

Berry Hill



Play, Learn, Achieve

Outstanding childcare for children
Aged 12 mths to 8 years.

Berry Hill Childcare Ltd,
Broadlea Primary School,
Newport Road,
Lake, Sandown,
Isle of Wight PO36 9PE.

Tel: 01983 717363

Email: info@berryhillpreschool.co.uk

Website: berryhillchildcareltd.com

Ofsted Registration Number EY484555

Mission statement

Berry Hill Childcare Ltd is committed to providing a quality child - centred play based environment, which empowers young children to actively pursue their own learning.

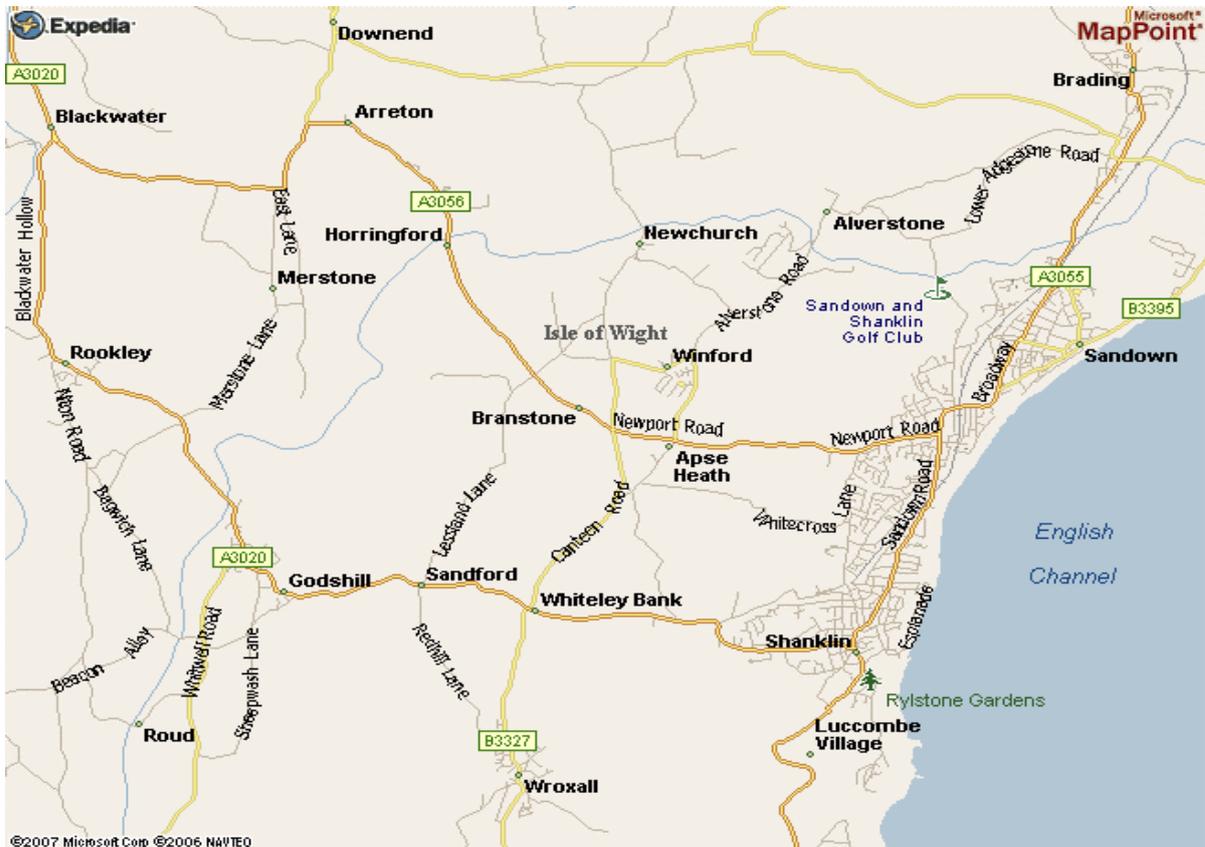
Our aim

- To support young children's development.
- To provide a rich, stimulating and nurturing environment where learning is a natural process and fun.
- To give children the best quality of care.
- Allow children to learn through first hand experiences.
- To provide affordable quality childcare for all families.



How to find us

Berry Hill Childcare Ltd,
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Facilities

Berry Hill Childcare Ltd is located in Sandown on the Isle of Wight.

Berry Hill Childcare Ltd is in a purposely-adapted area of Broadlea Primary School.

These former class rooms are now converted into two light, clean and bright playroom areas the Blueberries Room and the Strawberries Room each has its own access to the outside area to allow free flow play whatever the weather.

The outside area stretches round three sides of the building consisting of paved areas and grassed areas populated with trees; the area is completely fenced and has a secure access system.

Each room has its own accessible toilets and changing area.

Access to Berry Hill is on the Broadlea Primary school site, the entrance to the side of the main school reception. Parking is available in Morrison's car park or side roads.

At present we no facilities to store pushchairs, therefore we ask that you take them home with you.

Berry Hill has its own secure entrance from the side of the main school building, security cameras surround the entrance area and entry is only permitted to known persons.



Services

Berry Hill is open from 8.00am to 3.30pm 5 days a week for 38 weeks of the year. We provide various flexible sessions within these times for children aged 12mths to 8 years (OFSTED registration from 0 to 8 yrs).

Hourly charges are: - £4.40 for children aged 3+
£4.60 for children aged 2+ £5.00 for children aged 1+

All children are entitled to 15 Hours funded childcare the term after their 3rd birthday which Berry Hill will claim on your behalf on completion of an IWCC claim form. We also have limited places for 30 hour funding.

There is some funding for 2 year olds (15 hours) if they meet the IWCC criteria, which parents/carers will need to apply for. Families entitled will receive a letter confirming this which they need to bring to Berry Hill.

These hours can be split over any sessions and can be added to if required at the current charge rate. (See session chart on opposite page).

All fees will be invoiced at the beginning of each term up to the next half term and all fees must be paid at least weekly in advance.

We do not charge an administration fee or booking fee but all accounts must be kept up to date.

If accounts become more than 2 weeks in arrears you will receive a notification that your child's sessions will be suspended until payment and your account is up to date, if payment is still not received the arrears will be passed to a third party debt recovery agent and incur additional charges.

8.00am to 8.45am Breakfast - cereal or toast with a variety of preserves, milk/water

11.30am to 1.00pm free flow lunch (Blueberries)

11.45am to 12.45pm (Strawberries)

If your child attends during this time they will be encouraged to sit down to eat lunch this needs to be supplied by yourself, **named** lunch boxes/drink bottles and a healthy packed lunch. (Nut free environment).

School dinners from Broadlea kitchen are available, to order in the office, payment is due when ordering. A menu is displayed on the board in the hallway (subject to change).

A range of healthy snacks and refreshments are provided each morning and afternoon.

The children have access to fresh milk and water through out the day.

All cultural and dietary requirements are catered for.



Session chart

8.00am to 3.30pm (38 weeks of the year)

2/3 year old Combination of sessions Each 3 and 4 year old is entitled to 15hrs funding per week.

Combination A = 5x Mornings	8.45am to 11.45am	(3hrs x 5 = 15 hrs)
Combination B = 5x Afternoons	11.45am to 2.45pm	(3hrs x 5 = 15hrs)
Combination C = 2x Full day + 1x Morning	8.45am to 2.45pm 8.45am to 11.45am	(6hrs x 2 = 12 hrs) (3hrs x 1 = 3hrs) = 15hrs
Combination D = 2x Full day + 1x Afternoon	8.45am to 2.45pm 11.45am to 2.45pm	(6hrs x 2 = 12hrs) (3hrs x 1 = 3hrs) = 15hrs
Combination E = 3x Mornings	8.45am to 1.45pm	(5hrs x 3 = 15hrs)
Combination F = 2x Full day + 1x Morning	8.30am to 2.30pm 8.45am to 11.45am	(6hrs x 2 = 12hrs) (3hrs x 1 = 3hrs) = 15hrs
Combination G = 2x Full day + 1x Afternoon	8.30am to 2.30pm 11.45am to 2.45pm	(6hrs x 2 = 12hrs) (3hrs x 1 = 3hrs) = 15hrs

If you wish to add to your free entitlement:

Hourly rates are: - £4.40 for children aged 3 yrs+
£4.60 for children aged 2yrs+ £5.00 for children aged 1yr+

Breakfast club 8.00am to 8.45am (45mins) £3.30 3yrs+ £3.75 2yrs+ £4.75 1yr+
(Including breakfast)

15 minutes extra 8.30am to 8.45am or 2.45pm to 3pm ONLY (not available midday)
£1.10 3yrs+ £1.15 2yrs+ £1.25 1yr+

We can offer after school provision for 4 to 8 year olds. 2.45pm to 3.30pm £3.30.



Management and administration

Berry Hill Childcare Ltd is a privately owned setting.

Berry Hill Childcare Limited. Registered in England and Wales No. 09236146
Registered office: 47 Fairfield Gardens, Sandown, Isle of Wight. PO36 9EZ
Company Director: Phillippa Read. Company Secretary: Christopher Saunders.

Staff

Our experienced staff work as a team to ensure the smooth running of Berry Hill. All staff have First Aid, Safeguarding and Safe Food Handling training. We have a high ratio of adults to children at Berry Hill (at least 1 adult for every 8 children, 1 to 4 for children under 3 years and 1 to 3 for children under 2 years).

Staff at Berry Hill Childcare Ltd

Julie Warner (Manager) Level 3 Diploma in Pre-school Practice (DPP)

Laura Arnold (Deputy Manager) Level 5 Foundation Degree in Early Childhood (FDEC)

Phillippa Read (Director) Level 4 in Children's Care, Learning and Development (CCLD)

Liz Evans (Childcare and Development Practitioner) Level 3 Diploma in Children and Young People's Workforce (CYPW)

Karen Parker (Childcare Practitioner / Senco) Qualified Teacher Status (QTS)

Karen Ball (Childcare Practitioner) Level 3 Diploma in Pre-school Practice (DPP)

Donna Beckett (Childcare Practitioner) Level 3 Diploma in Nursery Nursing (NNEB)

Emma Taylor (Childcare Practitioner) Level 3 Diploma in Nursery Nursing (NNEB)

Julie Carter (Childcare Practitioner) Level 4 Advanced Diploma in Childcare and Education (ADCE)

Claire Barry (Childcare Practitioner) Level 3 Diploma in Nursery Nursing (NNEB)

Maria Gregory (Childcare Practitioner) BTEC Level 3 Extended Diploma in Health and Social Care

Amelia Radic (Childcare Practitioner) CACHE Level 2 Certificate in Introduction to Early Years Education and Care (EYEC)

Nicole Holbrook (Apprentice Childcare Practitioner) CACHE Level 2 Certificate in Introduction to Early Years Education and Care (EYEC)

Lauren Holbrook (Apprentice Childcare Practitioner) BTEC Level 3 Extended Diploma in Health and Social Care

Staff are encouraged to continue to update their training and attend regular training sessions. We welcome students to train at Berry Hill and appreciate offers of help from parents/carers.

Berry Hill is an inclusive environment.

What to wear "dress for mess"

In order to feel free to explore and experiment with all kinds of materials, including messy ones, it is best to send children dressed in clothes, which are easily washable or not too new. Please provide at least one set of spare clothes and if required nappies/pull ups, wet wipes and nappy sacks.

We encourage children to practice the skills, which will make them independent. Therefore, it is helpful if children wear simple clothing they can handle themselves. We encourage children to explore outdoors all year therefore it is important that they have appropriate clothing. We do have waterproof trousers, wellies and sun hats available. Children need to have sun cream applied on arrival and **Named** Sun cream must be provided (in drawer) to be reapplied after lunch.

Curriculum Indoors and Outdoors

Within the setting, all children are supported in developing their potential at their own pace. By means of developmentally appropriate play activities and a high level of individual adult input, allowing shared sustained thinking. We offer a curriculum within the Early Years Foundation Stage, which goes from Birth to 5 years enabling children to progress with confidence onto Key Stage One of the National Curriculum. We will be using the Unique Child Profile.

Child Initiated Play

We offer a range of activities and encourage children to choose the activity they wish to do. We recognise children are unique and individual. Children can choose an activity in a controlled way, encouraged to sort, tidy up and put the activity away when they have finished allowing for something else in its place, enabling children to become engrossed in play. Childcare practitioners are nearby to offer support when required and encourage sustained shared thinking and problem solving. We will be offering circle time (focussed activities), rhymes, music, stories etc with flexibility. Outdoor play is a key factor at Berry Hill so children have access through out the day to the extensive outdoor areas. Our curriculum will be offered indoors and outdoors.

Observing and assessing the process of learning

Learning is a process. It involves the development of attitudes, skill, knowledge and understanding. By observing children we learn about their personalities, we find out their individual needs and what they can and cannot do. Only then can we make sure we are providing them with the activities and experiences they need to work towards the Early Years Foundation Stage. Observation is the responsibility of every team member. To help your child feel special and an individual they will be allocated a key person during their time at Berry Hill. This means that your child can build a relationship, be observed and monitored by a particular member of staff. We will arrange an induction with your child's key person to discuss the Unique Child Profile form 'All about me' before they start. Activities will be planned around the children's particular interests.

An individual Learning Journey will be written and shared with the parents/carers. Opportunities to speak to your child's key person will be ongoing throughout the year. We recognise parents/carers are children's first educators and believe working in partnership has a positive impact on children's development and learning. We operate an open door policy and talk with to parents/carers daily.

The importance of School Partnerships and Transitions

As our setting is within Broadlea Primary School, we have the opportunity for promoting positive links. There is regular liaison between relevant members of staff to develop partnerships which benefit the children attending Berry Hill and primary school in many ways.

- We share equipment and materials which enables us to provide a wide range of resources.
- We make use of the different facilities the primary school has to offer, which enables the children to play and learn in different surroundings.
- From the spring term children (rising fours) have regular induction visits to reception class.
- Reception teacher visits Berry Hill for stories etc.

Children start primary school in the September following their fourth birthday. Further details of these arrangements can be obtained from Berry Hill team or the head teacher at Broadlea Primary School. See transition policy.

Keeping up-to-date

We are constantly striving to maintain our outstanding standards at Berry Hill and have regular information from Ofsted, Early Year's Briefings, Barnardo's Family Centres, Local Authority Childcare and Early Years Education and the Pre-school Learning Alliance. We receive regular copies of PLA Contact, Practical Pre-school, Nursery World and Early Years Educator (EYE) magazines and the setting has a large selection of professionally produced publications offering practical advice, curriculum planning ideas and up-to-date information. We can access resources from the LA Resource Library. In addition, on-going training is available through the IOW Learning and Development, IOW College and Portsmouth/Chichester Universities. Training is also available through local meetings and conferences.

Policies

All our policies are designed to offer the best possible experiences for children in the setting and they are reviewed on a regular basis. Copies of our policies are kept in a folder in the main entrance, these can also be emailed upon request.

All parents/carers must read these and adhere to them.

At Berry Hill we are committed to equality and diversity and keeping children safe.

Safeguarding and Child Protection

"To be safe, children need to be seen and, importantly, to be known" (Neglect and SCRs a report from UEA, commissioned by the NSPCC Jan 2013)

Berry Hill staff are committed and have a duty to safeguarding children's welfare, safety and protection to ensure, all children are protected from abuse and harm. Where there is a cause for concern we will respond appropriately and work with statutory agencies.

Special Educational Needs and Disabilities (SEND)

At Berry Hill we feel every child is unique, they each have their own learning styles that need to be nurtured. We provide an environment in which all children are supported to reach their full potential. We have arrangements in place to identify and support children with SEND and promote equality of opportunities. We liaise with other professionals working with child and family to ensure a multi-agency approach. Please see Berry Hill's local offer at; www.iwight.com/localoffer

Starting

The first days: Children who are tense or unhappy will not be able to play or learn properly. Therefore, it is important for parents/carers and staff to work together to help children feel confident and secure in the setting. This takes longer for some children than for others and parents should not feel worried if their child takes a while to settle.

See transition and key person policies.

We hope that your child's time spent with us at Berry Hill will be very happy and productive. If you have any queries or if we can be of any help, please speak to a member of the Berry Hill Team.

Tiny Berry's Parent/Toddler Group

Parents/Carers have the opportunity to bring their child into the setting and stay with them to experience some of the activities on offer by joining in with Free-flow play. Every Thursday from 9.00am - 11.00 am £1.00per family includes refreshments. All welcome!

Berry Hill Childcare Ltd Parent's Guide to Early Years Foundation stage (EYFS)

The EYFS is how the government and early year's professionals describe the time in your child's life between birth and age 5.

This exists to support professionals working in the EYFS to help your child.

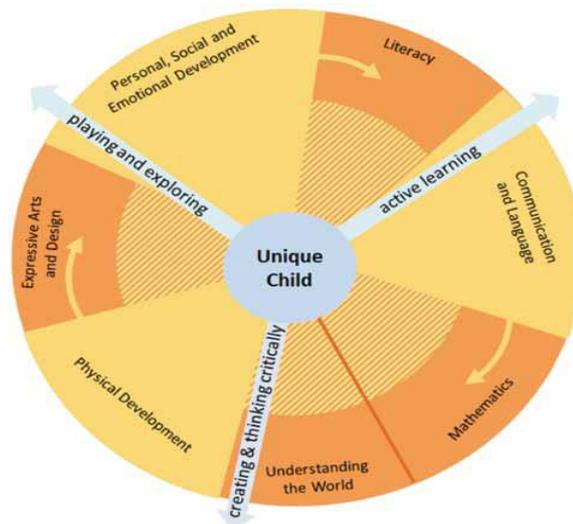
Before your child starts at Berry Hill they will be assigned a key person who you will meet with and together go through the 'All about me' booklet. This is an important process to discuss any concerns you may have and help the key person get to know your child's needs.

'A key person's role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents'

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

- 2 year old progress check - At some point when your child is 2 they will have a written summary, this check will highlight areas where they are progressing well (3 Prime areas) and anywhere they may need some extra help or support.
- During their time at Berry Hill your child will have a learning journey with their achievements and next steps which is reviewed each term.
- Your child's 'Unique Child Profile' is then transferred to the reception teacher along with a transition summary.
- 5 years old - at the end of the EYFS (summer term) the reception teacher will do a report to see if your child is emerging, expected or exceeding the **Early Learning Goals**.

What happens at Berry Hill Childcare Ltd

- We plan fun and exciting activities to do with the children.
- We write down what your child says and does. This is called an observation.
- We transfer our observations onto Tapestry your child's Online Learning Journal for you both to enjoy.
- We use the 'Development Matters in the EYFS' to analyse your child's play.
- This tells us what your child knows and can do, also the next steps in their learning.
- We carefully map the progress of each child in our setting in the **7 areas of learning and development**. Children should mostly develop in the **3 prime areas** as they grow this will help them develop skills in **4 specific areas**.
- This tells us what the children need to learn next. Then the whole process starts again, with staff planning activities to match the children's learning needs.

The Unique Child Profile/Tapestry (Online Learning Journal)

- This document is your child's development and learning overview.
- Each observation taken of your child is dated, uploaded to Tapestry and linked to the related area/aspect of learning and development in the appropriate age bands.
- Your child then has a learning journey to see their progress and next steps of learning.
- The learning journey will be reviewed each term, where their key person decides the appropriate stage of their learning and development.
- The area of learning and development your child is working in is recorded using Emerging, Developing, and Secure within the age bands on their Achievement Summary.
- Your child's achievements, progress and next steps is on your child's learning journey.
- At each review we have a parents evening to discuss your child's learning journey and what you can do at home to support their learning.
- You are welcome to contribute to your child's profile by filling in 'Wow' moments or sharing them with your child's key person who will do this for you. Also photos from special times can be shared from home. You can also comment on observations and add your own to Tapestry.
- Your child's key person is your main point of contact within the setting, helps your child become settled, happy and safe, responsible for your child's care, learning and development. They take careful note of your child's progress, sharing this with you and working together to form a partnership.

The early learning goals - The prime areas (taken from the statutory framework of EYFS)

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The specific areas

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.