ages of 2 to 5 years old.

Parents are required to book a minimum of three morning sessions or three afternoon sessions per week.

The fee for a **Morning Session is £25** and for an **Afternoon Session is £23**. Extra curriculum morning or afternoon activities such as French, Yoga, Music, Dance, Science Club and Cooking Club will be charged extra at the time of enrolment at a cost of £4 per day.

A non-refundable registration fee of £100 (which includes uniform, one top and one jumper) and a deposit of £50 are charged to secure your child a place and should be enclosed with the registration form. The registration fee also covers a mini interview with parents upon their child joining Twinkle Stars. At Twinkle Stars, we want to make sure every child receives the best comfortable care possible.

A 7% discount from the total invoice is given to each sibling. Children who complete full days and a full term, will also receive a 7% discount upon joining.

#### **EXTRAS CHARGES**

Breakfast Club	£7.50 (8 am – 9am includes breakfast)
Snacks	£55 Per Term (equivalent of £3.80 per week)
Extra session	£25 AM and £23 PM - (Subject to availability)
Extra Hour	£7.50 - (Subject to availability)

#### **BACS PAYMENTS:**

Reference:	Child's name
Account name:	Twinkle Stars Limited
Sort code:	30-99-88
Account number:	49365968

**Full fees must be paid before the term commences.** However, if families do want to split the payments into two, we are able to take two payments; one payment will be at the start of the term and the next payment will be at the beginning of half term. A £20 fine will be incurred for late payments at management discretion.

#### **NURSERY UNIFORM**

Uniform is compulsory for all children. The uniform comprises of a short sleeved yellow polo shirt with the Twinkle Stars logo, red or royal blue jumper with Twinkle Stars logo and grey or navy-blue trousers for boys or knee length skirt for girls. We would like all girls to wear tights to protect their knees during play. Uniforms can be purchased from the nursery and extra jumpers and shirts may also be purchased by parents. Please note: extra uniform must be paid for at the time of placing the order. Children also need slippers/comfortable shoes to wear in the classroom and Wellington boots for the outdoors. Order forms for extra sets of uniform are available at the entrance. Kindly note: NO OUTDOOR shoes are to be worn inside the nursery. We are operating a clean shoe policy.

#### **HOLIDAY ACTIVITY WEEKS**

In addition to term time attendance, parents may enrol their child into optional holiday activity weeks held at half terms. Children may attend the activity weeks on a weekly or daily basis, and their brothers, sisters and friends (from 2 up to the age of 6) are welcome to join them as well (at the same price per day). Each week has a set theme and the children will enjoy a host of activities including arts and craft, group games, music and movement, physical education, Yoga, drama and dance and lots more!!

#### **Visits and enquiries**

We welcome all visitors. Please telephone 07718 366 094 or 07854 028 494 to make an appointment with the Nursery manager to visit the nursery. We would allow visits first thing in the morning as we do not want to interrupt the children's daily routine and order. Visits will be based on 15 minutes. Visitors will be asked to remove their shoes and we would appreciate if they would not interrupt the children during their short visit. All visitors will be asked to sign in at the entrance and push chairs are to be left in the church entrance which is next door to Twinkle Stars entrance. A member of our team will be happy to show you upon arrival.

## **Enrolment**

Upon receipt of a completed application form and the registration fee of £150 (non-refundable), your child's name will be placed on the waiting list for the term of entry of your choice. The application form and cheque should be sent to the nursery. Cheques should be made payable to "Twinkle Stars Ltd". You may also wish to use our BACS payment method. All applications will be acknowledged in writing and a receipt will be given in due course.

## **Offer of a Place**

Upon receiving your deposit, we will secure a place for your child to commence their nursery year with us. Parents are requested to Pay the deposit, send a copy of their child's birth certificate and finally book a mini interview with the nursery manager.

Once the items above have been received your child's place is guaranteed. The deposit is not refundable in the event that your child does not attend the nursery once the place has been accepted.

## **Withdrawal**

Parents of children attending Twinkle Stars Montessori Nursery are required to give one full term's notice in writing to the Nursery Manager. We will acknowledge your intentions of removing your child from the nursery in writing. We would like all communications in writing please. We accept emails as well: [info@twinklestarsmontessori.com](mailto:info@twinklestarsmontessori.com)

Kindly note, all fees must be paid up until the last day before a child is due to leave the nursery.

## **GOVERNMENT ENTITLEMENT**

### ***Free early education for two-year olds***

Free early education for two-year olds is a funded scheme which entitles your child to access a place in nursery for 15 hours per week, 38 weeks per year. Free early education places for two-year olds are subject to availability.

### **CHILDREN IN RECEIPT OF THE NURSERY EDUCATIONAL GRANT FOR THREE AND FOUR YEARS' OLD**

All three and four-year olds are entitled to 15 hours of free early education per week for 38 weeks of the year. Some parents are also entitled to 30 hours free early education. This applies from the term after their third birthday until they reach compulsory school age (the term following their fifth birthday). Free early education places for three and four-year olds are subject to availability. Remaining fees of £7.5 per session are paid by parents for the additional costs associated with the delivery of the Montessori Curriculum as well as extracurricular activities after Government entitlement. There are a limited number of free funded places for the morning sessions.

## **OFSTED REPORTS**

Every Early Years provision is the subject of an OFSTED report, which reflects the quality of teaching, partnership with parents, curriculum planning and quality of care. OFSTED reports are accessible through the Internet, or via our web site [www.twinklestarsmontessori.com](http://www.twinklestarsmontessori.com) or from the nursery office.

## **MEMBERSHIP**

We are members of the Pre-School Learning Alliance (UK), Montessori Education U.K. and Montessori Schools Association and Montessori Centre International (MCI). We are insured by Morton Michel.

## **TWINKLE STARS KEY POLICIES**

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Our key policies have been developed in accordance with OFSTEAD guidelines and are in compliance with Montessori teaching methods.

Our staff can explain our policies and procedures to you. Copies of which are available inside a folder which we keep by the main entrance of the Church.

Our policies help us to make sure that the service provided by our nursery is a high quality one and that being a member of the nursery is an enjoyable and beneficial experience for each child and her/his parents.

Our staff and parents work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling our nursery to provide a quality service for its members and the local community.

### **PARENTS CONSULTATION AND OPENING DAYS**

For nursery classes parent and teacher consultations are held 3 times a year on an individual basis. Parents are invited to discuss their child's progress at an evening arranged at the end of each term. General open days are held twice a term for existing and prospective parents to look around the nursery and to view the children's work which is displayed for all to admire.

### **TAPESTRY ([WWW.TAPESTRYJOURNAL.COM](http://WWW.TAPESTRYJOURNAL.COM))**

Twinkle Stars has recently introduced a new system of recording a child's "Learning Journey" through the nursery. Our staff record observations, chart a child's progress (linked to EYFS and Montessori curriculum) and plan future lessons, using a specially formatted tablet linked to the secure Tapestry website. Parents may access their own child's record to follow progress and make their contributions.

### **TEACHERS**

Next to you, your child's first teacher plays the strongest role in fostering an early and lasting love of learning. The teachers at Twinkle Stars are qualified and are selected for their experience in teaching and their genuine love for children.

Above all, our teachers are committed to quality education and are actively involved in educational/professional seminars to improve their skills and maintain high teaching standards. Each teacher has 6-7 children assigned to them. Your child's teacher will be the key person who works with you to make sure that the childcare that we provide is right for your child's particular needs and interests. The teachers/key workers will help your child to settle in nicely, work with them on a one-to-one basis, introduce activities, make thorough notes on your child's development and highlight any areas that your child could use more support. The teachers play an important role in your child's life, this is why we only accept qualified teachers with a sound teaching background.

### **SAFEGUARDING CHILDREN**

Our nursery has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure children against the likelihood of abuse in our nursery 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.

### **PARENT PARTICIPATION**

We welcome parent participation during the curriculum year as well as during our specialised weekly themes held in the holiday activity week. If you have a skill that you would like to share with the nursery, please let us know e.g. storytelling, music, art, dance, gardening, sports etc. There are many events scheduled throughout the year when parents, families, siblings and their children can enjoy social occasions, such as graduation, Christmas concert and sports day. These are organised by the nursery team and active participation is appreciated. A newsletter is distributed to parents every term to update and keep them informed of any changes.

### **SNACKS AND PACKED LUNCH**

For the benefit of all children, we ask that no sweets, chocolates, chewing gum and fizzy drinks to be included in Children's packed lunches. Crisps, biscuits or cake which are additive free are welcome. We operate a **NO NUTS**, in any form at our nursery. Please strictly refrain from including nuts in your Child's packed lunch (whole nuts of any kind, peanut butter spread, snacks that contain whole nuts).

Mid-session snacks consist of fruit and vegetables, plain biscuits, bread sticks, brown bread, cheese, rice crackers with water or milk.

Exotic fruits will be introduced to children and included as part of their learning. Teachers will cut fruit with the children and they will be given the opportunity to tantalise their taste buds with new flavours! (Parents must inform the nursery manager if their child has any fruit/vegetable intolerance and a care plan is to be put in place)

### **ILLNESS AND ABSENCE**

Parents should inform us *as soon as possible* of any absence and, in particular, if their child contracts an **infectious** illness. Please call first thing in the morning: 07854028494. In cases of infectious illnesses, we are obliged to inform OFSTED and other parents so that the necessary precautions are taken. Kindly note we do not refund any days the child misses a session/sessions.

### **SPECIAL NEEDS**

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015). Our Special Educational Needs Co-ordinator is Mrs Nooshin Cyrus.

### **POSITIVE BEHAVIOUR**

Our nursery believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Positive behaviour is promoted at all times by all staff through praise, rewards and encouragement according to the child's age and stages of development. We treat every child equally, thus, too much praise and reward is not encouraged in our nursery. Only set goals will be celebrated.