



## **TIK - TOK NURSERY**

**CHARITY REG NO: 1015045**

### **POLICY STATEMENT**

Situated in the heart of Gateshead, opposite Gateshead International Stadium, Tik-Tok is a non-profit making children's nursery.

Our philosophy is to promote an environment of high quality childcare in close partnership with parents. We enable children in our care to reach their full potential in an exciting, stimulating and educational atmosphere, geared to each child's individual developmental and specific needs.

We encourage the involvement of our parents through the Friends of Tik-Tok, a parent group which meets on a regular basis to discuss nursery policy, arrange fund raising activities and social events. All parents are invited to be part of this group.

We believe our staff to be our greatest asset.

As a company limited by guarantee Tik-Tok currently has six Directors who take a keen interest in the developments and progress of nursery life. As trustees, their role is to formulate nursery policy and oversee activities required by charity law.

Our fees are set to cover both our operating costs and investment in the purchase of equipment. We operate not for profit. There are no shareholders seeking to take money out of Tik-Tok.

## ADMISSIONS POLICY

It is our policy to make our nursery accessible to children and families from all sections of the community. In order to accomplish this, we will:

- Pro-actively market the nursery to ensure that its existence is widely known in all local communities.
- Have staff members able to communicate through sign if required.
- The font size on all printed documents will be at least 14 point in order to meet the needs of a wider audience.
- Information is available in Braille or on audio tape upon request.
- Arrange our waiting list in order of receipt of application, with current families already attending the nursery being given priority.
- Where possible, vacant sessions will be offered to outside agencies where parents are attending training courses and childcare is needed.
- Keep a place vacant in order to accommodate emergency admissions.
- Describe the nursery and its practices in terms which make it clear that we welcome everyone from all walks of life.
- Communicate fully with every family joining us to ensure that no accidental discrimination is taking place.
- Make our equal opportunities policy widely known.
- Through regular surveys and discussions with our parent group, Friends of Tik-Tok, families will be consulted about the opening times and services offered at the nursery.
- Be as flexible as possible about attendance to accommodate the changing needs of our families.
- Continue to consult local parents to ensure that the group goes on meeting the changing needs of the local community.

## HEALTH AND SAFETY

Safety is of paramount importance to us and we will endeavour to maintain a high level of safety for all adults and children accessing our nursery.

Our policy is to provide and maintain safe and healthy working conditions, equipment and systems of work for all our employees and a safe, early learning environment in which children are cared for and learn. We provide information, training and supervision to meet this purpose and we wish to develop and promote a strong health and safety culture within the nursery for the benefit of all staff, children and parents. We also accept our responsibility for the health and safety of other people who may be affected by our activities.

To support this we ensure:-

- The correct ratio of staff to children is -
  - 6 weeks to 2 years = 1 member of staff to 3 children
  - 2 to 3 years = 1 member of staff to 4 children
  - 3 to 5 years = 1 member of staff to 8 children
- All permanent staff are trained and qualified and are also qualified first aiders.
- The front doors are locked at all times and access is gained by using the intercom system, which is monitored by external and internal cameras. Once through the main entrance there is a second security door. You must press the intercom to gain access to your child's individual playroom.
- Activities within each playroom are monitored by internal cameras.
- Fire alarms in every room – fire doors internally.
- Evacuation is possible via external doors leading to the garden area where we can gain access to the assembly point, which is the nursery car park. On evacuation, the main nursery gates will be locked.
- Safety glass in all windows

## HEALTHY EATING

Mealtimes should be a happy, social occasion for children and staff alike. Positive interactions should be shared at these times and enjoyed. Tik-Tok Nursery is committed to offering children healthy, nutritious and balanced meals and snacks which meet individual needs and requirements. When planning our menu's and snacks we follow the guidance offered by the Food Standards Agency – Eat Better Start Better Programme.

We will ensure that:

- A balanced and healthy breakfast, midday meal, tea and daily snacks are provided for children attending a full day at the nursery.
- Menus will be planned in advance, rotated regularly and reflect cultural diversity and variation. These will be displayed for children and parents to view.
- We provide nutritious food at all snack and meal times, avoiding large quantities of fat, sugar and salt and artificial additives, preservatives and colourings.
- Menus will include at least three servings of fresh fruit and vegetables per day.
- Parents and children will be involved in menu planning.
- Fresh drinking water will be constantly available and frequently offered to children and babies.
- Individual dietary requirements will be respected. We will gather information from parents regarding their children's dietary needs including any allergies. Where appropriate we will carry out a risk assessment in the case of allergies and work alongside parents to put into place an individual dietary plan for their child.
- Staff will show sensitivity in providing for children's diets and allergies. They would not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
- Staff will set a good example and eat with the children and show good table manners. Meal and snack times will be organised so that they are social occasions in which children and staff participate in small groups. During meals and snack times children will be encouraged to use their manners and say 'please' and 'thank you' and conversation will be encouraged.
- Staff will use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves. Staff will support children to make healthy choices and understand the need for healthy eating.
- We provide foods from a variety of cultural backgrounds, providing children with familiar foods and introducing them to new ones. Cultural differences in eating habits will be respected.
- Any child who shows signs of distress at being faced with a meal he/she does not like will have his/her food removed without any fuss. If a child does not finish his/her first course, he/she will still be given a small

helping of dessert. Children not on special diets will be encouraged to eat a small piece of everything.

- Children who refuse to eat at the mealtime will be offered alternate food supplied by the parent providing that it fits into our healthy eating policy.
- Children will be given time to eat at their own pace and not rushed.
- Quantities offered will take account of the ages of the children being catered for.
- We will promote positive attitudes to healthy eating through play opportunities and discussion.
- The nursery will provide parents with daily written records of feeding routines for all children.
- No child is ever left alone when eating/drinking to ensure that there is no risk of choking.

Meals and snacks are served at regular intervals throughout the day

8.00 a.m. Breakfast for everyone

10.00 a.m. Morning Drink & Snack

11.15 a.m. Lunch for under 3's

12.15 p.m. Lunch for over 3's.

2.00 p.m. Afternoon Drink

3.00 p.m. Tea.

5.00 p.m. Evening Drink & Snack

## SAMPLE MENUS

<b><u>WEEK ONE</u></b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>BREAKFAST – 8 AM</b>	WEETABIX OR CRISPIES MILK, JUICE OR WATER	PORRIDGE OR CORNFLAKES MILK, JUICE OR WATER	CRUMPET OR SHREDDIES MILK, JUICE OR WATER	CORNFLAKES OR TOAST MILK, JUICE OR WATER	PORRIDGE OR CRISPIES MILK, JUICE OR WATER
<b>SNACK – 10AM</b>	SELECTION OF FRUIT AND VEGETABLES MILK OR WATER				
<b>LUNCH 11.15 &amp; 12.15 INC.WATER</b>	BAKED SPAGHETTI AND GARLIC BREAD	CORNE BEEF CAKES	SAUSAGE CASSEROLE WITH BEANS	COWBOY PIE WITH CHEESE	MINCE AND DUMPLINGS WITH CARROTS, BROCCOLI AND MASHED POTATO
<b>VEGETARIAN OPTION</b>	PLAIN PASTA	CHEESE CAKES WITH BEANS	VEGGIE CASSEROLE	COWBOY PIE WITHOUT CHEESE	QUORN MINCE AND DUMPLING
<b>STARTER OR DESSERT</b>	SYRUP SPONGE AND CUSTARD OR FRUIT	VEGETABLE SOUP AND BREAD	GROUND RICE OR FRUIT	YOGURT OR FRUIT	TOMATO SOUP WITH BREAD
<b>TEA – 3PM INC. MILK OR WATER</b>	FISH FINGER OR VEGETABLE FINGER - FRUIT AND BISCUITS	DAIRYLEA OR BUTTERED CRACKERS, CUCUMBERS AND TOMATOES - FRUIT & BISCUITS	TUNA MAYO OR DAIRYLEA SANDWICHES - FRUIT & BISCUITS	TOASTED TEACAKE OR HAM SANDWICH - FRUIT & BISCUITS	BEANS ON TOAST/BREAD AND BUTTER - FRUIT & BISCUITS

<b><u>WEEK TWO</u></b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>BREAKFAST – 8 AM</b>	SHREDDIES OR CORNFLAKES - MILK, JUICE OR WATER	TOAST OR WEETABIX - MILK, JUICE OR WATER	PORRIDGE OR CRISPIES - MILK, JUICE OR WATER	CORNFLAKES OR WEETABIX - MILK, JUICE OR WATER	MUFFIN OR SHREDDIES - MILK, JUICE OR WATER
<b>SNACK – 10AM</b>	SELECTION OF FRUIT AND VEGETABLES MILK OR WATER				
<b>LUNCH 11.15 &amp; 12.15 INC. WATER</b>	HAM PIZZA WITH BEANS	TOAD IN THE HOLE, PEAS, CARROTS AND MASH	CHICKEN CURRY WITH RICE AND NAAN BREAD	FISH CAKES AND SPAGHETTI	MEATBALLS AND SPAGHETTI
<b>VEGETARIAN OPTION</b>	CHEESE PIZZA WITH BEANS	QUORN SAUSAGES	VEGGIE CURRY WITH RICE AND NAAN BREAD	CHEESE & POTATO CAKE	QUORN BOLOGNESE
<b>STARTER OR DESERT</b>	GROUND RICE OR FRUIT	GINGER SPONGE AND CUSTARD OR FRUIT	CARROT AND CORIANDER SOUP WITH BREAD	JELLY AND ICE CREAM OR FRUIT	RICE PUDDING OR FRUIT
<b>TEA – 3PM INC. MILK OR WATER</b>	SAUSAGE SANDWICH OR QUORN SAUSAGE - FRUIT & BISCUITS	HAM OR DAIRYLEA SANDWICHES - FRUIT & BISCUITS	PENNE PAST IN A TOMATO SAUCE OR PLAIN PASTA - FRUIT & BISCUITS	CRUMPETS OR TOAST - FRUIT & BISCUITS	VEGETABLE PIZZA OR CHEESE PIZZA - FRUIT & BISCUITS

<b><u>WEEK THREE</u></b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>BREAKFAST – 8 AM</b>	PORRIDGE OR CRISPIES  MILK, JUICE OR WATER	TOAST OR SHREDDIES  MILK, JUICE OR WATER	WEETABIX OR CORNFLAKES  MILK, JUICE OR WATER	PORRIDGE OR SHREDDIES  MILK, JUICE OR WATER	CRUMPET OR CRISPIES  MILK, JUICE OR WATER
<b>SNACK – 10AM</b>	SELECTION OF FRUIT AND VEGETABLES MILK OR WATER				
<b>LUNCH 11.15 &amp; 12.15 INC. WATER</b>	CHEESY PASTA BAKE	COWBOY PIE WITH CHEESE	CHILLI AND RICE	PEPPERONI PIZZA AND SPAGHETTI	SAUSAGE BEANS AND WAFFLES
<b>VEGETARIAN OPTION</b>	PLAIN PASTA	COWBOY PIE WITHOUT CHEESE	QUORN CHILLI AND RICE	CHEESE PIZZA WITH SPAGHETTI	VEGGIE FINGERS AND BEANS
<b>STARTER OR DESERT</b>	CARROT AND CORIANDER SOUP AND BREAD	GROUND RICE OR FRUIT	JELLY AND ICE CREAM	YOGURT OR FRUIT	TOMATO SOUP AND BREAD
<b>TEA – 3PM INC. MILK OR WATER</b>	SPAGHETTI ON TOAST - FRUIT & BISCUITS	FISH FINGERS OR VEG FINGERS - FRUIT & BISCUITS	BEANS AND SAUSAGES OR CHEESY BEANS - FRUIT & BISCUITS	HAM WRAP OR CHEESE WRAP - FRUIT & BISCUITS	CHEESE ON TOAST OR TOAST - FRUIT & BISCUITS

<b><u>WEEK FOUR</u></b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>BREAKFAST – 8 AM</b>	CORNFLAKES OR WEETABIX  MILK, JUICE OR WATER	RICE CRISPIES OR TOAST  MILK, JUICE OR WATER	PORRIDGE OR CORNFLAKES  MILK, JUICE OR WATER	MUFFIN OR WEETABIX  MILK, JUICE OR WATER	RICE CRISPIES OR SHREDDIES  MILK, JUICE OR WATER
<b>SNACK – 10AM</b>	SELECTION OF FRUIT AND VEGETABLES MILK OR WATER				
<b>LUNCH 11.15 &amp; 12.15 INC. WATER</b>	VEGETABLE OR CHEESE PIZZA WITH SPAGHETTI	CORNER BEEF HOT POT	SPAGHETTI BOLOGNESE/PLAIN PASTA	SAUSAGE CASSEROLE	FISH CAKE WITH SPAGHETTI
<b>VEGETARIAN OPTION</b>	VEGETABLE OR CHEESE PIZZA WITH SPAGHETTI	VEGETABLE HOT POT	QUORN BOLOGNESE	VEGGIE CASSEROLE	VEGGIE FINGERS OR CHEESE AND POTATO CAKES
<b>STARTER OR DESSERT</b>	BANANA AND CUSTARD OR FRUIT	RICE PUDDING OR SOUP	VEGETABLE SOUP AND BREAD	CHOCOLATE CAKE AND CUSTARD	JELLY AND ICE CREAM OR FRUIT
<b>TEA – 3PM INC. MILK OR WATER</b>	HAM OR DAIRYLEA SANDWICH  FRUIT & BISCUITS	CHEESE OR PLAIN SCONE  FRUIT & BISCUITS	CRUMPET WITH BUTTER OR TOAST  FRUIT & BISCUITS	CRACKERS WITH DAIRYLEA OR BUTTER AND TOMATOES AND CUCUMBER  FRUIT & BISCUITS	JACKET POTATO WITH BEANS OR CHEESY BEANS  FRUIT & BISCUITS

## Purpose and Aims of the Early Years Foundation Stage

Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know that provision will keep their children safe and help them to thrive. The Early Years Foundation Stage (EYFS) is the framework that provides this assurance.

The overarching aim of the EYFS is to help young children learn and achieve through the three 'Characteristics of Effective Learning. These are: Playing and Exploring, Active Learning and Creating and Thinking Critically.

This will be achieved by:

- Providing a secure foundation through learning and development opportunities which are planned around the individual needs of the child.
- Providing for equality of opportunity, ensuring that every child is included and supported.
- Creating the framework for partnership working with practitioners, parents and or carers.
- Children do best when parents and professionals work together.
- Improving quality and consistency in all early years' settings, so that every child makes good progress.
- Laying a secure foundation for future learning.

### What is the EYFS

The EYFS is a stage of children's development from birth to the end of their first (Reception) year in school.

The EYFS Framework sets the standards that all early years practitioners must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

### EYFS 2017

Through effective practice, encouraged by the framework, children should develop into confident, communicative, competent and healthy children, ready to move onto the next stage of learning by the end of their reception year.

## CELEBRATING BRITISH VALUES

British Values are embedded in our everyday practice, in everything we do. Being British involves living peacefully together in an increasingly diverse society. We want our children to be prepared to grow up in a multicultural non-stereotypical world. We encourage everyone involved within our service to support our ethos of inclusivity, to show tolerance, understanding, respect and appreciation of our own and each other's cultures, values and beliefs.

The children learn about themselves, through topic work and general day to day activities as they are encouraged to become independent with staff members who are consistent in their approach. They learn about their own capabilities, how far they can take risks and what they like and dislike. We encourage family photos to be brought into nursery to share with our peers. We have a variety of books, posters and resources to reflect a wide selection of cultures, religions and disabilities to reinforce the uniqueness of each and every one of us. Each playroom has a mascot bear who takes turns to travel home with the children. This gives us another opportunity to talk about our homes and our families and places that we like to visit. Some of our communication is through the use of Makaton or picture symbols so that everyone understands and can take part should they wish to.

We celebrate British festivals:

Shrove Tuesday, St George's Day, Mothering Sunday, Fathers Day, Bonfire Night, Armistice Day, Halloween, St Andrews Day, Christmas and Easter.

We also celebrate festivals from other cultures as well as those from around the world, such as Chinese New Year, Holi and Eid.

We celebrate International Celebrations such as World Book Day and International Fairy Tea Party.

We learn about British seasons: Winter, Spring, Autumn, Winter. We play in the snow and the rain, run through leaves which we often collect and use in our craft activities. We protect ourselves from the sun, look out for signs of spring so that we can do gardening and plant our own fruits and vegetables.

We explore the weather and climate from other countries, discussing places which we have visited and what the weather was like whilst we were there.

We eat British foods - fruit, vegetables, Yorkshire pudding.

We also try foods from around the world - Stir fry noodles, pizza, curry.

We listen to British music, sing traditional nursery rhymes and play traditional ring games.

We also listen to music from around the world.  
We play reggae, Chinese and Indian music during various festivals.

We use manners and are polite.  
We say please and thank you, we respect the toys and equipment at nursery and help our friends at tidy up time.

We are kind and gentle and we are learning what is right and what is wrong.

We take turns and share.  
We play table top games, pass snacks and drinks to friends, we wait our turn for bikes. We use the 'conflict resolution' strategy to help children solve their own disputes and build up their understanding of right from wrong.

We are learning to listen.  
We go on listening walks, we listen to stories and act them out, we learn new songs to sing. We encourage critical thinking, listening to questions about different things and deciding the reasons why.

We all have a voice.  
Children choose their areas of play, they are involved in what happens in the nursery and they are at the centre of any planning and activities. They are involved wholeheartedly in their learning, they can decide role play area themes, what activities are out during the day and whether or not they like an activity.

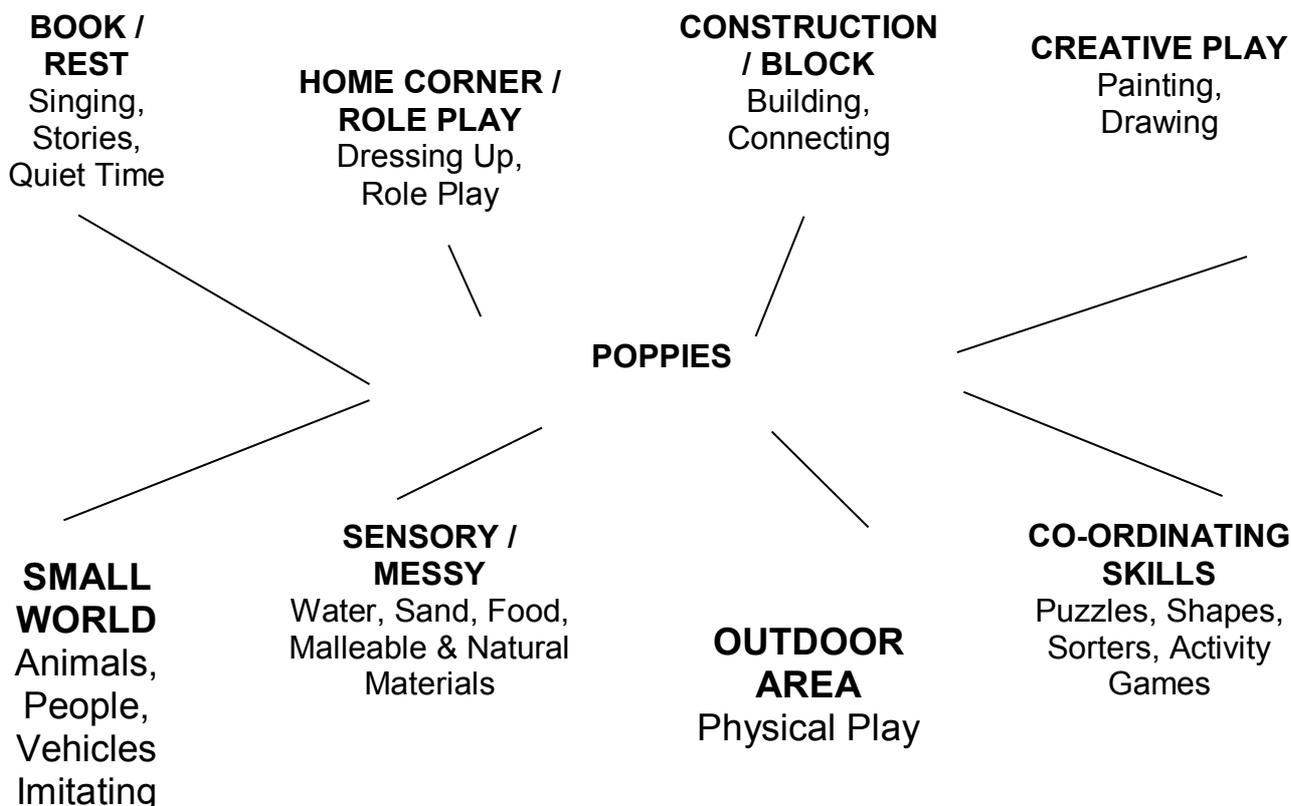
At Tik-Tok we strive to ensure that everyone's choices are respected and the children are allowed to say no. We want the children to realise their views and opinions count and the views of others are to be respected so that everyone feels valued in our community.

## THE POPPIES PLAYROOMS

These are two large homely playrooms catering for children aged 0-2 years. Both rooms offer a visually bright, friendly and stimulating atmosphere with both wet and dry play areas. The playrooms are set out to enable the activities incorporated within the daily routine to be adapted according to each child's individual needs. A soft and cosy area allows our youngest of children to explore textures, shapes, sizes and sounds in a warm, safe and secure environment with staff who recognise that every child is a competent learner from birth. As the children become more aware of their surrounding, they are encouraged to interact more closely with peers and to engage in sharing activities. Our key person programme enables staff to spend time focusing on the child's interests and abilities to enable them to plan around the individual needs and interests of each child.

With this age group feeding skills are encouraged to enable a smooth transition into our Raindrop and Rainbow playrooms (2-3 years). The children have access to a spacious garden area leading from their playroom. Our outdoor equipment makes outdoor play as exciting and as much fun as indoors.

### **Activities include:**



Staff are trained in the development of babies in group care, encouraging exploration through heuristic play.

## The Settling in process

New children joining our nursery are given two, two-hour pre-visits as close to their starting dates as possible. During these they will be introduced to their key person and allowed to explore their new surroundings. This gives the key person and the parent the opportunity to share information so everyone knows what to expect on the start date. Further visits can be arranged if required.

Children are integrated slowly when making the transition to the next playroom as they progress throughout the nursery. Short visits are given together with each child's key person and children of the same age within their group i.e. friends to help the settling in process. Visits occur over several weeks and are gradually extended to include mealtimes. If for any reason a child finds it difficult to settle, visits will continue until the child is happy and confident in their new surroundings.

## Bottle Preparation Room

Our bottle preparation room situated between the two Poppies Playrooms enables staff to prepare bottles and feeds as and when children require them. This allows children to have freshly prepared bottles. Bottles are therefore not stored for long periods of time. Until babies are able to accept a blended nursery menu we ask that parents provide prepared baby food and formula milk.

## Nappy Changing

Parents are required to supply their baby with nappies, wet wipes and creams. Terry nappies are welcome as well as disposables.

## SLEEP ROOM

The Sleep room is equipped with cots and sleep mattresses. This is a supervised room where children can rest undisturbed, or take time out to recharge their batteries.

## RAINDROPS AND RAINBOWS PLAYROOMS

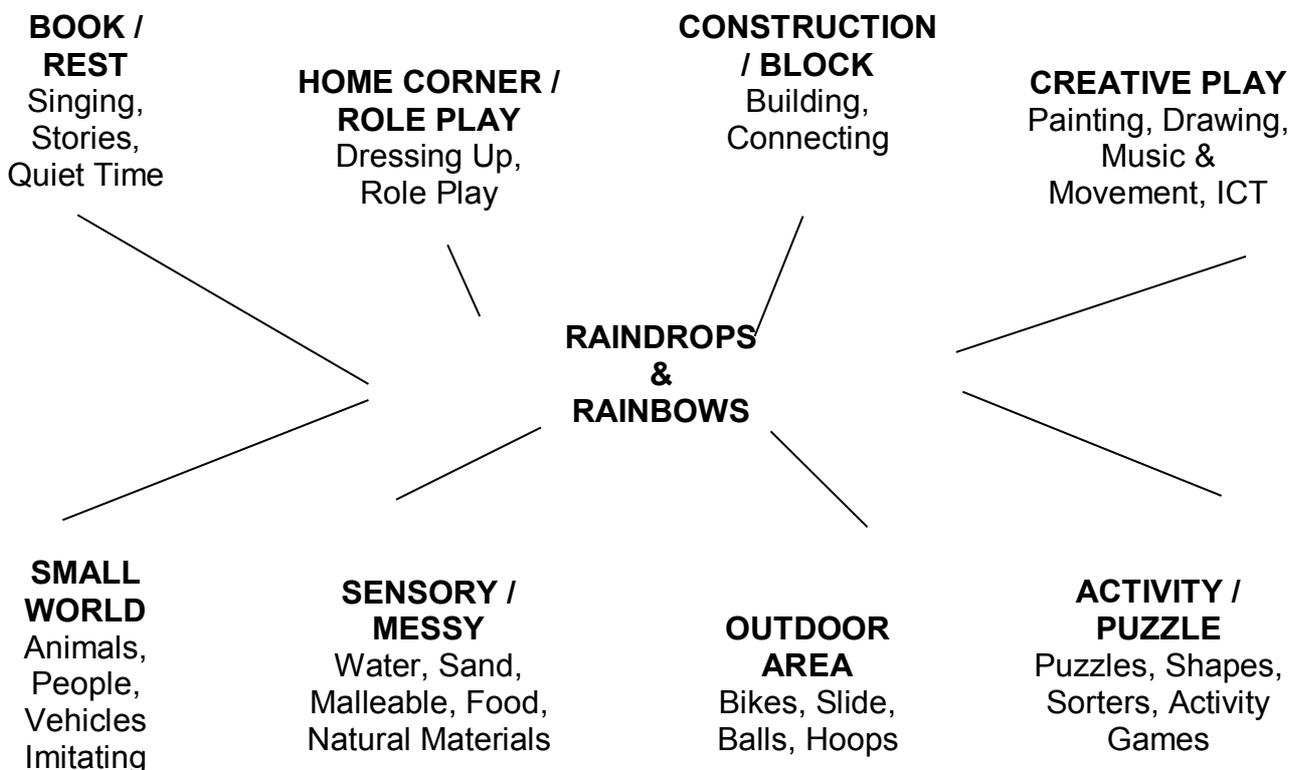
As children approach the age of two they will be gradually introduced to one of the playrooms catering for our 2–3 year olds. These playrooms are furnished with wet and dry play surfaces as well as an outdoor play area.

The Playrooms have their own bathrooms equipped with child sized toilets and sinks, a changing unit and potties. Staff will work in partnership with parents to encourage potty training.

Children are encouraged to reach their full potential and develop socially, physically, intellectually, creatively and emotionally through a range of activities provided for them throughout the day. All activities and equipment are available at the children's level to allow them free choice throughout the day. Throughout the daily routine the children are able to participate in planned activities. These structured activities are planned by the child's key person to enable them to observe stages of each individual child's development.

Through providing a variety of well planned activities supported by trained staff our children are encouraged to interact with their peers.

### **Activities include:-**



The playrooms are set out to promote independence and create a smooth transition into our Daisies/Buttercups Playrooms (3 – 5 years).

## DAISIES AND BUTTERCUPS PLAYROOMS

Our pre-school rooms are equipped to challenge the developing minds of our 3-5 year olds. These are two spacious playrooms which offer a wide range of exciting activities. Divided into specific areas for learning such as office, mathematics and IT area sporting an interactive white board and computer, imaginative play and creative areas where sand, water and paints are on offer. Both rooms are furnished with wet and dry areas. The children have regular access to their own outdoor play area.

## CHILDREN'S LEARNING AND DEVELOPMENT

Through the Early Years Foundation Stage, our children are gradually prepared for school. Weekly activities are carefully set to ensure that our children achieve the three Prime areas and four Specific areas of the Early Learning Goals by the end of the Foundation Stage.

The three Prime areas are:-

### 1. Personal Social and Emotional Development

The opportunity is given for children to play together in a loving and caring environment enabling them to express and share their feelings with others. To develop their social skills, understand appropriate behaviour in groups and to have confidence in their own abilities.

We aim to promote choice and independence for the children within our care. Children are given time and space to focus on activities and experiences and develop their own interests.

For those children who would like a quiet time, the book corner and rest area are available.

We provide the opportunity for play and learning that acknowledges children's particular religious beliefs and cultural backgrounds through providing positive images in the use of books and stories, celebrating a variety of festivals and equipment such as puzzles and small construction.

#### ○ Sibling Interaction

We feel it is important for siblings to be given every opportunity to spend time together throughout the day.

## 2. Communication and Language

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. This is incorporated through storytelling, reading, picture cards, role play and music sessions (which include both singing and dancing). We have fully trained staff who are aware of the benefits of conversing with the children, particularly on a one to one basis.

## 3. Physical Development

The nursery offers both indoor and outdoor play space providing opportunities for the children to be active and interactive; to develop co-ordination, control, and movement. Children are helped to understand the importance of physical activity, and to make healthy choices in relation to food.

The four Specific areas of learning are: -

### 1. Literacy

Children are given access to a wide range of reading materials which include story books, poems, recording books, puppets and interactive materials to develop and ignite their interest. They are encouraged to link sounds and letters required to build the foundation for reading and writing. The children are encouraged to develop pencil control and pre-writing skills, as well as hand-eye co-ordination through a variety of activities.

### 2. Mathematics

Maths is incorporated into our daily routine through the use of number work, weighing, sequencing, sorting, symmetry, and problem solving. Activities include investigating how and why things work, all about our selves and movement. Asking lots of questions such as why, when, where, how are encouraged.

### 3. Understanding of the world

Our aim is to enable children to become more aware of their surrounding environment through giving them opportunities to explore, observe and finding out about people, places, technology and the environment around them. Our recognition and acceptance of different cultures is portrayed through the use of books and stories, celebrating a variety of festivals, and equipment such as puzzles and small construction.

#### 4. Expressive arts and design

As well as a wide range of materials to explore and play with, the children are also given the opportunity to share their thoughts, feelings and ideas through a wide variety of activities such as art, dance, role play, music and movement, outdoor play, instruments, design and technology and the interactive white board.

#### Working Together

Once a child has settled at Tik-Tok, his/her key person will compile a learning journey file. The file records the children's development achievements and allows the staff to plan for the next steps, working through a process of planning and assessment. The staff do this through the use of written observations, tracking sheets and photographs of both adult/child initiated activities and through anecdotal notes, recorded when a child makes progress in their development. This information is then collated on a tablet using the 2Simple 2Build a Profile Programme, and is used to influence the provision and activities made available to the children, to encourage their development and curriculum knowledge.

The whole process is there to show evidence of the children's abilities and achievement and how the staff provide for the differing abilities and interests of the children. Under the guidance of the Early Years Foundation Stage Framework, our 3-5 year olds go through a summative assessment which, works in tandem with the child's learning journey file. With your permission, it is then forwarded to your child's reception teacher to inform them of your child's progress. Parents are welcome to invite their child's reception teacher to the nursery to see first hand how confident and independent the children are.

For every child, a progress review will be carried out by each child's key person at the end of every term. A written summary summarising each child's development in the prime areas will be carried out and shared with parents/carers.

The Prime Areas of Learning are: -

Communication and Language, Physical development, Personal, Social and Emotional development

This progress review will identify each child's strengths, and any areas where additional support may be required. Parents/carers are then able to share the information with any other professionals such as health visitors. Should a child require any additional support, this will be discussed with the parents/carers as well as any other professionals involved with the child. For those children aged two years a Two-year Progress Check is carried out.

## FAMILY ROOM

We have a family room where parents/carers and their children of all ages can enjoy some fun activities together. The room has both wet and dry areas. The dry surface offers the opportunity to enjoy fluorescent lights, soft music and materials to bring out the children's creative side. The wet area provides a range of malleable materials to explore with. The family room is for parents/carers to come along and spend some quality time with their children.

## EXTRACTS FROM OFSTED REPORT

**Inspection Date: 14<sup>th</sup> August 2016**

### **Inspection Categories and grades**

The Overall Effectiveness of the Early Years Setting

**Good.**

The Effectiveness of Leadership and Management of the Early Years Provision

**Good.**

The Quality of the Provision in the Early Years Foundation Stage

**Good.**

Outcomes for Children in the Early Years Foundation Stage

**Good.**

### **About the Provision**

Overall the quality of the provision is Good.

- Teaching is good. Staff are skilful at planning and delivering activities that follow children's interests and help them develop in their learning.
- Children with English as an additional language, special educational needs and disabilities are supported well. Staff work with other professionals and parents in order to help children develop and to meet their needs.
- Leaders and managers support staff well, they regularly monitor staff's teaching and use the information gained to support staff in their professional development.
- Children are happy and settled, they behave well and are confident and independent.

## **How well the setting works in partnership with parents and carers**

The nursery staff recognise and value the role of parents, families, carers and others working with children. This results in an excellent partnership with parents. They work closely together to exchange information about their child through text messages, a daily recordings and verbal feedback. Sharing books are used by parents to write about their child's development and activities at home. Sharing boards in the playrooms allow parents to share exciting events through photos and stories with everyone.

The Inspection was carried out under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the early year's provision. It was commissioned by the Office for Standards in Education (OFSTED).

### **FREE NURSERY ENTITLEMENT (2-3 year olds) - Term Time only**

Your child may be entitled to 15 hours of free nursery education. In order to be entitled to a place you must meet at least one of the criteria listed below.

- 1) If a child comes within the criteria used to determine eligibility for free School Meals, i.e.
  - a. Income support
  - b. Income based Jobseeker's Allowance (JSA)
  - c. Income-related Employment and Support Allowance (ESA)
  - d. Support through part 6 of the immigration and Asylum Act
  - e. The guaranteed element of the State Pension Credit
  - f. Child Tax Credit (but not Working Tax Credit) and have an annual income not over £16,190.
  - g. The Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit).
- 2) Their families receive Working Tax credits and have annual gross earnings of no more than £16,190; or
- 3) Special Educational Needs criteria:
  - They have a current statement of special educational needs/an educational, health care plan;
  - They attract Disability Living Allowance (DLA); or
- 4) Care and Adoption Criteria:
  - They are looked after by their local authority; or
  - They have left care through special guardianship or an adoption or residence order

If you think your child may now be eligible for a free place, please let us know. You will need to complete an enquiry form in nursery and you will also need to provide evidence of your eligibility.

Should you require any further information, please let me know, or alternatively you can contact Gateshead Council's Family Information Service on 0191 4335118 for further information.

### **GRANT FUNDING ( 3-4 year olds) – Term time only**

Tik-Tok accepts all nursery vouchers and offers the 15 hours of Early Education Grant currently aimed at 3 and 4 year olds. This grant allows children to attend nursery for a maximum of two, 7.5 hour sessions which are 9am–4.30pm or three 5 hour sessions which are 8am–1.00pm or 12.30pm–5.30pm. For those children who pay their nursery fees over twelve months of the year, but are entitled to the grant, the grant is used as part payment and is deducted from your monthly invoice. The grant commences the term following your child's 3<sup>rd</sup> birthday. Whilst attending our nursery your child will be automatically registered with the local authority to receive this grant if eligible. As from 1st September we will be offering 30 hours – please speak with the manager for further information.

### **WORKING FAMILIES TAX CREDIT**

We support applications for the Working Families Tax Credit. A help line is available for further information, Telephone number: 0845 300 3900. Dial 0800 500 222 for a claim pack. Visit [www.inlandrevenue.gov.uk/taxcredits](http://www.inlandrevenue.gov.uk/taxcredits) to find out what you can claim. The Government have put in place a new resource called Single Parent Action Network (SPAN) it aims to help one parent families. You can find information on the online resource for single parents are at: [www.onespace.org.uk](http://www.onespace.org.uk)

### **TAX FREE CHILDCARE**

If you're a working parent with children under 12 (or under 17 for disabled children), you can open an online account to pay for registered childcare. The government will top-up the money you pay into the account. For every £8 you pay in, the government will add an extra £2. You can receive up to £2,000 **per child**, or £4,000 if disabled. To find out if you are eligible then please head to the following website for more info:

Childcare Choices (<https://www.childcarechoices.gov.uk/>)

## **REGISTRATION**

Tik Tok is registered with OFSTED and Gateshead Early Years Development and Childcare Partnership.

If you have any comments, complaints or concerns with Tik Tok please contact either: -

OFSTED Helpline 03001231231

or Gateshead Early Years - 0191 4335120

## **HOLIDAY PLAY SCHEME**

Tik-Tok Nursery operates a holiday play scheme for children aged three years and above. Further information available on request.

## **GENERAL INFORMATION**

### **Birthdays**

As each child's birthday is very special we celebrate with a cake made by our own cook.

### **OPENING HOURS**

Tik-Tok Nursery welcomes children from 6 weeks to 5 years. We are open 51 weeks of the year from 8.00a.m-6.00p.m. Morning sessions are 8.00am-1.00pm and afternoon sessions are 1.00pm-6.00pm. (We close at 1.00 p.m. on Christmas Eve until the New Year).

## **COME AND SEE US FOR A TRIAL RUN!**

If you would like to visit us during the day, with or without your child, please telephone us to say when you are coming. There is no charge and you can watch and take part in a typical range of activities.

### **During normal days at Tik-Tok**

#### **Can I stay with my child or visit sometimes?**

Yes, whatever is convenient for you.

#### **Can my child attend some sessions only?**

Yes, please see the application form. All we ask is that your child's attendance is regular and for a minimum of two sessions per week. Two introductory sessions are allowed free of charge to enable new children to be gently integrated into the nursery.

## **HOW DO I APPLY FOR MY CHILD TO COME TO TIK-TOK?**

1. Once you have read the information enclosed in this pack, complete the application form. Your place will be confirmed when your application form has been received.
2. Complete the standing order or other payment form.
3. Post your completed application form or telephone Kelly on 0191 478 6684 to arrange a visit.

Kelly Harker  
Nursery Manager  
Tik Tok  
The Boulevard  
Holmes Drive  
Gateshead  
NE10 0DJ

We look forward to hearing from you and welcoming you to the wonderful world of Tik-Tok.

## HOW TO GET TO US

- On Foot                    10 minutes walk from Gateshead Stadium Metro or 2 minute walk from Gateshead International Stadium
- By Metro                    Gateshead Stadium Metro is nearest station
- By Bus                      No 93 leaves Gateshead Metro at 06, 21, 36 and 51 minutes past the hour. Returning to Gateshead Metro buses leave the Nursery at 03, 18, 33 and 48 minutes past the hour.
- By Car                      From Newcastle, cross the Tyne Bridge (A167) Travel straight ahead and go under fly over to traffic lights on round about. Turn left onto Felling bypass (A184), at third set of traffic lights Opposite Gateshead International Stadium turn right onto Old Fold Rd. Then turn right at Asda into the Boulevard. Drive straight ahead into nursery car park