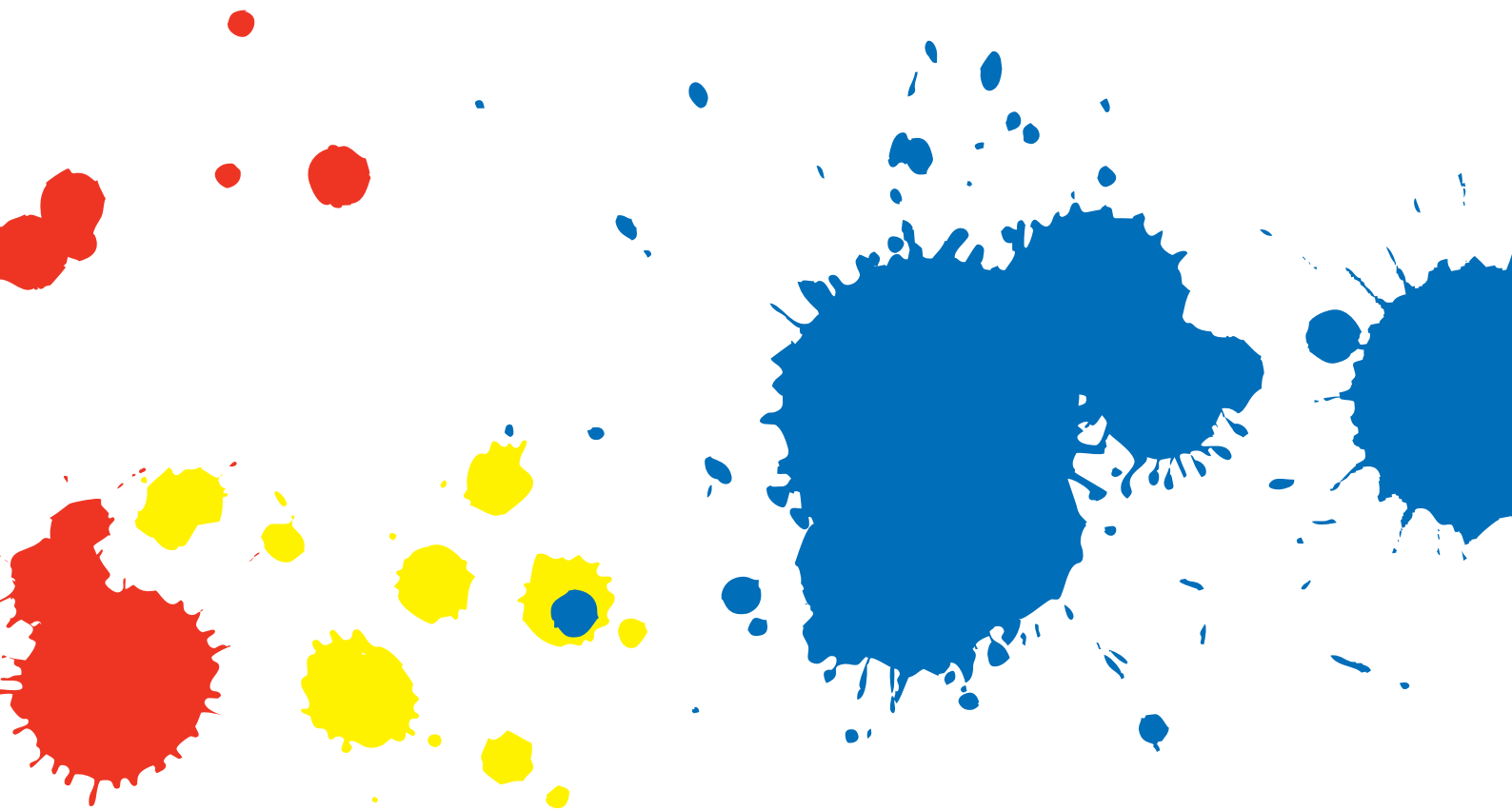


RSC

ROYAL
SHAKESPEARE
COMPANY



**THE
RSC
NURSERY**

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A child will progress
if they experience
success rather
than failure

Each child is
an individual,
with different
aptitudes and
interests



WELCOME TO THE RSC NURSERY

Established in 1963, the RSC Nursery in Stratford-upon-Avon is open for the children of those living in the local community and RSC employees. Set in the delightful rural village of Shottery, next to Ann Hathaway's Cottage, the nursery is approximately one mile from Stratford-upon-Avon town centre.

We pride ourselves in providing a small, friendly Day Care facility where we care for and educate your child in a fun, safe and happy environment. Each child has the opportunity to play and learn at their own pace in a creative atmosphere.

The Nursery caters for children aged from 6 months – 5 years. With dedicated staff who focus on one of 3 defined age groups – 6 months to 2 years, 2 to 3 years and 3 to 5 years – the children are able to learn at a pace to suit their individual development whilst also being able to mix with children of other ages. The layout of the Nursery supports an informal structure of activities which encourage individual expression where children's personalities and talents are cherished and nurtured.

The philosophy of the German educationalist Friedrich Froebel, originator of the 'kindergarten system,' strongly influences our beliefs and aims. His teachings suggest a strong ethos of thinking and doing through play, child-centeredness with respect for the child as an individual and the need for interactive learning especially incorporating the great outdoors.

OFSTED

The Nursery meets the requirements of The Children's Act 2006. The Act provides the context for the delivery of the Early Years Foundation Stage (EYFS). The EYFS is central to improving outcomes for children's development and reducing inequalities. We were judged 'Outstanding' by OFSTED after our last inspection in October 2014.

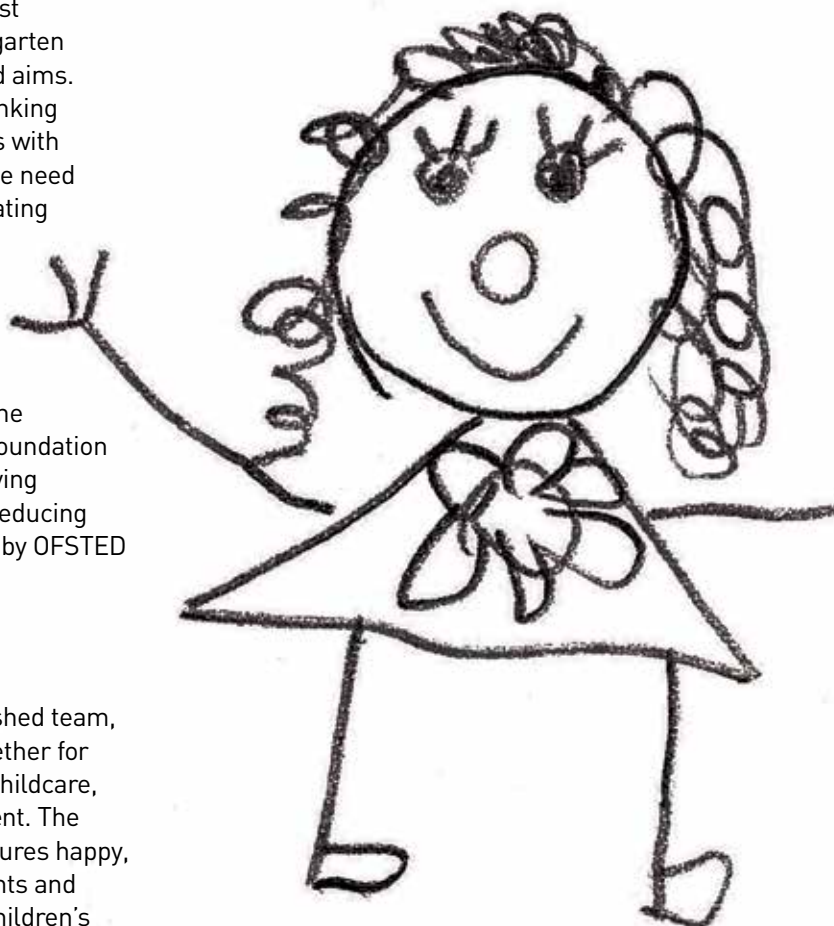
STAFF

Staff at the RSC Nursery are a well established team, who in some cases have been working together for over ten years. There is a shared vision of childcare, development and expectation of achievement. The consistency and experience of the staff ensures happy, creative and well supported children. Parents and families are encouraged to share in their children's care and learning, developing a partnership where

parents are valued and respected. The Nursery Team are supported by a small and highly regarded group of bank staff, who cover periods of staff holidays and in the event of sickness.

The RSC Nursery values their staff and ensures that training is continually being updated. Childhood Emergency First Aid, Safeguarding Children, Health and Safety and Food Safety and Hygiene are refreshed every two to three years. Other courses are regularly identified to meet the needs of the Nursery, changing Government regulations and interests of the staff.

The Nursery has a close relationship with Stratford College and local Secondary Schools, providing work placements for students interested in Early Years Childcare and Education. Many of the students we have supported have gone on to careers in this sector.





OUR Staff

Kate Robinson: Head of Nursery

Kate has over 30 years of experience working with children from birth to 7 years old, including 3 years classroom experience at The Croft School. Kate is a qualified NNEB, having trained at Norland College and also has a Royal Society of Health Diploma in Childcare. Kate joined this well-established nursery in 1998, when she was instrumental in its transition to full day care.

Christine Green: Deputy Manager

Christine is an experienced and perceptive member of our team. She joined the RSC Nursery in 1998. Originally graduating in Fine Art, Christine completed the PLA Diploma training whilst working at the nursery and achieved Early Years Professional Status. Christine took on the role of Nursery Deputy Manager in 2005.

Yvonne Robbins: Deputy Manager

Yvonne has over 20 years' experience working with pre-school children. For 9 years she managed the Little Imps Nursery in Shotton followed by 7 years as a highly respected child minder, gaining accreditation and qualifying to NVQ level 3. Yvonne joined us in April 2007 and was instrumental in setting up care for our under 3's.

Ewelina Weatherhead:**Supervising Nursery Practitioner**

Ewelina joined the team in September 2007. She came to the RSC highly recommended and quickly became a valued team member. Ewelina gained her NVQ level 3 in Childcare & Development in July 2009.

Nicola Lambourn: Supervising Nursery Practitioner

Nicola became a full time member of staff in January 2009. She completed a BTEC Diploma in Childcare Studies in July 1999. Nicola has over 11 years' experience of caring for children working at Stratford Preparatory School and as a nanny since 1998. Nicola is a valued member of our team especially for her warmth and care working with children under two.

Dawn Francis: Nursery Practitioner

Dawn also has over 20 years working in the Early Years sector, as a highly regarded child minder in Stratford for 10 years before moving to work at The Willowbrook Nursery in 2001. She gained wide experience with children of all ages before joining the RSC Nursery in 2006. Dawn qualified to NVQ level 3 in Childcare & Development in 2009.

June Prickett: Nursery Practitioner

A valued and experienced nursery practitioner June joined the nursery in August 2007. She worked for 10 years at the Little Imps Nursery in Shotton during which time in 1995 June gained her level 3 Diploma with the Pre-School Learning Alliance.

Jade Turner: Nursery Practitioner

Jade joined the nursery as a full time member of staff in September 2012. She came to us highly recommended from Playpals Nursery in Solihull where she worked for 7 years. Jade gained Early Years Professional Status in April 2012.

Sophie Curtis: Nursery Practitioner

First associated with the nursery as a work placement student from Stratford College, Sophie's warm and caring nature was quickly apparent. After gaining a BTEC National Diploma in Childcare and Development in July 2012 Sophie joined us as a permanent member of staff.

Mary Walker: Nursery Practitioner

Mary joined the nursery as a full time member of staff in August 2014 after completing a CACHE level 2 apprenticeship at Stratford Preparatory School. Her college tutors and placement supervisor gave Mary glowing references which she more than lived up to.

Lorraine Mitchell: Nursery Administrator

Lorraine joined the nursery team in 2010. Lorraine has worked in an administrative role within the RSC since 2003. Lorraine's skills add an important communication link between the internal and external elements of the nursery.

Our regular bank of casual Nursery Practitioners includes:

Kate Beesley: Kate joined the nursery as a permanent member of staff in July 2006. She gained a CACHE Certificate in Childcare and Education from Stratford College in August 1999 and a NVQ level 3 in Childcare & Development in August 2011. After having her own children Kate moved to our casual team.

James Pavitt: James has a long association with the RSC and the Nursery; his two daughters spent their pre-school years with us. He is has been a highly regarded member of the team since 2009.

Sue Eardley-Thompson: Sue began her association with the nursery when her now teenage children attended. Starting work as a regular part of our casual staff in 2011 her enthusiasm, unflagging energy and constant flow of ideas quickly made her an invaluable member of the team.

Ivana Hejtmankova: Ivana joined the nursery in May 2011. Her warm and playful demeanour quickly made her an invaluable and popular member of our casual team. Ivana qualified to NVQ level 2 in July 2012.

Analiza Jones: A qualified and experienced Primary School Teacher in her home country of the Philippines, Liza updated her qualifications and gained a CACHE level 3 in Early Years in August 2011. She joined the RSC Nursery with high recommendations in October 2011.

Judy Glover: Judy has been with us since May 2014. With a Diploma in Teaching and an NVQ level 3 in Early Years Care and Education Judy joins us as an experienced and qualified member of the casual team.

Elsbeth Duffield-Harding: Has recently re-joined the bank team after a short break. Elspeth comes to us highly qualified with a Bachelor of Arts and a Graduate Degree in Education amongst her many qualifications. One of Elspeth's recent achievements was to teach herself how to play the mandolin.

Beliefs and Aims



OUR BELIEFS AND AIMS

The Royal Shakespeare Company aspires to four core values which underpin the purpose of the Company as a whole, and drive the growth of the Nursery to meet the needs of RSC employees and the local community.

These values are at the heart of the unique provision of childcare that the RSC Nursery provides;

- **Collaboration** – working together
- **Ambition** – committed to excellence
- **Inquiry** – finding new ways of doing things
- **Engagement** – putting audiences at the heart of our work

WE BELIEVE THAT:

- 1 Each child is an individual, with different aptitudes and interests
- 2 Each child learns at their own pace
- 3 The early years are the most formative and receptive of a child's life. Children should not be pressured into formal learning
- 4 Children actively learn through play using their senses, observations and direct experiences
- 5 A balance needs to be maintained between child directed and teacher directed activities
- 6 Nursery is fun with an atmosphere which encourages children to be excited about their learning
- 7 The group, and the groups within it, need to be small enough for interaction to be a positive, and not bewildering experience
- 8 Children are more able to think of and act for others if they feel safe and valued themselves
- 9 A child will progress if they experience success rather than failure
- 10 Parents are a child's first educators and should be involved as partners in their child's education
- 11 Children and parents should be provided with equal opportunities regardless of gender, race, religion or ability

WE AIM TO:

- 1 Provide a safe and secure environment where learning takes place with confidence and trust and where the contributions of parents and children are welcomed and valued
- 2 Build on what the child can do, on experiences already encountered, providing not only an extension of home, but continuity and progression in learning
- 3 Offer a differentiated curriculum to suit the child's individual needs and stage of development, thereby enabling them to reach their full potential
- 4 Provide a wide range of learning opportunities to support the child's whole development; social and emotional, intellectual, physical, creative and imaginative, thereby laying basic foundation in the early years for later learning
- 5 Challenge and encourage the child to develop into a motivated learner, thinker and problem solver, full of curiosity about the world around them
- 6 Encourage the use of language which will support the child in acquiring a range of abilities
- 7 Give the child an opportunity to make choices and take responsibility for their actions, thereby increasing their independence and self esteem
- 8 Increase the child's personal and social awareness, helping them to understand themselves, and interact and cooperate with others to form strong relationships with other people
- 9 Enable the child to feel secure through encountering the familiar (materials which link with home) as well as to be challenged by the new
- 10 Continually monitor the children's progress and the learning environment, evaluating the effectiveness of the provision
- 11 Help children see they are part of a multilingual, multicultural society, understanding and respecting one another's similarities and differences

Every child matters, every child is different, free play encourages success.

MOMMY



OUR ETHOS

DADDY



PARTNERSHIPS WITH PARENTS

“It doesn’t make any sense to try and educate a child without taking into account the most significant people in his life, i.e. the parents”

Tina Bruce

SETTLING IN AND OUR KEY WORKER SYSTEM

As with all new experiences there needs to be time to build up relationships. This process begins with an induction visit before your child starts which gives opportunity for a sharing of information and the development of an individual child profile.

A one-to-one session with a member of staff is arranged to discuss your child’s routines, likes, dislikes and stage of development. This session also gives you an opportunity to ask questions about the Nursery’s routines, policies and procedures.

Our Key Worker System is designed to provide a point of contact between nursery and parents with a specific member of staff taking responsibility for observing and recording your child’s progress. Parents are able to discuss events and developments which occur at home or in nursery, leading to a better understanding of each child.

How long will I be able to stay with my child?

- We encourage parents to stay until their child feels happy and secure with us. You are always welcome to stay and take part in the day’s activities whenever you wish.

Will I be able to have a quiet and confidential discussion about my child if I wish to?

- We are always willing to talk to you about anything concerning you or your child. We value news about your child and your family.

Are records kept about my child’s progress?

- We make assessments based on observation. Written observations help us continually evaluate your child’s all round development and reflect on our provision. You may see these confidential records whenever you wish. We value any contribution you can make, as you know your child best – and we can work together for your child’s future.

What happens if my child is upset at Nursery?

- An adult will stay with your child, reassuring and comforting them. Should a child continue to be upset (although this rarely happens), you will be contacted and informed of the situation so you can advise us on how you wish to proceed. If anything has changed at home or your child has any worries, it helps us to know before they start the session.

Are there arrangements to contact me in an emergency?

- We have your contact details on file so that we can telephone you immediately and take appropriate action.

Are my suggestions and skills welcome in the running of the Nursery?

- We have always worked closely with parents and are appreciative of parental support and involvement.





BEHAVIOUR

- Children need to learn and play in safety and without hindrance, so we help them to appreciate that there is an acceptable code of behaviour at the Nursery. We give them consistent and clear rules of behaviour, explaining the reasoning behind them.
- In a calm and orderly environment, where adults are supportive, we show the children by example what is expected of them.
- We give children opportunity to practise behaviours, encouraging them to reason with each other if a difficult situation arises. They are encouraged to identify the causes of conflict, suggest possible alternative actions and think about consequences. Children begin to sort things out for themselves; it is through interaction with their peer group that so much learning takes place and where they begin to develop a concept of co-operation.
- We support behaviours in a warm and affectionate atmosphere. Children are more able to think of and act for others, showing spontaneous acts of kindness and helpfulness if they feel safe and valued themselves.
- Should any behavioural difficulties arise at home or at Nursery, we are always willing to work with parents towards a solution.
- In a calm and orderly environment, where adults are supportive, we show the children by example what is expected of them.

PLAY

- It is essential that children have the scope to learn through play, in a secure, relaxed and challenging environment suited to the individual child's needs.
- Children play in mixed age groups just as they would at home. They can move freely between a range of areas and discover new skills and interests as they play with their friends.
- Children do not want their play dominated by an adult, or find themselves being directed into one type of play for one period and a different sort for another. They would find this very frustrating. However, experience and knowledge of an adult should be there when needed because children cannot learn everything on their own.
- Children experience the 'joy of being the cause' (Isaacs 1930), and once having initiated an activity themselves are more likely to sustain it to a satisfactory conclusion, thereby increasing their ability to concentrate.

“It is through a child's self-chosen play that so much learning takes place. This is where he is able to make decisions for himself, develop relationships in his own way and come to terms with the problems and conflicts which life presents to him.”

Structuring Play in the Early Years
Manning & Sharp, 1977



ENVIRONMENT FOR CHILDREN OVER 2 YEARS

On the ground floor a large open plan area supports a mixed age group of children from 2 years to school age. Children are supported and encouraged to move freely and explore a range of activities. The mixed age group aids mutual development; the older children learning care and compassion, the younger children language and socialisation. Staff working within their assigned age group are always available to support and facilitate the children's individual learning priorities. Transition through the Nursery is seamless and based on a child's readiness for new challenges.

THIS OPEN PLAN AREA HAS:

- **Book corners** where the children can be comfortable with story books, factual books, CD's and the opportunity to use puppets to make up and re-tell a story.
- **Wet and dry sand trays.**
- **Water play areas.**
- **Small and large construction materials**, including a woodwork bench. The large construction bricks are in wheeled boxes so that the children may choose to use them in different areas.
- **Area for malleable materials** e.g. playdough/cooking.
- **Writing areas** to encourage mark making and early attempts at writing.
- **Creative and messy play** where children can develop their own creative ideas selecting and mixing resources.
- **Music area** with bought and home-made sound making instruments.
- **Imaginative play areas**, home corner and shop, open top bus, telephone box, rocking horse and a wonderful selection of dressing up clothes.
- **Small world play** including dolls house, farm, trains, cars and dinosaurs.
- **Nature and interest tables**, where items found by the children are displayed and explored.
- **Topic tables** focusing on a theme: for example on a colour, on a letter sound, a shape, magnetism or special occasion.

Children actively learn through play using their senses, observations and direct experiences

- **Units containing a variety of learning equipment** such as specific mathematical and scientific apparatus, including scales, matching, sorting, ordering, sequencing, and measuring equipment, magnifying glasses, magnets and collections of interesting objects for the children to handle. There are also table top and floor games and puzzles.

OPEN ACCESS TO:

- **Our large and wooded garden** boasting a wonderful Hansel & Gretel house, a greenhouse where we can grow peas, potatoes and tomatoes, a story telling circle complete with a throne, an adventure climbing frame with swings and slide, musical instruments including a turtle drum and chime bells for exploring sound. Children can ride bikes and cars around paved areas; raised gardening beds provide an area to dig and closely observe worms and insects, plant seeds and observe them growing. A fort, large wooden play cubes, a tunnel and steps encourage exploration and physical development.



bright baby

Stack of blocks with characters: p, r, a, 5, 1, n, A, D, +, P, s, l, b

Scattered blocks with characters: p, D, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100



ENVIRONMENT FOR OUR BABIES AND CHILDREN UNDER 2 YEARS

We care for the children aged 6 months to 2 years in a relaxed and homely environment. Our dedicated team interact with children through the day, playing, chatting, singing songs and looking at books with them. Activities are introduced gently, fitting around children's individual routines, enabling close relationships to be formed, with staff always on hand for reassurance and support.

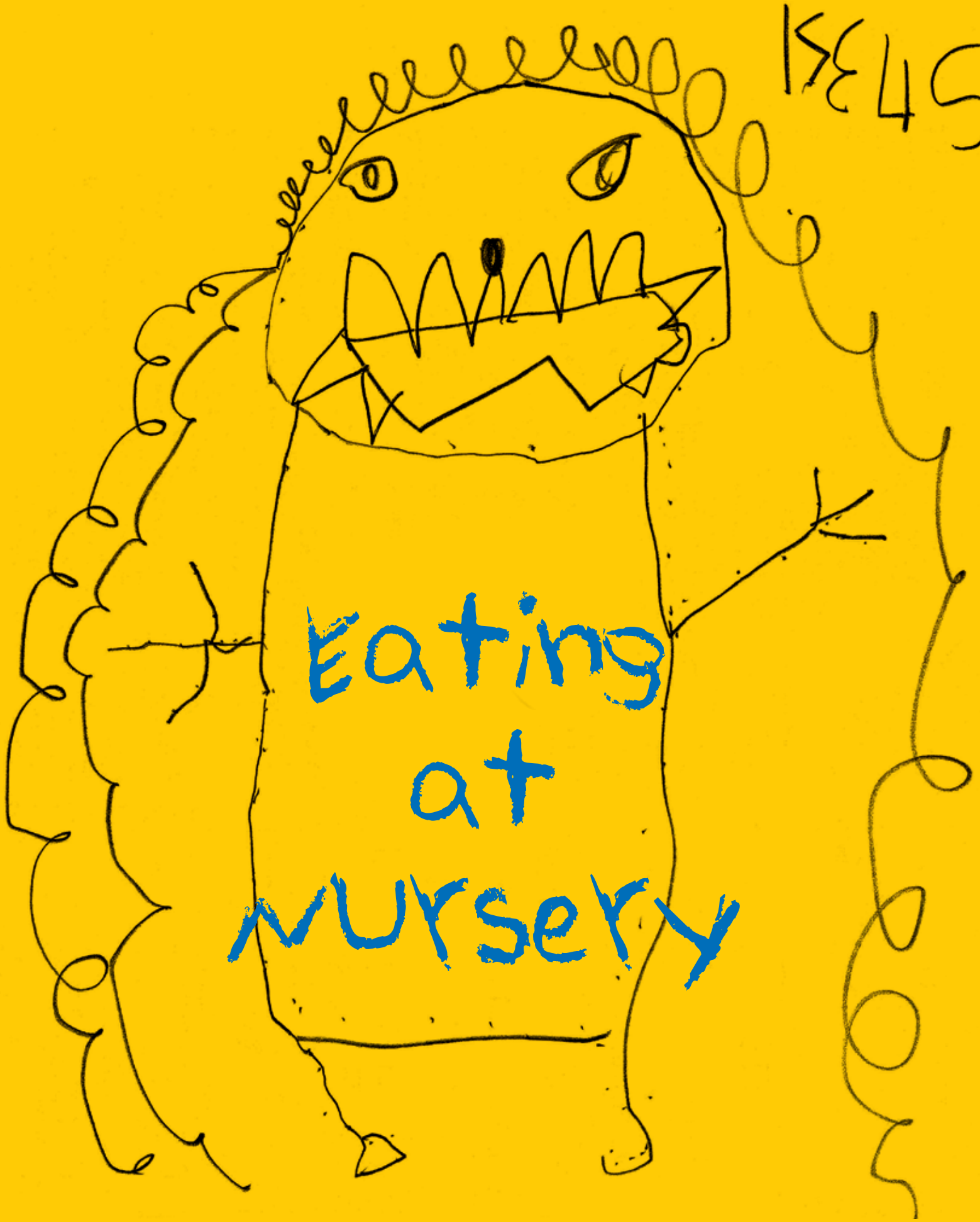
Within the two light and airy rooms that make up our under two's area are:

- **Play Areas** where the children are able to safely explore their surroundings. These areas include a variety of activities where children can develop their language and communication skills, use their imagination and learn through play. Activities include puzzles, Duplo, and Play People, tea sets, building bricks, musical toys, dolls house and a garage with cars. Heuristic play has an important role in our play ethos.
- **Children are encouraged** in mark-making, painting and other messy play activities with various materials that are offered to them throughout the day.
- **Book Corner** where books can be independently explored and a big comfy sofa for snuggly stories and songs.
- **Snack Area**, children all enjoy sitting together for a snack, encouraging sitting as a group, engagement in conversation and singing and an opportunity to start to develop social skills.
- **Sleep Room** where children, under the close supervision of staff, can have a peaceful sleep when they are feeling tired.
- **The children have constant access** through French windows from the playroom to our large and secure deck area. This encourages exploration, curiosity about the world outside and to observe nature and gross motor physical development. Children also have regular access to the 'big garden' where physical skills can be further developed.

- **Heuristic play** is a term coined by child psychologist Elinor Goldschmeid in the early 1980's. It describes the activity of babies and children as they play with and explore the properties of objects from the real world. For children, the question posed when participating in heuristic play is 'What can I do with this object?' Children have a natural curiosity to explore, and experiment with the different ways that objects interact with each other, a child will investigate with all the physical possibilities of an object, by rolling, filling, stacking, dumping, fitting things inside each other, balancing and manipulating an object in every possible way. Children who are able to freely explore in this way can make satisfying discoveries about how the world works, by exploring areas such as gravity, spatial awareness, density and simple physics, which builds their cognitive development, hand/eye co-ordination and fine and gross motor skills.



54321



Eating
at
nursery

MEALS AT NURSERY

Meal times are considered an important part of our day. Children of all ages sit together with staff to enjoy a companionable meal giving the opportunity for social interaction, conversation and independent eating. Tables are laid with tablecloths, crockery, cutlery and drinking glasses to give a sense of value and occasion.

BREAKFAST

- Children who arrive between 8.00am and 8.30am will be offered a breakfast of cereals (Weetabix or Cornflakes), toast and a selection of fresh fruit.

SNACK TIME

- An informal seated snack bar is open for 45 minutes mid-morning and mid-afternoon. Children are offered a choice of milk or water to drink plus a selection of fresh fruit and a small biscuit. Drinking water is available throughout the day.

LUNCH TIME

- Lunches for the RSC Nursery are cooked by local chef Mark Naylor: delicious freshly made and nutritionally balanced meals are prepared on a daily basis. A variety of fresh salad vegetables and fresh fruit are served with every lunch. With consultation we will endeavour to cater for individual dietary needs including cultural/religious diets, food allergies and intolerances.

SAMPLE OF DAILY MENUS

Homemade meatballs and pasta
Carrots and peas
Garlic bread
Yoplait fruit yoghurt / chocolate fingers

Chicken curry and rice
Sweetcorn
Poppadoms / Naan bread
Fruit Crumble and custard

Roast chicken
Roast potatoes and carrots
Fruit Jelly with sprinkles

Homemade salmon and cod fishcakes
Potato wedges
Broccoli
Chocolate pudding and custard

HIGH TEA

- Children enjoy a family style high tea at around 4.15, having opportunity to make their own sandwiches, or enjoy crumpets, teacakes or toast. A variety of fillings or toppings are available including soft cheese, hummous, jam, honey or Marmite. A platter of fresh fruit, raw vegetables, raisins, cheese and ham is shared around the table.





Early years
foundation stage



EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage informs our observations, planning and routines. A complete copy of the EYFS document is available for parents to borrow. We have put together a less formal outline of some of the activities children experience and enjoy at Nursery, designed to help them develop into happy, confident children who are eager to learn and ready to cope with school and growing up.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

A child unsatisfied emotionally will grow physically, but will not flourish socially or mentally. Children need to be emotionally secure in order to relate to themselves, their peers and to adults. They need to form a good self image. A child under emotional stress finds interaction with the group difficult.

Emotions such as aggression, jealousy, love, hate and hostility are very near the surface in young children. They gradually increase in social awareness as they interact with each other in larger groups, in a secure environment such as Nursery. They are learning to adapt to new situations.

Through social interaction at Nursery, children learn to share and take turns, to reason and cooperate with one another. They converse and have fun with each other. Through the activities that they are involved in throughout the day, they learn to express themselves, play out fears and recall experiences during imaginative play in the home corner and shop.

They learn to listen to adults and to each other, at storytelling and news time. They develop tolerance and open mindedness as they accept that another person's feelings, ideas and culture may differ from their own. They learn self discipline as they wait their turn to tell their news and to sing songs at story time. They learn to tidy up without being asked. At the Nursery, we prefer to gain a child's cooperation, not by demanding a simple routine to be carried out, but by encouragement.

The children are given the opportunity to make choices and take responsibility for their actions, increasing their confidence and independence.

Learning takes place when the child is curious about the world around them, and our job is to help the child develop this positive attitude to learning. We allow the child's concentration to increase by giving them time and space to become absorbed in an activity without interruption.

Through acquiring personal skills and by taking pride in their achievements in these pre-school years, the children perceive they are effective and competent people.



COMMUNICATION, LANGUAGE & LITERACY

HEARING ► UNDERSTANDING ► SPEAKING

Language is one of the fundamental basic skills required for the development of the pre-reading child. Children need to express themselves in words to communicate. Talking to your child will help them to understand and pronounce words – a skill that needs to be mastered before learning to read. It is a good idea to talk about everything you see and do together, from gardening and cooking, to what you might see whilst walking through the park.

Picture books without words are valuable if only to talk about the pictures. Ask questions like; 'What do you think is going to happen next?' Use phrases like; 'in front of', 'behind', 'above', 'below'. These help to develop a concept of space in relation to their own bodies, as well as increasing vocabulary.

Children will often choose the same book again and again. They will be able to predict and tell the story which will increase their confidence to try and read it on their own. It is beneficial to point to the words as you read them. Let children invent their own stories for you to write down.

SOUNDS AND LETTERS

Listening to stories, playing with books, songs and rhymes give children opportunity to naturally begin to absorb letter sounds (not names) during the course of the Nursery session. This is the foundation for reading that is later build on at school.

The children will also be exposed to 'whole word learning' during a nursery morning. Words such as 'window', 'door', 'telephone', 'shop', 'mummy' and 'daddy' are pinned around the room, or seen in games. Apparatus will be labelled and captions written beneath their pictures or their own stories. A telephone directory, old cheque books, recipe cards will help children understand the function and purpose of print in contexts which mirror real life situations. Play provides opportunities for children to safely try out what they think print does, and to find out what they can do with it. This emergent writing takes the form of marks to represent speech, and children will often tell you what they say.

Tracing over a letter with a finger, writing the letter in sand or on the child's back, or making it with playdough will encourage correct letter formation. We give guidance and support to encourage these developing skills.

PROBLEM SOLVING, REASONING AND NUMERACY

Children need to develop a real understanding of numbers by direct experience of handling objects, so that they will see for themselves the relationship between the number of items and the written symbol which represents the number. They need to have 'hands-on' experience of touching and feeling, pulling objects towards them as they count. When counting, always touch the object at the same time, i.e. one to one correspondence.

The words 'one' or 'two', mean nothing until practically linked with an example. So, you could say; 'look - you have one nose', or 'show me your two hands'. It is advisable to concentrate on one number for a little while to make sure the child has understood what the number really means.

During the Nursery session maths language is frequently used. For example, we might ask; 'how much?', 'how long?' or 'how heavy?' We'll use phrases to compare and number, such as; 'that is bigger than...', or 'smaller than...' As they wait in turn we might say; 'you are first/second/third', etc.

Shapes are played with and discussed e.g. attention can be brought to a biscuit broken in half at snack time. Patterns with beads and bricks are made. This is the beginning of geometry and algebra.

Cooking and sand and water play are some of the activities which involve weighing and measuring.

Opportunities are provided for matching, sorting and sequencing, reasoning and problem-solving, listening and responding to instructions.

Recording numbers and simple mathematical functions, such as addition and subtraction, is a natural progression from this vital and practical foundation of direct experience and discovery.

A photograph showing a child's handwriting practice. The numbers 1, 2, 3, 4, 5, and 6 are written in a simple, slightly shaky cursive style on a light-colored background. The numbers are arranged in a horizontal line from left to right.



Children are more
able to think of
and act for
others if they
feel safe and
valued themselves



KNOWLEDGE & UNDERSTANDING OF THE WORLD

Children discover who they are and how they fit into the world, by developing an interest in the world around them.

HISTORY

We encourage parents and grandparents to talk about and show photographs of past and present events in the family and the locality with their children and with us as this gives the child a sense of history.

It helps to sequence events and use words relating to the passing of time e.g. old, new, before, after, long ago.

GEOGRAPHY

Exploring the local environment and making visits to different surroundings will help children to grasp basic geographical and cultural concepts. Looking at clothing and housing which is different from their own and the reasons for it develops cultural understanding.

It is also helpful to give children experience in following directions including such terms as up, down, under, behind, in front, near, far, etc. It is fun to make maps such as a plan of their journey to Nursery.

SCIENCE

The foundations for basic science can be laid by exploring and investigating features of the natural and made world, observing similarities and differences, patterns and change. During the year we encourage the children to observe changes in the weather and the seasons. Children can grow flowers and plants, learning how to care for living things and take part in recycling and composting raising an early awareness about the environment.

We do simple experiments with natural materials such as sand and water and basic cooking. Children love to sit in an outdoor sandpit experiencing the material through their senses, feeling the sand on their skin as it trickles through their fingers. They are learning early science skills about materials and processes. They discover that dry sand flows from one container to another, whereas wet sand is less moveable and will retain its shape when moulded. They can build bridges and rake patterns in it.

We encourage the children to discuss their discoveries, ask questions such as: How? Why? What will happen if I put stones in this bucket of water?... and solve problems as they arise in their play.



DESIGN & TECHNOLOGY

The children have access to a variety of materials such as wood, bricks and cardboard. They can assemble, join and combine these materials using tools and different techniques.

CREATIVE & IMAGINATIVE DEVELOPMENT

We give children opportunities to experiment with a rich variety of materials, of different shapes, textures and sizes, offering a wide range of open-ended experiences, so that they can develop imagination, communicating their ideas creatively and with originality.

Children realise they can create whatever they wish, represent their thoughts and feelings and communicate these to others; represent the world around them and their experiences in it. Drawing, painting, modelling, collage and using construction materials such as building blocks enable children to enjoy having an effect and see visible results. It is the involvement in the process which is important, not the end product - time can be spent cutting paper into small pieces, seeing the effects of mixing paint colours together, manipulating dough to find out what it is and what can be done with it. As well as being creative, they are learning about colour and texture, gaining fine motor skills and learning to concentrate and solve problems. They can also learn how to cooperate in a group.

Moving to music can involve the child's whole body, stimulating imagination and offering emotional release. Feeling rhythms such as Irish jigs and African music will communicate the special qualities of different cultures.

Through music, movement and drama, story telling and lively conversation, children can communicate their thoughts, feelings and desires to others, and we help them to develop confidence and skills in expressing themselves.

We help them to appreciate beauty in the things they hear and see.

Children need time away from adults to create "worlds of their own". A child needs to be free to move from one activity to another, have a wide choice of materials, and above all, enough time to develop and work through a play situation. They can explore roles from the world of adults and act out different types of behaviour, letting their imaginations roam. Often a child will discard a large toy, preferring the cardboard

box it was packed in as this gives more scope to the imagination. The home corner with dressing up clothes can be used for such things as a hospital or cafe for example. A child playing with small world equipment such as farm animals could be giving roles and language to the farmer and inventing a complicated story about the farm, and exploring his own feelings as he attributes emotions to the figures.

Make believe play can promote skills of negotiation, compromise and persuasion. Children can be in control, finding alternative ways of reacting to a situation and developing problem solving strategies. They practise thinking ahead and putting plans into action.

PHYSICAL DEVELOPMENT

Coordination of a child's mind and body is necessary. This ranges from movements of the whole body to the finer movements requiring good eye and hand control.

THE FOLLOWING ACTIVITIES HELP TO DEVELOP THIS:

- Climbing, running, jumping, balancing, marching, dancing, action songs, games
- Playing with balls, bean bags, hoops
- Using sand, water, playdough, plasticine, bricks, early learning apparatus, jigsaws, bead threading
- Painting and glueing with a variety of materials, cutting, use of wood and simple tools
- Colouring, chalking, tracing, copying, tracking

It is considered that no other play materials offer equal potential for developmental value for the whole of a child's early development as sand and water.







HOUYS



HOURS

The Nursery is open Monday to Friday for 50 weeks of the year. We are closed for 2 weeks at Christmas and for all Bank Holidays. Care is available for a full day from 8am until 6pm or the option of morning sessions from 8am – 1pm and afternoon sessions from 1pm – 6pm.

The afternoon session will have a similar structure to the morning, but will include some fresh activities. We recognise that children may be tired, so they are able to join in at their own pace, resting or sleeping in our quiet area if necessary.

We vary the routine with activities such as music and movement sessions, outings and visits by people from the local community.

EXAMPLE TIMETABLE: A TYPICAL DAY AT NURSERY

8am	Nursery opens and the morning session begins
8am to 8.30am	Breakfast is available between these times.
8.45am	Registration: Children and staff gather together to welcome friends and share news Snack time: A open snack bar from about 9.15am allows children have a drink and a light snack when they feel ready Free play and structured activities: Children choose activities moving freely in the space and interacting with peers and adults. Adults give care and structure activities when appropriate, facilitating children’s interests and supporting social emotional development Typical activities might be: Conversation: sharing experiences and observations, storytelling, table top and floor games Exploring various materials: Dry/wet sand, water, rice, flour, gloop. Using materials for drawing, modelling (e.g. playdough), painting, printing, glueing, cutting, junk modelling, construction equipment. Pre-reading, writing, maths and science equipment Imaginative play: home corner, shop, bus, small world equipment such as dolls, play people, cars, farm animals and trains Physical play: Running, jumping, throwing, catching and dancing. These activities take place inside or outside as the weather permits
10.30am	Activities gently draw to a close with the children helping to tidy the toys away Children prepare to go in the garden putting on coats and wellies in the winter months
11.00am	Outside play: pedal cars, bikes and slides, climbing and balancing apparatus
11.30am	Story & Songs preparing for lunch
12 noon	Children sit down for lunch
1.00pm	End of Morning Session
1.00pm	Afternoon session begins The afternoon session will have a similar structure to the morning with new activities introduced. We recognise that some children may be tired, so they are able to join in at their own pace, resting or sleeping in our quiet area as necessary
4.15pm	High Tea
5.15pm	Free play / structured activities such as drawing, puzzles, books, table top games
6.00pm	Nursery closes



FEES



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FEES FROM APRIL 2015

FEES ARE REVIEWED ANNUALLY WITH ANY INCREASES IMPLEMENTED AT THE START OF A FINANCIAL YEAR.

Option A: Full week sessions will be between the hours of 8am and 6pm Monday to Friday and will include all meals, breakfast, lunch and high tea, morning and afternoon snacks.	Babies Weekly (Mon-Fri)	£215.50
	Toddlers Weekly (Mon-Fri)	£210.50
	Over 3's Weekly (Mon-Fri)	£198.50
Option B: A full day session will be 8am and 6pm and will include all meals, breakfast, lunch and high tea, morning and afternoon snacks.	Babies Daily (Mon-Fri)	£48.90
	Toddlers Daily (Mon-Fri)	£47.40
	Over 3's Daily (Mon-Fri)	£45.90
Option C: A part-time morning session will be 8am to 1pm and will include breakfast, lunch and morning snack.	Babies Half day a.m.	£27.50
	Toddlers Half day a.m.	£26.75
	Over 3's Half day a.m.	£24.00
Option D: A part-time afternoon session will be 1pm to 6pm and will include afternoon snacks and high tea.	Babies Half day p.m.	£24.75
	Toddlers Half day p.m.	£23.50
	Over 3's Half day p.m.	£22.00

We qualify to receive LEA funding for childcare places for all 3 year olds and eligible 2 year olds.

We accept payment by Childcare Vouchers and are registered with most of the agencies that provide this service. Childcare vouchers are a scheme run by HM Revenue & Customs (HMRC) and are a Government-approved, tax-efficient way of paying for childcare. Please ask us for further information or refer to the HMRC website.

A minimum booking of 2 sessions per week is required.

ADMISSIONS

All initial enquires should be made to the Head of Nursery by telephone – **01789 414583** or email **nursery@rsc.org.uk**

A prospectus and waiting list form will be sent to you and you will be given the opportunity to make an appointment to visit the nursery. To place your child's name on our waiting list please fill in the form indicating preferred sessions and a start date. Return the form together with the administration fee of £50. This fee is non-refundable. Please speak to the Head of Nursery with regard to booking a funded place.

The waiting list identifies your interest in the nursery. Places are allocated from the list with the following priority:

1. RSC employees
2. Siblings
3. Date of birth (in relation to age range availability)
4. Date of received waiting list application

Offers and confirmation of place will be made approximately 4 months prior to the given preferred start date. A commitment fee of £100 will be payable to secure the place that has been offered. This fee will be refunded from your first invoice. However, this fee will not be refunded if the place is not taken up. Full fees will be charged from the accepted start date. Non-payment of fees will forfeit the place.

While every effort will be made to accommodate additional sessions when required, we cannot guarantee that this will be possible immediately. Requests for extra sessions will be allocated on a waiting list basis.

We aim where possible to be flexible about attendance patterns to meet the needs of individual children and families. A decision on requests for flexible attendance will be made in consultation with parents and nursery practitioners, taking the individual case and operation of the whole nursery into consideration to ensure the best quality of care for all children.

'The RSC Nursery has not only been a safe and nurturing environment for our son, it has also been a source of inspiration, support and advice.'

'The learning environment you create is truly fantastic, with limitless creativity and allowing plenty of freedom in the children's play, really makes it a special place.'

'Thank you all for giving Amber and Noah such a wonderful start in their educational and social life! We are thrilled that they've been able to come to such a special place of play, learning and development. The wonderful environment you all create at nursery has made their time there a delight.'

'Alfie has so enjoyed his time at the nursery; he loves his teachers and looks forward to returning for visits in the school holidays. It's hard to put into words just how much we appreciate all you have done for Alfie and the hard work you clearly put into maintaining such excellent standards of education and care.'

'Thank you for making Jessica feel so valued in the nursery environment and for making me feel she is in the best possible place.'

'Someone recently described the RSC Nursery as 'Stratford's best kept secret', and now I know I agree.'

