

Welcome to



ELMFIELD NURSERY

CHILDREN'S DAY CARE

SCALE OF FEES

From April 2026 - March 2027

Full Day 8.00am - 6.00pm	Fee includes breakfast, lunch and afternoon tea.	£84
Morning 8.00am - 12.45pm	Fee includes breakfast and lunch.	£52
Afternoon 1.00pm - 6.00pm	Fee includes afternoon tea.	£50

- Our nursery is registered with OFSTED and key staff are qualified and experienced Nursery Nurses.
- Our staff ratio with children between 0-2 years old is 1:3.
- Our staff ratio with children 2-3 years old is 1:4.
- Our staff ratio with children over 3 years old is 1:8.
- Funding is available for some children from 9 months to 4 years from the term following them meeting eligibility criteria.
- Fees include the provision of nappies and full daily menus apart from special formula.
- We accept Childcare Vouchers and Tax-Free Childcare Account Payments.
- We offer a discount for children attending full time.
- Fees are charged over 51 weeks.
- We offer a discount for siblings attending the same sessions.

Admissions Policy.

EYFS; 3.28, 3.31, 3.55, 3.58.

The Elmfield Nursery is registered to care for children aged from 0 – 5 years. The nursery has an equal opportunities policy for admissions and priority for places is given to children who wish to attend full time, then to siblings of children already attending. The numbers and ages of children admitted to the nursery comply with the legal space requirements set out in the Early Years Foundation Stage (EYFS). When considering admissions, we are mindful of staff: child ratios and the facilities available at the nursery.

A registration form is required for each child attending the Nursery.

A registration fee of £50.00 is payable for each child.

On starting nursery parents/carers will be asked for proof of identity of the child and themselves.

Our "Settling in Procedure" gives advice and recommendations regarding children's visits to nursery and a 'Parent Welcome Pack' is issued on confirmation of the booked visits.

A Policy pack containing all relevant nursery policies and procedures will be issued via email and discussed during the settling in visits.

Parents/Carers will be required to sign a Parent Contract Agreement at this time to say they have read, understood and agree to uphold the nursery policies.

Children must attend a minimum of two sessions per week in the nursery so that they become familiar with the nursery environment and feel secure.

A member of staff will be named as their key person and will ensure that all information is given to the parent/carer on the progress and welfare of the child.

Fees are payable over 51 weeks once a child place has been allocated.

Full details are included in our Financial Policy.

Parents are asked to notify the nursery when their child is absent. Credit is not given for absences.

We require one calendar months' notice from the 1st of a month in writing, or payment in lieu should your child need to give up their nursery place. Once a place is booked a child must attend for a minimum of one month before any changes to attendance patterns can be made.

Settling in Procedure.

EYFS: 1.16, 3.27, 3.73, 3.74.

At nursery we work in partnership with parents and/or carers to help them become familiar with the setting and offer a settled relationship for the child. We know children learn best when they are healthy, safe and secure, we build positive relationships with parents to ensure we can meet children's individual needs and help them settle quickly into nursery life.

All our staff know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling in to the nursery.

Settling in visits will be arranged in advance with the Nursery Manager or Deputy. These will be confirmed in writing and a Parents Welcome Pack issued containing helpful information about our nursery.

It is recommended that your child has three visits to Nursery prior to starting before the agreed start date. The first visit lasts for 1 hour where they must be accompanied by a parent or carer.

Parents will be emailed copies of the nursery policies; all documentation will be discussed and any necessary forms and agreements completed and signed during the first visit.
It is essential that a person with parental responsibility accompanies the child on this first visit.

A further two independent visits of 2 hours each are recommended, these will encompass a mealtime. A senior member of staff will monitor the child's progress and liaise with the parent/carer. Morning visits will end no later than 12.30pm and afternoon visits no later than 4.30pm.

Once visits are booked and agreed, we are unable to make changes to these appointments as extra staffing has to be arranged in advance. Once a start date has been confirmed fees are payable in advance.

In the event a place is not taken up this fee is forfeited.

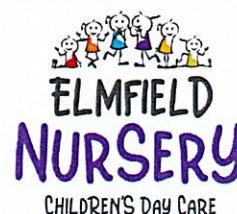
Parents may be concerned that their child will not settle however, our staff have a wealth of experience with children and can assure parents that with a positive approach all children benefit from and enjoy Nursery, to the point that many of them are reluctant to go home at the end of the session.

Our settling in procedure includes:

- Allocating a key person to each child and their family, before they start to attend. The key person welcomes and looks after the child, ensuring that their care is tailored to meet their individual needs. Staff offer a settled relationship for the child and builds a relationship with parents during the settling in period and throughout their time at the nursery, to ensure the family has a familiar contact person to assist with the settling in process.

- Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported.
- Providing parents with relevant information about the policies and procedures of the nursery
- Working with parents to gather information before the child starts on the child's interests, likes and dislikes and their favourite things available at settling sessions, e.g. their favourite story or resource: as well as completing a baseline of the child's current development to plan, and meet, the individual needs of the child from the first day
- Planning tailored settling in visits and introductory sessions, following any necessary government advice
- Encouraging parents/carers to send in family photos to display to help settle the child
- Reassuring parents whose children seem to be take a little longer to settle in and developing a plan with them, for example shorter days, where possible
- Providing regular updates and photos of the children settling
- Respecting the circumstances of all families and reassure them of their child's progress towards settling in.
- Not taking a child on an outing from the nursery until completely settled.

**January 2025
Financial Policy.**



1. A Registration Fee of £50.00 is required per child, to book a place at the nursery. This is non-refundable and covers administration costs. If you want to register with both our nurseries, a separate registration fee is payable to each nursery. **There is no charge for "settling in visits" prior to starting nursery.**
2. Parents have the option to pay one month's fees in advance to secure a future place providing there is availability in the nursery. In the event of the place not being taken up, this fee will be forfeited.
3. Once visits are booked and a place confirmed, one month's fees are payable in advance. In the event of the place not being taken up, this fee will be forfeited. Once a start date is confirmed full fees are payable from that time.
4. Children must attend nursery for a minimum of two sessions per week.
5. **One month's written notice is required from the 1st of the month if you require a change of attendance pattern or wish to terminate your child's nursery place. Full fees are due during this period.**
6. Fees are payable in advance on the 1st of each month, payments will be collected by direct debit unless you chose to use Childcare vouchers or Tax-Free Childcare scheme. Written confirmation of a place will be sent to parents along with an invoice and the relevant forms. These should be returned to nursery in advance or on your child's first visit.
7. A paper copy of invoices will only be issued when a child starts nursery. Your account can be viewed anytime via the Parent Link App.
8. Where fees are part paid using vouchers or through Tax Free Childcare, the payment must be made by the 5th of the month, otherwise payments will be credited to the following month's fees. Full fees will be taken by Direct Debit until payment by vouchers/TFC have reached the nursery account, any over payment will be refunded. **A maximum of one month's voucher payment will be refunded, any additional payments received ie; bulk payments, will be held on account and a direct debit set up when all credit is used.**
9. **Parents must not cancel direct debits unless requested to do so by the nursery as this will incur additional charges.** Regular changes to bank details will also incur additional charges.
10. The Nursery **cannot** make refunds of fees paid by vouchers, therefore if a child is leaving nursery parents **must** ensure they cancel their Salary Sacrifice arrangements with their employer so that nursery receives the last voucher payment at the beginning of the month their child is due to leave.
11. Fees are payable irrespective of whether the child attends or not, no refund will be given for absence through sickness, holiday or any other reason. No compensation or refund will be given if the nursery has to close for any reason beyond the control of the nursery, such as power failures, weather conditions, Government guidelines, fire or flood. If absences occur days cannot be swapped from one week to another.
12. **Extra sessions need to be pre-booked, using our booking forms and pre-paid by cash/voucher/tax free childcare account or bank transfer, late payment of these fees will incur a late payment charge. The session is only confirmed when payment is received. Payment for extra sessions booked is due irrespective of whether the child attends or not, however refunds will be issued if the nursery cannot offer the extra session.**

13. Fees are charged per session regardless of how long the child attends within the session including days when the nursery closes for Staff Training.
14. Fees are calculated at a session rate over 51 weeks and divided over 12 monthly payments.
15. A discount of 5% is offered to the second and subsequent child when two or more siblings attend nursery on the same session.
16. The nursery closes on Bank Holidays and there is no holiday entitlement or fee refund. On Christmas Eve the nursery closes at 1.00pm and once every 5yrs when it falls on the Monday of Christmas week we will close for the full day.
17. Children over 9months old may be eligible for 15/30 hours funding for working families. This funding is for a maximum of 570/1140 hours per year. How much funding we can allocate is dependent on the number of sessions/hours a child attends nursery each week, calculated on a pro rata basis. You will receive the relevant information and paperwork at the time that your child becomes eligible.
18. The nursery operates a "stretched entitlement" meaning the 570/1140 hours are spread over the 51 weeks the nursery is open, rather than term time only. To claim the full entitlement a child must attend a minimum of two/three full days. We do not offer it on part days.
19. From the term following a child's third birthday, all children, irrespective of circumstance, are eligible for 15-hour universal funding, this is delivered in the same way.
20. Funded Hours and hours payable will be identified separately on the child's invoice. For funded children attending on the 'inclusive contract', there will be a daily surcharge for meals and consumables.
21. Our Owners reserve the right to review fees when they deem it necessary. A minimum of one calendar months' notice will be given by the nursery.
22. **Unpaid fees;** the nursery reserves the right to charge interest on late fees at the rate of 5% over the Allied Irish Bank (GB) base rate. For unpaid cheques or returned Direct Debit payments a charge of £30.00 per occasion will be applied.
23. **Late Collection Charge;** children should be collected from nursery by 6.00pm, if attending full days or afternoon sessions and by 12.45pm if attending morning sessions. Parents collecting children late will be subject to a surcharge. Charges will be made every 15 minutes or part thereof at a rate of £60.00 per hour.
24. **Payment will be due immediately for any additional charges incurred.**

Partnerships with Parents/ Carers.

EYFS: 1.16 2.1, 2.3, 2.6, 3.27, 3.48, 3.69, 3.74.

At nursery we appreciate, respect and value parents and carers as the child's first educator, we therefore place an important emphasis upon working closely in partnership so children's needs are met effectively. We believe that it is essential staff establish effective two-way partnerships between parents and carers allowing information to be shared regarding their child.

We have a duty to provide learning opportunities which reflect the individual needs of the child; therefore, nursery staff will encourage parents to become involved and share their knowledge of their child with an understanding that they can make a positive contribution to the learning and development of their child. Because of the diversity of our community staff will always make an effort to know about the different values and beliefs so all families feel valued.

Developing effective partnership with parents is at the heart of good practice. In our nursery, we encourage this through various aspects in our provision, prior to starting Nursery an information pack is sent to Parents with information and details of groups and frequently asked questions.

The key person system supports engagement with all parents and we use strategies to ensure that all parents can contribute to their child's learning and development. We ask parents to contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress. We encourage parents to support and share information about their children's learning and development at home and the key person seeks to engage them in guiding their child's development at home too. The key person system ensures all practitioners use effective, targeted strategies and interventions to support learning that match most children's individual needs.

Our policy is to:

- Recognise and support parents as their child's first and most important educators and to welcome them into the life of the nursery
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child
- Welcome all parents into the nursery at any time and provide an area where parents can speak confidentially with us as required
- Welcome nursing mothers. The nursery will make available a private area whenever needed to offer space and privacy to nursing mothers
- Ensure nursery documentation and communications are provided in different formats to suit each parent's needs, e.g. Braille, multi-lingual, electronic communications
- Ensure that all parents are aware of the nursery's policies and procedures. A detailed parent prospectus will be provided and our full policy documents will be available to parents at all times.
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Support parents in their own continuing education and personal development including helping them to develop their parenting skills and inform them of relevant conferences, workshops and training, where required.

- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as open days and parents' evenings
- Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through regularly newsletters, the nursery blog
- Operate a key person system to enable parents to establish a close, working relationship with a named practitioner and to support two-way information sharing about each child's individual needs both in nursery and at home. Parents are given the name of the key person of their child and their role when the child starts and updates as they transition through the setting
- Inform parents on a regular basis about their child's progress and involve them in shared record keeping. Parents' evenings are held at least twice a year. The nursery consults with parents about the times of meetings to avoid excluding anyone
- Actively encourage parents to contribute to children's learning through sharing observations, interests and experiences from home. This may be verbally, sharing photographs or in written form
- Agree the best communication method with parents e.g. email, face-to-face, telephone and share information about the child's day, e.g. food eaten, activities, sleep times etc.
- Consider and discuss all suggestions from parents concerning the care and early learning of their child and nursery operation
- Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities of the nursery including signposting to relevant services, agencies and training opportunities
- Inform all parents of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood by parents
- Make sure all parents have access to our written complaints procedure
- Share information about the Early Years Foundation Stage, young children's learning in the nursery, how parents can further support learning at home and where they can access further information
- Provide a written contract between the parent(s) and the nursery regarding conditions of acceptance and arrangements for payment
- Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so
- Inform parents how the nursery supports children with special educational needs and disabilities
- Find out the needs and expectations of parents. We will do this through regular feedback and encouraging parents to review working practices. We will evaluate any responses and publish these for parents with an action plan to inform future, policy and staff development.
- Daily diaries/notes are completed about the child's activities each day on the online learning journal accessed through a parent link app, this keeps parents informed about their child's learning and development at nursery ensuring effective communication.
- We welcome and value parents / carers as volunteers in the involvement within the nursery, we therefore give them the opportunity to liaise within the setting regarding fundraising events and fun days, with an aim of encouraging parental participation.
- We would like you to come in and share your culture/religion as part of our Festival Celebration Weeks. You could work with the children to explore food and cooking, costumes and music, weddings, birthdays and religious festivals.

- We invite parents to come along and share their professions, hobbies or interests with the children, talking about what it is they do, showing them equipment and introducing them to what they might see or use during their area of interest. We can work together to create and plan a suitable activity or workshop for any age group and would always welcome your support.
- We encourage parents to come along and share a story or songs with the children to celebrate your home language. Family members, Grandparents and Carers can bring great stories or experiences that children may not experience in their lives like farming, certain events or foods from past generations.
- Meetings are arranged with parents to discuss progress at 2 years old.
- We have a number of different activities which are sent home throughout each month, including bonding bags, song and story bags, baking basket and home reading books. We also have a variety of cuddly toys who may come home with you to join your adventures over the weekend.

Effective partnerships promote the holistic needs of babies and young children during their time at nursery to ensure they get the best possible start in life. Parents / carers are encouraged to speak to their child's key worker at any time, and can make appointments to see the Manager or a member of the senior team if they have any other concerns or need support in any other areas.

Equality and Inclusion Policy.

EYFS:1.1 – 1.17, 2.4, 2.5, 2.6, 3.1 - 3.68, 3.80.

Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusive early years practice is about anticipating, paying attention, responding to and reflecting on the needs and interests of all children. A commitment to inclusion should permeate all aspects of the design of educational programmes and the structuring of environments, as well as shaping every interaction with children, parents and other professionals (Birth to 5 Matters, 2021).

Statement of intent

At Jesmond and Elmfield Nursery we take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all staff, children and families according to their individual needs. Discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation has no place within our nursery.

A commitment to implementing our inclusion and equality policy is part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the nursery manager or deputy at the earliest opportunity.

Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, the nursery's disciplinary policy will be followed.

Our policy is based on the legal framework including;

- Special Education Needs and Disabilities Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010
- Children Act 2006
- Children Act 2004
- Care Standards Act 2002
- Special Educational Needs and Disability Act 2001

The nursery and staff are committed to:

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation
- Creating a working environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued
- Providing a childcare place, wherever possible, for children who may have special educational needs and/or disabilities or are deemed disadvantaged according to their individual circumstances

- Making reasonable adjustments for children with special educational needs and disabilities
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
- Providing a secure environment in which all our families are listened to, children can flourish and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity
- Providing positive non-stereotypical information
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity and training all staff about their rights and responsibilities under the inclusion and equality policy.
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory
- Making inclusion a thread which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see dealing with discriminatory behaviour policy).

Admissions/service provision

The nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy.

The nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

Recruitment

Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoids discrimination. Shortlisting will be done by more than one person, where possible.

All members of the selection group are committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.

Application forms are sent out along with a copy of the equal opportunities monitoring form. Application forms do not include questions that potentially discriminate on the grounds specified in the statement of intent.

Vacancies are generally advertised to a diverse section of the labour market. Advertisements avoid stereotyping or using wording that may discourage particular groups from applying.

At interview, no questions are posed which potentially discriminate on the grounds specified in the statement of intent. All candidates are asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates are given the opportunity to receive feedback on the reasons why they were not successful.

We may ask questions (Under the Equality Act 2010) prior to offering someone employment in the following circumstances:

- To establish whether the applicant will be able to comply with a requirement to undergo an assessment (i.e. an interview or selection test)
- To establish whether the applicant will be able to carry out a function that is intrinsic to the work concerned
- To monitor diversity in the range of people applying for work
- To take positive action towards a particular group – for example offering a guaranteed interview scheme
- You require someone with a particular disability because of an occupational requirement for the job.

The national College for Teaching and Leadership provides further guidance specific to working with children, which we follow:

Providers have a responsibility to ensure that practitioners have the health and physical capacity to teach and will not put children and young people at risk of harm. The activities that a practitioner must be able to perform are set out in the Education (Health Standards England) Regulations 2003. Providers are responsible for ensuring that only practitioners who have the capacity to teach remain on the staff team.

People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Further information on training to teach with a disability is available from the DfE website.

Successful applicants offered a position may be asked to complete a fitness questionnaire prior to commencing the programme. Providers should not ask all-encompassing health questions, but should ensure that they only ask targeted and relevant health-related questions, which are necessary to ensure that a person is able to teach.

Staff

It is our policy not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. They are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training. Staff will follow the 'Dealing with Discriminatory Behaviour' policy where applicable to report any discriminatory behaviours observed.

Training

The nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receive induction training including specific reference to the inclusion and equality policy. The nursery strives towards the provision of inclusion, equality and diversity training for all staff.

Early learning framework

We follow the Early Years Foundation Stage and ensure that all learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. Our curriculum encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Identifying a key person to each child who will ensure that each child's care is tailored to meet their individual needs and continuously observe, assess and plan for their learning and development
- Listening to children (verbally and non-verbally) and making children feel included, valued and good about themselves
- Ensuring that we know what each child knows and "can do" and have equal access to tailored early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect
- Supporting children to talk about their feelings and those of others, manage emotions and develop empathy
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Knowing children well, being able to meet their needs and know when they require further support
- Ensuring that all early learning opportunities offered are inclusive of children with special educational needs and/or disabilities and children from disadvantaged backgrounds
- Ensuring that children whose first language is not English have full access to our early learning opportunities and are supported in their learning
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- Ensuring the medical, cultural and dietary needs of all children are met and help children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.

Parent information and meetings

Information about the nursery, its activities, experiences, resources are shared with parents as well as information about their child's development. This is given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

Wherever possible, meetings are arranged to give all families opportunities to attend and share information about their child.

We also consult with parents regularly about the running of the nursery and ask them to contribute their ideas.