

# Octopus Children's Daycare

## *Welcome Pack*



Registered with the Charity  
Commission  
No:- 1059619

OFSTED number EY374124

Octopus  
Children's  
Daycare



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## Welcome to Octopus Children's Daycare

Octopus Children's Daycare was founded in 1998 on the site of Burnham Infant School, Burnham on Sea.

We are able to accept children from aged 2 offering private day care, Working Family Entitlement and Early Years Entitlement funding for 2, 3 and 4 year olds as well as providing a breakfast and after school club not just for our children but also supporting parents of Burnham Infant School.

We have two rooms - Pebbles Room for 2-3 year old and Seashells for 3-4 year old children.

We open from 8.00am - 5.30pm Monday to Thursday and 8.00am - 3.30pm on a Friday during the term time only.

We hope that this pack will provide you with information regarding starting your children with us and would be delighted to answer any other questions which you may have.

# *Staff and colleagues*

The development of our staff is highly important. They undertake regular training in all aspects of Early Year's Childcare including Paediatric First Aid Training and Safeguarding.

All staff are qualified childcare practitioners or studying towards a childcare qualification and have enhanced DBS checks.

You and your child will have a member of staff who will be your keyperson throughout your child's time with us. If your child joins us in the Pebbles Room, your key person will change once they move into the Seashells Room.

The keyperson is your first point of contact and ensures their settling in time is as easy and stress free as possible. During your induction visit your keyperson will also show you around the Daycare and ensure they obtain as much information about your child as possible. Please let them know any concerns, or requirements you or your child may have throughout your time with us.

The keyperson runs keygroup times, where your child will take part in activities planned by the keyperson around what interests your child has and their next steps in learning. Sometimes this will be one to one and sometimes in small keygroups. The keyperson will also gather observations and assessments to ensure your child is making progress in their learning. These observations and assessments are transferred into your child's online Learning Journal, Tapestry.

Your keyperson will compile a report of your child's learning in the form of a Learning Journey twice yearly from these observations. You will be invited into the Daycare to discuss your child's Learning Journey which you can view at any time via Tapestry.

When your child starts school, the Learning Journey will be passed onto your child's new school. Your child's keyperson may not be on duty every time your child attends the Daycare, but other members of staff will ensure your child is well cared for.

Keyworkers have another member of staff who they work alongside with who will be able available to children and parents / carers if your keyworker is not on duty.





# *Staff and colleagues*



## *Students*

From time to time we have students in the Daycare from local colleges.

Accommodating students is a very important part of their early year's education, as they need to experience life in an Early Years setting as part of their training.

Students have DBS checks completed on them before they start and are supervised by experienced staff. They are also carefully monitored by an assessor from the college they attend.

Students are not permitted to be on their own with children or carry out any intimate care needs.

As part of their studies students may take notes of observations with children. If your child is part of these observations you will be asked for signed permission before any notes are taken. Students will not be permitted to take photos of the children with their own camera, although at times they find it valuable to have photographic evidence of activities they plan and take part in. These photos will only be taken using the Daycare's camera, and no other children will be in the photo.



# *Arrival and departure routines*

## *Bringing your child into Daycare*

We promote walking to Daycare. If you need to drive we operate a voluntary one-way system, (along with the school) – drive up Gloucester Road and leave via Winchester Road. **Please do not use the school car park**, as this is for staff and disabled staff and guests only.

Please remember not to walk through the car park, but to use the path along the side.

## *Process for arrival and departure*

### **Arrival**

Please wait outside the Daycare building until the front door is open.

The adult who is bringing your child in will be greeted by one of our team who will escort your child into Daycare.

10 minutes after dropping off time, the door will be closed. If you wish to have access to the daycare during other times, please ring the daycare buzzer to the right of the door.

### **Departure**

Please wait outside the building until the door is opened by one of the Daycare team

The collecting adult must be over the age of 16 and will be greeted by a member of our team who will bring your child out to you.

All adults collecting will need to be on our collecting list and if necessary, be provided with a password.

## *Staff on duty*

On the Daycare door, you will find a notice with staff that are on duty each session.

## *Team Leaders*

At the start and end of each session a senior member of staff/Team Leader will stand at the door of the Daycare, they ensure each child is collected by the correct person and no child leaves without an adult, they may ask you your password. You can pass on information and messages to them, but they are unable to leave the door unattended. The team leader oversees the running of the room to ensure the session runs smoothly and children are cared for in a safe and happy environment.

# Care, learning and development

Everyday in the Daycare is carefully planned to ensure each child receives the best learning opportunities, in a fun, safe and caring environment, providing activities and play opportunities to develop the children's emotional, physical, social and intellectual capabilities.

**We support children to develop their confidence by providing a warm, caring and secure environment by ensuring staff:**

- Are approachable and friendly
- Are respectful of children's backgrounds and abilities
- Give reassurance, encouragement and appropriate praise
- Value each child and what they have to offer
- Encourage children to try new activities/experiences in a safe and supportive environment
- Establish an enabling environment, where your child feels comfortable to use the Daycare in the way they wish too.

**To develop positive relationships between staff and children we value and respect:**

- Children's individual needs and preferences
- What children say
- When a child may need support

**How we support children to learn right from wrong:**

- Reassuring that strong feelings are acceptable, especially when children do not have the language to express how they feel
- Setting fair and consistent boundaries appropriate to the child's level of understanding
- Helping children to become aware of the effects of what they do and say to others
- Encouraging children to make up their own 'rules' of how we would like to be treated and how we should treat others
- Staff use the three C's (Calm, Clear & Consistent) approach towards managing behaviour

**We plan learning and play opportunities for children to experience a variety of activities by:**

- Providing planned activities that are appropriate for each child
- Allowing children to have the chance to freely choose their own activities
- Structure sessions to include quiet times, energetic play, keygroup time, group times and snack times
- Having inside and outside play
- Giving children time to play and learn independently, initiating own activities and explore freely
- Also having some activities that need more support and direction from staff
- Having a range of activities and materials available throughout the day, and changing and updating them regularly

**At Octopus Children's Daycare we follow the Government's curriculum guidance "Early Years Foundation Stage Guidance". Please see the Parents Guide to Early Years Foundation Stage Framework in this pack.**

# For information



## **Social networking websites**

Staff working in the Daycare are not able to accept parents and children's families as friends on social networking websites, so please do not be offended when you are not accepted.

## **Important things you need to tell us**



- If your child has been unwell in the last 24 hours.
- If you have given your child any medication before bringing them in the Daycare, including inhalers.
- If your child has any cuts, bruises, scratches or hurt themselves in any way at home, you will be asked to complete an Existing Injuries form.
- If the collecting person is different from the people on the 'Authorised Persons Form'.

## **Security**

- The room to the Daycare is key coded ensuring unauthorised people are unable to enter the room.
- Any visitors to the Daycare must produce a form of ID before they are able to gain access to the Daycare.
- Please don't feel offended if you are asked your child's password. The member of staff manning the door during collection time may not recognise you. Please ensure the person collecting your child knows the password and they are included on the 'Authorised Persons Form'.
- Your child's password will need to be used if you wish to change the collecting person over the phone.

## **Health and Safety**

- All staff are Paediatric First Aid trained.
- Comprehensive checks are carried out daily of the premises and equipment/resources.
- Rigorous risk assessments are carried out on activities, equipment and before outings.
- Equipment and resources are regularly washed and cleaned, using a rota system.
- The toilet area is checked and cleaned where necessary on an hourly basis.
- Children are taught basic safety e.g. pick up equipment etc. that has fallen on the floor.





# Examples of Daycare Routines

8.00am	Open for children. Some school age children join us. Breakfast will be offered. Children have access to resources of their choice.
9.00am	Our full day begins, children are welcomed by staff. Children <b>self register</b> using their named photo they collect from a board in the reception area and place in their <b>key area</b> . <b>Book bags</b> are put in their <b>key group box</b> .
9.10am	Carpet time - children are split into older and younger groups
9.25am	Wash Hands
9.30am	Snack time (please see healthy eating), all children are encouraged to have a snack and drink followed by key time
9.50am	Freeflow play
11.00am	Tidy up time followed by Carpet Time
11.25am	Lunch. Quiet play for those not eating lunch.
12.00pm	Children are welcomed by staff/say goodbye, and some children stay.
12.00pm	Children <b>self register</b> using their named photo they collect from a board in the reception area and place in their <b>key area</b> . <b>Book bags</b> are put in their <b>key group box</b> . Lunch time for children arriving at 12:00. <b>Free play</b> - children begin their <b>topic related play and activities</b> some are <b>adult led</b> activities and <b>child led</b> activities. Children are free to play inside and outside. During this time children also take part in <b>letter and sounds</b> activities.
2.00pm	Tidy up time
2.15pm	Wash hands, Snack time (please see healthy eating), all children are encouraged to have a snack and drink.
2.25pm	Key Group Time
2.40pm	Group / Carpet time
2.55pm	Getting ready to go home
3.00pm	Say goodbye to the children/children staying get ready for after school activities. Children choose activities and resources of their choice. Also on offer – large motor skill games, such as football, cooking activities, craft activities and lots more.
3.30pm	School children arrive for After School Club
5.30pm	Daycare closes.





# Examples of Daycare Routines

## **Peg**

Your child has their own named peg. You can place spare clothes, and all your child's outside clothes on their peg, **please don't hang lunchboxes on pegs**, they need to be placed on the lunchbox trolley for Sea Shells. In the Pebbles room, please give to a member of staff or put on the drawer unit.

## **Self register**

Your child will have a name with their photo attached, they can self register with this name by taking it to their key area.

## **Key area - Sea Shells**

An area of the room special to the keygroup of children and their key worker. Each area is shared with one other key group. Key workers and children jointly plan for, set up and tidy the area.

## **Book bag**

Your child will have a book bag. The book bag can be used to bring your library book to Daycare and home. Letters and your child's pictures will be put in here so please check on a regular basis,

## **Key group box**

All keypartners have a box for their keygroups to store book bags, letters for home and any work your child wishes to take home. Pebbles have their own named drawer.

## **Key group time**

During this time your child and their key worker, or if your child's key worker is not in Daycare, the keypartner who shares the same area will do an activity with your child, this is sometimes around your child's next steps, interest or schema. Key workers who share the same area work closely together and will support your child's learning and achievements.

## **Free play activity**

During this time there will be lots of activities and resources freely available, children can choose what they would like to play with and how they would like to play, this is in line with guidelines allowing children to learn and play in the way they prefer. Activities and resources are carefully planned to steer the children towards learning experiences.

## **Topic related play and activities**

Each half term, we have a topic, it could be a celebration, such as Chinese New Year, or a local event, such as the carnival, or something that has interested the children. Activities, resources and experiences cover each learning area and will be planned around these topics. Each time your child is in the Daycare they will have the opportunity to learn and play in the way they prefer that is related to each learning area.

## **Adult led**

During free play activities some adult led activities will be taking place, this is guided play supervised by a member of staff or sometimes a student. Each session the adult led activity will change, this supports the children to use resources and equipment in ways they may need support in, or ways in which could add to an activity.

## **Child led**

The child using the resources or carrying out an activity in the way they wish, with no interference from a member of staff.



# Healthy eating

As part of the healthy eating for all our children in the Daycare we are able to provide cooked lunches. Cooked lunches are only available for children attending morning sessions. Lunches are nutritionally designed for the age of your child, you will be given a choice of menu for both you and your child to decide on together, there is an additional cost for these lunches.

You will have the opportunity to discuss any eating preferences and dietary requirements during your induction visit in the Daycare.

If your child brings in a lunchbox, here are some ideas for a healthy lunchbox

## **Easy to eat food as an alternative to sandwiches and chocolate bars:**

- Salads – shredded lettuce, cherry tomatoes, sweetcorn
- Vegsticks – carrot, cucumber, pepper, spring onion, celery
- Dairy – cubes of cheese, yogurt, cottage cheese
- Meat – slices of ham/chicken
- Fruit – grapes, strawberries, satsumas, banana, apple
- Drinks – water, diluted fruit juice, squash

## **Water is always available throughout the day.**

### **ONLY ONE OF THE FOLLOWING IS ENCOURAGED IN LUNCHBOXES**

- Packet of crisps/cheesy biscuits
- Small chocolate wafer
- Cup cake or slice of cake

### **FOOD/DRINK DISCOURAGED IN LUNCHBOXES**

- Fizzy drinks
- Chocolate bars
- Processed foods

**You will need to put an ice pack in your child's lunchbox**, please place your child's lunchbox on the lunchbox trolley if your child attends in the morning, or if your child starts at 12:00 and brings a lunchbox, please take your child's lunch box to the lunch table. Please do not place it on the lunchbox trolley in the Sea Shells room or hand it to a member of staff in the Pebbles room.

## **Snacks**

We provide your child with a healthy snack in the morning and afternoon. The snack consists of a variety of fruits and vegetables.

Children are encouraged to cut up their own fruit and pour their own drink. Sometimes the children make their own sandwiches, or butter crackers, or make other types of food related to our topic.

We offer water, hot and cold milk during snacktime (water is available for children at all times); squash is not on offer in the Daycare.

Children attending during 8:00 – 9:00am can bring their own breakfast in should you so wish.

Children attending 3:00 – 5:30pm can bring their own after school snack in should you so wish



# Parent Partnership

The relationship with children's families is a fundamental importance in the operation of the Daycare. The following are some of the ways in which we promote family appreciation and participation:-

- Invite parents and other family members to become part of the Daycare committee.
- Exchange information, formally and informally, about your child's progress.
- Provide you with a report twice a year on your child's progress, in the form of a Learning Journey.
- Invite parents or other family members along to social events with your child, e.g. Christmas Nativity, Spring Celebrations and other events throughout the year.
- By keeping you informed with regular news letters and the notice board.

If you have a particular skill, or family background, we would welcome you to share this with the children in the Daycare.

## ***Emailing, Tapestry and general communication***

Initial forms of communication can be done face to face. However, we appreciate that this is not always convenient. Should you wish to contact the Daycare Manager, the email address is on the front of the booklet or alternatively, you can contact your child's keyworker via Tapestry. You can send photos for your child to show other children and practitioners, such as a new baby in the family, holiday photos, also photos and information your key worker may have asked you of your child's learning and development at home.

We also have our own Facebook page (Octopus Children's Daycare Parents and Carers Information) which we regularly update to keep parents informed of relevant information. This is a closed group where membership will be via request to join only.

And finally, we send out regular newsletters with dates for your diary.

## ***Library books***

Library books are available for you to take home and share with your child, you may keep the book for as long as you wish or change it everyday, we do ask you to only take one book at a time and remember to return it. The books can be found in reception.

**Please help yourself!**

## ***Tapestry***

We use an on line system called Tapestry to work with you regarding your child's learning here at Octopus. You will be given a unique logon where you can view anything which we update throughout the course of the day. This way, you can see exactly how much your child is enjoying being with us! You can also add things yourself such as pictures or achievements gained at home so that we can celebrate them here. Tapestry will let us provide a Learning Journey so that you can see your child's developments throughout their time at Octopus.

## Clothes

As we have messy play inside and outside we advise you not to dress your child in clothes that could easily be spoiled. Although the children wear aprons during painting and gluing etc. they still sometimes get paint and glue on their clothes.

### Toys

We would ask you not to allow your child to bring in toys from home, as they can get lost, broken or have parts unsuitable for all our children.

If your child has a favourite toy that would help them settle in during their early days of attending the Daycare, they may bring it along.

**We do not allow toy guns or toy weapons of any kind into the Daycare.**

Things we ask you to do:-

- Label all items, especially those which can be easily lost, such as gloves, hats, scarves.
- If your child is being toilet trained could you please supply some spare clothes, nappies and wipes.
- Ensure your child is wearing easy to manage clothes, to help them to be independent when using the toilet.
- We use the outside area during all weathers so it is important for your child to have appropriate clothes, such as a warm coat, hat, gloves, or sunhat. In hot weather please do not put your child in CROCS or strappy tops as they offer little protection from the strong sun, short sleeved t-shirts are more appropriate, and no flip flops please as children tend to find them difficult to run around in.
- Please bring in some spare clothes in a named bag

**During the Summer months, please provide us with a clearly labelled bottle of suncream for us to apply as necessary if you do not wish to use ours. Children will also need a hat to go outside to play.**

## Adults using mobile phones or cameras in Daycare

As most mobile phones have cameras we ask you not to use your mobile phone in the Daycare. Please keep it in your pocket or bag even if it rings, thank you.

Taking photos – the Daycare takes lots of photos of the children during play for recording what they do, the cameras/ipads used belong to the Daycare and are only used by DBS checked adults, these cameras are strictly not used in any areas where personal care may be taking place.

Staff/students/volunteers are not permitted to use or carry mobile phones in the Daycare.

### Policies

The Daycare has a set of policies which guide us in our practice and procedures.

These policies are held in the foyer and are available to read on our website too.

Key policies are:-

Fees and Payments

Allergies

Accidents and Injuries

Aims and objectives

Safeguarding

Compliments and Complaints

Sickness

Failure to collect a child

Missing child

**Please do read through these policies.**



# Sickness

Guidance on Infection Control in Schools and Child Care Settings from the Health Protection Agency.

More details are available in the Daycare – booklet displayed on the noticeboard

Recommended period to be kept away from the Daycare

<b>Diarrhoea and/or vomiting</b>	48 hours from last episode of diarrhoea or vomiting
<b>'Flu' (influenza)</b>	Until recovered
<b>Whooping cough* (Pertussis)</b>	Five days from commencing antibiotic treatment or 21 days from onset of illness if no antibiotic treatment
<b>Chicken pox</b>	5 days from onset of rash.
<b>German measles (rubella)</b>	5 days from onset of rash.
<b>Hand, foot &amp; mouth</b>	None
<b>Cold sores</b>	None
<b>Athletes foot</b>	None
<b>Impetigo</b>	Until lesions are crusted or healed.
<b>Measles</b>	5 days from onset of rash.
<b>Ringworm</b>	Until treatment commenced
<b>Roseola (infantum)</b>	None
<b>Scabies</b>	Child can return after first treatment.
<b>Scarlet fever</b>	5 days after commencing antibiotics.
<b>Slapped cheek / fifth disease</b>	None
<b>Shingles</b>	Exclude only if rash is weeping and cannot be covered.
<b>Warts and Verrucae</b>	None
<b>Conjunctivitis</b>	None
<b>Diphtheria</b>	Exclusion is important.
<b>Glandular fever</b>	None
<b>Head lice</b>	None
<b>Hepatitis A</b>	Exclusion may be necessary
<b>Hepatitis B and C</b>	None
<b>HIV / AIDS</b>	None
<b>Meningococcal meningitis /</b>	
<b>Septicaemia</b>	Until recovered.
<b>Meningitis due to other bacteria</b>	Until recovered.
<b>Meningitis viral</b>	None
<b>Mumps</b>	Five days from onset of swollen glands.
<b>Threadworms</b>	None.
<b>Tonsillitis</b>	None.

If your child is unwell could you please ring the Daycare and let us know the nature of your child's illness as we may need to pass information on to other families, thank you.

# Early Years Foundation Stage Framework

## Information for Parents and Carers

### What Is the Early Years Foundation Stage Statutory Framework?

The Early Years Foundation Stage (EYFS) statutory framework is a government document that all schools and Ofsted-registered early years providers in England must follow. It sets standards for the learning, development and care of your child from birth to 5 years old. The standards ensure your child will learn and develop well and are kept healthy and safe.

### ★ What Will My Child Be Learning?

The EYFS framework outlines seven areas of learning and development and educational programmes. There are three **prime** areas of learning, which are particularly important for your child's development and future learning:

communication and language

personal, social and emotional development

physical development

There are four **specific** areas of learning, through which the prime areas are strengthened and applied:

literacy

mathematics

understanding the world

expressive arts and design

Early years practitioners also use your child's needs and interests to plan challenging and enjoyable activities and experiences.

### ★ How Will My Child Be Learning?

The EYFS framework identifies the essential role of play in your child's development. It is through both child-led play and play guided by an adult that your child will develop confidence and relationships with others. Through play, EYFS practitioners will help your child to extend their vocabulary and develop their communication skills.

The EYFS framework identifies three characteristics of effective teaching and learning:

playing and exploring

active learning

creating and thinking critically

A greater focus on teaching specific skills will occur as your child progresses through their reception year, which will help them to prepare for year one.

### ★ How Will I Know How My Child Is Doing?

Each child in the EYFS has a key person who will work in partnership with you, sharing information about your child. EYFS settings may also use observations to share your child's key achievements.

EYFS practitioners use their professional knowledge to understand your child's level of development. If they have any concerns about your child's progress, they will discuss these with you.

Three formal assessments take place during the EYFS:

- Two-Year Progress Check (this will happen between the ages of 24 to 36 months)
- Reception Baseline Assessment (at the start of the reception year)
- Early Years Foundation Stage Profile (at the end of the EYFS)

Your child's Early Years Foundation Stage Profile will be shared with you at the end of the EYFS. This will inform you of your child's progress and whether they have met or are continuing to work towards their early learning goals (ELGs). There are 17 ELGs your child is expected to achieve by the end of the EYFS.



# And finally...



We hope your child has an enjoyable time with us and we are always available to talk at any time if you have any questions or concerns.

We hope you have found the booklet informative. If you have any questions or queries please phone and ask for Janet Fielding, Daycare Manager.