

INFORMATION

For

Parents

BUSIKIDS

Day Nursery and Pre School



Devoted to Children

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We have used the term Parent through out all our literature, please read as parent/carer/guardian, as appropriate.

Introduction

We are **Devoted to children**

Devoted to providing the best care for their well-being, and the best learning environment, to enable our children to grow holistically.

The wellbeing, development, and happiness of the youngest children in our society is of vital importance to us all. Here at Busikids our children enjoy high quality care, and with good understanding of each child's individual needs, we nurture their emotional, intellectual, and physical well-being through all the time they are with us.

We believe that children grow and learn best when they are having fun. Through the enjoyment of play, we encourage children to reach their full potential. We offer many different environments that enables every child to enjoy sociable activity, quiet places, outdoor dens and places to investigate, in addition to the warmth and comfort of individual adult attention.

We offer all this and more within our spacious, homely indoor areas, plus our well-equipped outdoor play area that is set amidst a calm, quiet countryside environment with horses in the fields on one side and allotments on the other.

Philosophy

At Busikids, we believe that early childhood is the foundation upon which children build the rest of their lives; it is not only preparation for the next stage but is a vitally important time in itself.

Our priority at Busikids is to provide child care of the highest possible standard, encouraging each child's individual development by providing direct experiences and choices for all children, creating opportunities for exploration, experimentation and education, with a strong emphasis on "Learning through Play."

Aims

We aim to provide a happy, secure and stimulating environment in which each child can grow and reach their full potential, emotionally, intellectually as well as morally, physically, spiritually and socially, all at their own pace.

Every aspect of development and education is interwoven and of equal importance, the wide range of activities and experiences offered at Busikids are intended to enlighten and enrich the overall development of each individual child.

Our aims are to: -

- Provide warmth, care, safety and security.
- Ensure continuity of care that matches the wishes of the parents as closely as possible.
- Encourage the development of self-esteem and promote positive self-image
- Enable each child to express feelings and to cope with fears, anxieties and experiences.
- Ensure that every child be given the opportunity to be able to integrate easily into the world in which they live, without biased values and opinions

Free Flow

Throughout the nursery children of all ages are encouraged to use their freedom of choice of visiting the activities that interest them. When a child is really engrossed in an activity, we do our best to let them finish what they are doing rather than stopping and tidying up and moving on to the next activity, this enhances learning and investigation and is so much more satisfying for all.

We encourage this practice when offering the morning and afternoon snacks to the children also, they are able to sit down once they have finished an activity and then choose what they would like.

Play areas and facilities

Each of our areas are spacious and designed to provide a secure and familiar 'base' for the daily activities that take place, all the downstairs rooms have easy access to our lovely, large garden and patio.

Although individual attention is a priority, children also benefit from regular contact with other children and are encouraged to develop skills of sharing, co-operation and friendship, both indoors and outside.

At Busikids we care for children in groups of similar ages. Transition through the playrooms, though age related, is carried out in consultation with the parents and is a gentle process ensuring that the children do not move fully until they are happy within the new group.

Outdoor Play Areas

At Busikids we have a beautiful, large, well-tended and secure garden. When children are at their most energetic, they are able to let off steam with bikes and ball games as well as being able to explore through the bamboo den, play in the mud kitchen that is under the big old apple tree, carry on down to the climbing frame then enter the construction area that is filled with different sized stones and rocks with diggers and spades etc, there is an area for the fire pit and sand pit next to here also.

There is a fenced patio area running the length of the back of the building where there are three sets of double doors opening out from the playrooms. This area has a rubber floor surface for safety and awnings to keep off the rain or sun, ideal for bringing indoor activities outside. This allows for plenty of outside time, all through the year.

In different areas of the garden, we have a wide range of resources that compliment all the same areas of continuous provision that is provided indoors. This includes sand and water play, various mark making activities, access to role play equipment for imaginative play as well as construction toys, tents tunnels and targets, in fact this list is not exhaustive and the garden play is forever being reviewed and altered accordingly.

The children are also encouraged to enjoy quieter moments, planting their own plants and flowers, observing the surrounding wildlife, or utilising the quiet areas equipped with books and pictures

Settling in New Children

At Busikids we feel that it is so very important for the children to take time to settle in to this new environment and also for the parents to be confident and happy about leaving their child.

We encourage parent/s to initially visit with their child for about an hour, this is a good time to talk with their key person and to discuss their child's needs, their likes and dislikes plus any familiar routines. This is also an opportunity to show your child that you are relaxed and happy in the room, chatting to the staff, you may even wish to join in with some of the activities. You will also be able to see how the room works and the interactions between the other children and adults.

Within a few days we book a second visit for you and you leave your child with us for up to an hour, we are more than happy for you to telephone and we will be able to send you 'moments' on the EYParent communication app. This can be a testing time, often more stressful for the parents than for the child.

Again, we do our best to ensure this visit will be when their key person is on duty.

Some children do take longer to settle and further visits can always be arranged prior to starting until everyone is happy that the child has settled in well.

The key person system helps the children to become familiar with the nursery and to feel safe and confident. Parents also appreciate being able to relate to a particular person regarding their child. Quite often very strong bonds are formed. It is also the key person who will make most of the observations and record the child's development and progress during their stay in each room and to then share this with the parents.

Penguin Play Rooms – upstairs and downstairs

Caring for babies aged from three months to twenty-four months old.
We are able to care for 24 + children across the 2 main areas.
Staff ratio: 1:3

These little children have the full use of the two different areas as well as outside of course. The daily routines allow for the use of all areas and the children are just as happy upstairs as they are downstairs, this keeps the day interesting and very varied.

We have a wide range of different resources available in each area and these are utilised with careful regard to the age and stage of the children as we are very aware that the very young children will have different needs to the older children that are starting to walk and become more adventurous.

Upstairs we have a large dedicated sleep room adjoining the carpeted play room. This room is quiet and dimly lit. Here each child has their own allocated cot and bedding and there is a window to the play area for the staff to check regularly and the baby listener is constantly monitored.

If the children sleep downstairs, they have little sleep mats made up and all settle down in the cosy corner for a sleep, generally after lunch. We respect parent's wishes regarding sleep times and adhere to these as much as possible.

Nappies are changed as and when necessary, but are also always checked at regular times of the day to ensure absolute cleanliness and comfort for all. This is done in the separate nappy changing area within each room, where each child has their individual baskets containing their own nappies, creams and wipes. Parents are reminded when these require restocking.

We have our own a kitchen area upstairs where we make up milk formula and sterilize bottles, there are bottle warmers and a separate fridge for the storage of milk and feeds, the kitchen is separated from the play areas by a safety gate.

All the children have the opportunity to choose a wide range of toys and resources themselves from shelving at their own height. They are also rapidly developing their use of language; this is encouraged by plenty of storytelling and singing, dancing and movement we encourage the use of Makaton also that really does give these young children the ability to communicate their needs.

Amongst all the varied activities, toys and equipment available, one of the favourite things are the heuristic play baskets; these are made up of everyday items from wooden spoons, bits of silky cloth, sea shells and all manner of different household objects.

Messy play is also very popular with our babies who love to feel the different textures of sand and paint for example.

We have low level tables and chairs that are used for both, our table top activities and our meals.

Play in the garden is an important part of the Penguin room day; and we aim to go outside to play every morning and afternoon. Here the children are able to continue to use their imaginations with all the resources, from sand and water trays and other age-related activities, they are able to develop their physical skills during activities, from running and jumping games, catching and climbing. This is also an ideal time for all the children of different ages to come together.

Quiet times are a big part of the day too, giving the children the opportunity to lie down on large floor cushions whilst stories are read or generally settle to puzzles and quieter activities.

Of course, love and cuddles are always available at any time through the day, not only at “quiet times.”

Monkey Play Room

Children here are aged approximately 24 – 36 months.

We are able to care for 16 + children in this area

Staff ratio 1:4 (this can be 1:5)

This lovely large open area allows plenty of space for our active two-year-old children; it is in the middle of the main house with very easy access to the patio and all-important toilet area.

Throughout the day the children are able to choose from a wide variety of activities, including construction toys, puzzles, books, mark making, sand and water and so much more, there are plenty of opportunities for choice as these children are more able to ask for specific activities and much of the equipment is kept at their own level.

Creative play is offered throughout each day this encourages hand to eye co-ordination, from pencil skills and creativity with a multitude of different materials, from sand and glue to junk modelling, potato printing, water play and many, many more activities.

The garden and patio area are very easily accessed and allows for multiple activities, the children play outside as much as possible using the play house, climbing frames and also playing organised games plus so much more.

Meals and snacks are taken all together at low, properly laid tables, accompanied by staff that encourage good eating practices and help promote social skills. At other times of the day this area is also used for quieter tabletop play, for example play dough, puzzles, access to pencils and paper for drawing and colouring as well as cooking and baking.

It is in this room that many of the children commence 'potty training' we have a separate toilet area with appropriately sized toilets with removeable seats and separate potties, there is also a changing station for nappies and pull ups. It is a good to see the children beginning to learn about their bodies and it helps the they are able to learn with their peers. We work closely with parents to help make this transition as smooth as possible for everyone involved and try to use the same routines that are being implemented at home.

We know that children of this age also need times to rest, and those who need to sleep will have their mats made up and relevant comforters provided, the children who need to rest will be encouraged to have a sleep after lunch in the cosy area of the room, Children who do not wish to sleep will be able to play at the further end of the room or outside and will continue to be entertained and kept busy. We will take into account individual needs and if a child needs a sleep earlier or later in the day, we will encourage them to sleep then, we will also adhere to parents wishes regarding how long they wish their child to sleep for.

Pre-school

Where children aged from three to five years old are cared for
We are able to care for 32 + children in the pre-school
Staff ratio 1:8

Within the pre-school, the children are further encouraged to make their own choices among the variety of activities available; this enables them to become active learners, ensuring their learning is centred on them. During the course of every day these children have access to imaginative play, stories, construction, jigsaws, writing and colouring, water, sand, painting, modelling and much, much more.

All activities enhance different areas of learning as set out in the Early Years Foundation Stage, the curriculum that is followed until the end of Reception year at infant school.

Just about all indoor activities are available outside, there are awnings to protect from sun and rain and the room is kept open as much as possible giving more freedom of choice. Not all outdoor activities are available inside though, such as the mud kitchen and construction areas and climbing frame as well as the scooters and ball games.

There is a dedicated creative room where activities provided introduce a wide range of materials. These vary from sponge painting and junk modelling, to collage, colour mixing and glue. Singing, dancing and role play all give the children the opportunity to communicate and express their own ideas through a creative form.

The home corner can be transformed into many different things, from a hairdresser to an office, spaceship or shed using a mix of the variety of equipment available and the boundless imaginations within this room. There are also dolls and prams and dressing up clothes, garages and cars plus many more resources too many to list. The children play and interact freely with each other therefore promoting social skills.

Each child is provided with their own tray, with their name on the front, in which to put their own work and possessions. They also have a named coat peg with a picture, this helps the children to

recognise their own names, letters and sounds, and it also greatly encourages independence and respect for their personal belongings.

Meals are held all together, with tables of up to 8 children with one staff member, good eating habits are encouraged, the children are encouraged to serve themselves where appropriate and to sit nicely and to use their knives and forks appropriately, this is also a very sociable time.

The pre-school was purpose built for children of pre-school age and their activities, there are communication friendly spaces throughout, both indoors and outside, promoting communication and language as well as confidence and social skills. As in all the different areas there is a dedicated staff team who are wholly committed to encouraging each and every child to excel and enjoy 'learning through play,' only a visit will be able to give you the full atmosphere of Busikids.

Education and Curriculum

We ensure that the curriculum, materials used and the staff employed, reflect a variety of cultures and religions. Activities are carefully planned to encourage all areas of the children's development, with a strong emphasis on "learning through play."

All children within the nursery follow the guidance of the Early Years Foundation Stage (EYFS) 2024, as set out by the Department for Education and Schools (DfES); this is a broad curriculum to enhance learning and observation opportunities for all children from birth to the end of reception class at school – approximately 5 years.

The EYFS curriculum is a guide to aid practitioners to further children's individual development regardless of the child's age. We use observations of the children to plan activities, these help us to cater for their individual needs and stages of development, ensuring that we are helping each and every child to reach their potential.

Below is an extract from the EYFS

Overarching principles

Four guiding principles should shape practice in early years settings. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.
Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.18). The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development.

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The prime areas will be the main focus for our younger children, as these areas are crucial in supporting the learning in the other areas and this knowledge is harder to acquire as they become older. The specific areas will still be introduced to the children.

Further details on these areas follows: -

Communication and Language

We provide children with the opportunity to use and develop skills in communicating, speaking, understanding and listening. We encourage the children to use these skills in a range of situations and for a range of purposes, and support them in developing the confidence and disposition to do so.

We achieve this by: -

- Helping children to communicate thoughts, ideas and feelings and to build up relations with staff and each other.
- Giving daily opportunities to share and enjoy a wide range of fiction and non-fiction books, rhymes, music, songs, poetry and stories
- Allow children to see adults reading and writing and encourage children to experiment with writing themselves through making marks, personal writing symbols and conventional script.
- Providing time and relaxed opportunities for children to develop spoken language through sustained conversations between children and adults, both one to one and in small groups.
- Linking language with physical movement in action songs and rhymes, role play and practical experiences such as cookery and gardening.
- Talking to the children and engaging them as partners in conversation.
- Showing sensitivity to the way children communicate and respond to situations, demonstrating their understanding of situations

Physical Development

Physical activity is encouraged from birth, we aim to promote freedom of movement for our non-walkers and we promote a minimum of three hours a day of physical activity for our walkers.

Children are encouraged to be active and interactive to improve their skills and coordination, control, manipulation and movement. Children are supported in using all their senses to learn about the world around them and to make connections between new information and what they already know.

They are supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.

We achieve this by: -

- Building children's confidence to be able to take manageable risks in their play.
- Motivating children to be active and help them to develop movement skills through praise, encouragement, games and appropriate guidance.
- Providing equipment and resources that are sufficient, challenging and interesting.
- Supporting the development of both gross and fine motor skills, as well as the development of strength.
- Giving sufficient time for children to use a range of equipment, to persist in activities, practising new and existing skills and learning from their mistakes
- At meal times discuss the goodness of different foods for energy.

Personal and Social Development

We provide the children with experiences and support which will help them to develop a positive sense of themselves and others; respect for others; social skills and a positive disposition to learn. We ensure support for a child's emotional well being to help them to know themselves and what they can do.

We achieve this by: -

- Giving children the opportunities to play and learn, alone and in groups.
- Ensuring there is time and space for children to concentrate on activities and experiences and to develop their own interests.
- Helping children to talk about and understand their own feelings, and teach them about other people's feelings
- Planning activities that promote emotional, moral, spiritual and social development together with intellectual development.

Literacy

Children are supported in developing their understanding and interest of literacy through reading and early mark making. Their enjoyment and understanding of books and stories and recognition of text will help to further their communication and language development, their imagination and mark making skills.

We achieve this by: -

- Display images within the environment to develop an awareness of marks, e.g., writing and numbers.
- Provide resources to support storytelling and develop imagination.
- Developing children's phonological awareness through rhyme and alliteration.
- Giving daily opportunities to share and enjoy a wide range of fiction and non-fiction books, rhymes, music, songs, poetry and stories
- Provide resources to support mark making in a variety of ways
- Allow time for children to discuss stories and marks.

- Provide quiet areas where children may sit and are able to concentrate or think
- Plan activities based around storytelling, offering imaginative ways of listening and re-enacting stories

Mathematics

Children are supported in developing their understanding of problem solving, reasoning and numeracy within a broad range of contexts in which they can explore, enjoy, learn, practice and talk about their understanding. Children are provided with opportunities to practice and extend their skills in these areas and to gain confidence and competence in their use.

We encourage the babies and children's mathematical development as they seek patterns, make connections and recognise relationships through finding out about and working with numbers and counting, with sorting matching and with shape, space and measures. Children use their knowledge and skills in these areas to solve problems, generate new questions and make connections across other areas of Learning and development.

We achieve this by: -

- Giving the children sufficient time, space and encouragement to discover and use new words and mathematical ideas, concepts and language during child-initiated activities in their own play.
- Encouraging children to explore real life problems, to make patterns and to count and match together, for example, "how many spoons do we need for everyone to have one?"
- Using the outdoor environment for the children to discover things about shape, distance and measures, through their physical activity.
- Using discussion and resources to encourage an awareness of time.
- Develop mathematical understanding through stories, songs, games and imaginative play.
- Using mathematical terms during play and daily routines.

Understanding the World

Children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning is supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real life situations and to undertake practical 'experiments' and to work with a range of materials.

We achieve this by: -

- By creating a stimulating environment that offers a range of activities which will encourage children's interest and curiosity, both indoors and out.
- By posing carefully framed open ended questions.
- Provide resources and plan activities to help children learn about the world around them.
- Talk about why things happen and changes which may occur.
- Plan activities based on first-hand experiences that encourage exploration, experimentation, observation, problem solving, prediction, critical thinking, decision making and discussion.
- Supporting children in using a range of ICT to include cameras cd players' programmable toys and computers.
- Provide positive images that challenge children in their thinking and help them explore and embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

Expressive Arts and Design

Children's creativity, imagination and expression are extended by encouraging the child's curiosity, exploration and play. Children are provided with opportunities to explore and share their thoughts, ideas and feelings through a variety of art, music, movement, dance, imaginative and role play activities, mathematics, and design and technology.

Expressive Arts and Design involves children initiating their own learning and making choices and decisions, their responses to what they see, hear and experience through their senses are individual and the way they represent these experiences are unique and valuable. Children are able to explore many processes, media and materials and to make new things emerge as a result.

We achieve this by: -

- By ensuring the children feel secure enough to 'have a go,' learn new things and be adventurous.
- Valuing what children can do and their own ideas rather than expecting them to reproduce someone else's picture, dance or model.
- Providing a stimulating environment in which creativity, originality and expressiveness are valued.
- Providing a range of experiences, activities, and open-ended and accessible resources that children can explore and respond to by using many of their senses.
- Allowing sufficient time for children to explore and develop ideas and finish working through these ideas.
- Creativity is about taking risk and making connections and is strongly linked to play
- Showing sensitivity to the many different ways in which children express themselves non-verbally and encourage children to communicate their thoughts, ideas and feelings through a range of expressive forms, such as body movements, art, dance and songs.

Meals

Our chef prepares fresh, nutritious food daily whilst also catering for special dietary needs. We are a no nut and no egg nursery.

Included in the day are wholesome morning snacks, home cooked lunch with pudding, milk in the afternoon and a tasty tea with fruit to follow.

Milk and water are offered to the children at meals times, water is on offer all through the day, we do ask parents to supply a drinking cup every day for their child.

The menus are regularly updated and reviewed giving us a three-week rolling menu that is changed three times a year, this keeps our meals seasonal, interesting and varied at all times.



Busikids Menu Week 1 January 2024



	AM Snack	Dinner	Sweet	PM Snack	Tea	Sweet
Monday	Toast & Spread Milk Wheat, Gluten, Soya, milk	Vegetable curry, Rice, Naan Wheat, Gluten	Instant whip/ Oat Alternative Milk	Milk milk	Hash Browns, Baked beans, Cheese (or Plant based alternative) & cucumber slices Milk	Fruit
Tuesday	Breadsticks & Raisins & Milk Wheat, gluten, milk	Roast chicken, Roast potatoes, Vegetables & free from gravy (Lentil Cutlet) Wheat	Whipped Greek yoghurt & fruit compote Oat Alternative milk	Milk milk	Pitta Bread strips, Hummus, Grated Carrot and Spiced Sweet Potato Cubes Wheat, Gluten, sesame	Fruit
Wednesday	Crackers & Cream Cheese & Milk Wheat, Gluten, Milk	Turkey Chilli Con Carne, Rice, Cherry tomatoes & cucumber (Bean Chilli Alternative)	Fruit Crumble & Custard Wheat, oat, gluten, milk	Milk milk	Pesto & Vegetable Pastry Swirls, Spaghetti Hoops Wheat, Gluten	Fruit
Thursday	Breadsticks & Apple & Milk Wheat, Gluten, Milk	Sausages, Mashed potato, Green beans & Gravy (Plant based alternative) Wheat, gluten, Soya	Orange Jelly & Mandrin slices	Milk milk	Creamy Tomato Soup & Homemade Focaccia Wheat, Gluten, Oat, Celery	Fruit
Friday	Oatcakes & Cucumber & Milk Wheat, Gluten, Milk	Fishcakes, Peas, Sauteed Potatoes (Plant based alternative) Wheat, gluten, Fish	Chocolate sponge pudding (optional Cream/ Oat Alternative) Milk Wheat, Gluten, Oat	Milk milk	Cheese and Ham Sandwiches, Lettuce, Cherry Tomatoes, Caesar dip (Dairy Free Alt) Wheat, Gluten, Milk, Soya	Fruit

Key: Green = Fruit and vegetables Yellow = Meat and Meat Substitutes Blue = Dairy Brown = Pasta, Potato, Pulses etc
 () Peng substitute

Parents as Partners

Shared information between home and Busikids is important to attain the fullest understanding of your child. Parents are encouraged to participate in their child's activities and developmental records. This communication is vital, as a child's personal experience is the foundation of learning, and home life is of fundamental educational importance.

We believe that parents are the prime educators of their children and are always welcome within the Nursery.

Parent Information

While your child is at Busikids parents will be able to speak with a member of staff regarding their child's day. Parents will also be sent a link to join EYparent, an app which will inform parents of their child's sleeping, toileting and eating information during the day. Parents will be able to view observations / photographs of their child's activities at Busikids and be able to send information and photos about activities/WOW moments from home into the nursery via this app. Also, on EYparent, parents receive daily updates of food, any nappy changes and sleeps.

Parents will receive regular emails sharing informing regarding current topics and what is current within the rooms and within the nursery.

We also have regular parents' evenings this is where you come along and talk to the staff about your child's progress. These will include a chance for you to see what your child plays with, creates and interacts with when they attend nursery and to give you the chance to have an informal chat with the team. This is also a good way for you to come and meet staff from other areas of the nursery.

First Day at Busikids

For your child's first day at nursery, they will need a supply of nappies, wipes and nappy cream. You can bring this in on your child's visit or on their first day. Please also bring in a cup/bottle to provide daily drinking water, and their comforter if they have one.

When your child attends the nursery, we ask you to provide a full change of labelled clothes for them (more if they are potty training).

Many of the activities we provide are "messy" and although aprons are worn accidents can still happen. We therefore ask that children are dressed suitably, not in their "best" clothes. During the summer months we also ask for sun hats and sun cream (Busikids will supply Nivea sun cream, SPF 50), and during the winter month's boots, scarf, coats, hat and gloves.

Safety

At Busikids we make safety and security a priority. A door entry viewing system and intercom is in place at the front door to the main house and the door to the preschool, everyone is identified before being allowed entry to the Nursery. The rear of the Nursery is also completely secure with 2-meter fencing with access either through the building or via the locked side gate. Anyone collecting a child is always **clearly** identified using a password before admittance into the nursery.

All equipment, from toys to electrical implements, are checked regularly for safety and hygiene. Our high staff to child ratios ensure close supervision of the children at all times during both indoor and outdoor activities.

The children are also encouraged to be aware of safety throughout the nursery, minding fingers, watching out for steps and looking out for each other.

Staffing

Busikids is run by a dedicated and experienced staff team, most of whom are qualified, and all work together to promote the development of each child's educational, emotional and social awareness.

Training is paramount and we actively encourage and support all staff to maintain, improve and update their knowledge and skills required to care for young children. We achieve this by regular in-house training as well as specific external training relevant to each individual member of staff.

Trainees working towards relevant childcare qualifications are welcomed and supported at Busikids, it is a pleasure to be a part of their education. These students bring fresh ideas and up to date practices into the nursery whilst caring for the children.

Fee structure from 1st April 2024

From the 1st April 2024 Busikids will be implementing the "stretched" system for the allocation of the Government funding.

Previously we applied these 38 weeks of funding during term time only, this will now be "stretched" over the 51 weeks that we are open.

This system will apply to all eligible children in the nursery.

Children aged 2 years and above will be entitled to 15 hours funding for 38 weeks of the year. This is a total of 570 hours per year.

This means that 570 hours, divided by 51 weeks will give 11.17 funded hours every week throughout the year.

If eligible for 30 hours funding this will give 22.35 funded hours per week. (The further 15 'Extended' hours may be available to those parents who qualify as per the conditions on the Government Childcare Choices website. <https://www.childcarechoices.gov.uk/>)

A consumables charge of £1.50 per funded hour will also be introduced from the 1st April. This charge covers all meals, snacks, and consumables (for example, extra-curricular activities, administration of the funding and general running costs etc).

We do not charge for Bank Holidays, or the days closed between Christmas and New Year.

Invoices are issued monthly for all children. Fees are to be paid, in advance, on the 1st of each calendar month.

This will be revised again in September 2024 when the government funding for the under 2's is implemented.

Fees from 1st April 2024

Babies under 2 years	Full Day	8am to 6pm	£72.00
	Half Day	8am to 1pm	£44.00
		1pm to 6pm	£44.00
Children 2-3 years	Full Day	8am to 6pm	£72.00
	Hourly rate		£7.20
	Consumables		£1.50 per funded hour
Children 3-5 years	Full Day	8am to 6pm	£72.00
	Hourly rate		£7.20
	Consumables		£1.50 per funded hour
Breakfast Club for all ages each session		7.30am to 8am	£4.50

N.B. 15 hours government funding over 38 weeks will be offered to children aged 9 months to 2 years from September 2024, this will be stretched to 11.17 hours a week for 51 weeks

We offer a 10% sibling discount on the fees of the eldest child.

Places for free sessions only are available according to certain criteria, these are limited and subject to availability. Please contact us for further information.

We are closed for a week at Christmas including New Year and all Bank Holidays. These are not charged.

Fees are reviewed at the discretion of Management.

Tax-Free Childcare For further information please follow this link.

<https://www.childcarechoices.gov.uk/>

For working families, including the self-employed, in the UK

Earning under £100k and an average of £167 per week (equal to 16 hours at the National Minimum or Living Wage) each over three months

Who are not receiving Tax Credits, Universal Credit, or childcare vouchers

With children aged 0-11 (or 0-16 if disabled)

For every £8 you pay into an online account, the government will add an extra £2

Payment and contracts explained

Payment is due in advance of attendance, on the 1st of every month for that month.

Unattended sessions are not refunded.

We accept payment using bank transfer, cheque or cash. We also accept childcare vouchers; further information is available from the Office.

2-Year-Old Early Years Education Government Funding – Disadvantaged 2 year old funding.
This is not to be confused with the Working Families entitlement.

There are criteria you must meet to be able to claim this funding. If you think you may be entitled, please speak with the Manager who will complete an online check for you. You will need to bring your National Insurance number with you, or you may apply online, please request the website.

If you attend more than 15 hours, you will be required to pay the advertised fees for any extra attendance. All meals are included within these funded sessions.

2, 3 and 4-Year-Old Early Years Education Government Funding

This can be claimed from the term after the child's second birthday, Government funding covers fees for 15 hours each week equalling 570 hours per year. As we stretch the funding this will be equal to 11.17 hours per week.

You may be eligible for a further 15 funded hours each week. There are criteria you must meet to be able to claim this funding. If you think you may be entitled, please visit the HMRC website 'Childcare Choices' and follow the links to complete an online application.

If you attend more than 15 or 30 funded hours, you will be required to pay the current fees for any other attendance.

Busikids Day Nursery Terms and Conditions February 2024

Registration

- A non-refundable registration fee of £50.00 is required to secure a place at Busikids Day Nursery & Preschool ("the nursery"). £25 for siblings.
- Upon receipt of the registration fee, completed registration form and parent contract, the nursery shall confirm in writing that the requested sessions are booked.
- Fees will be required to be paid in advance.

Opening Times and Attendance

- The nursery is open between 7.30am and 6pm, Monday to Friday all year round. Busikids is closed for all Bank Holidays and the week between Christmas and New Year.
- A minimum booking of 2 separate sessions per week is required for all children.
- A full day is 8am to 6pm. Half days are 8am to 1pm and 1pm to 6pm.
- Breakfast club can be booked at an additional cost between 7.30am and 8am, two weeks' notice is required of booking or cancellation.
- Extra sessions may be booked, two weeks in advance, at an additional cost if availability allows, any sessions, breakfast club or extra sessions not attended, the fees are not refundable.
- Advance notice of holidays is required.
- Notification of absence or illness is mandatory on the day and each day thereafter if the absence is due to illness.

Payment of Fees

- The first four weeks fees must be paid in full 3 months prior to the start date. This sum is non-refundable but is offset as the first four weeks fees.
- Fees are to be paid, in advance, on the first day of each month.

- Extra sessions and Breakfast Club will be charged at the standard rates and must be paid for on booking.
- Once booked, fee will not be refunded if unused.
- Fees are not refundable for any periods of absence. This includes periods where Busikids is unable to operate due to events beyond its control. Such events may include but not be limited to acts of God or third parties outside of the nursery's control including disruptions to highways, public transport, utilities, pandemics, notifiable disease, industrial action, or other events.
- If your child is absent from nursery due to illness, holidays, or other unforeseen circumstances, fees are still applicable and are not refunded.
- In the event of non-payment of fees, the nursery reserves the right to withhold/terminate your child's place at nursery at any time.
- The nursery reserves the right to increase its fees at any time upon giving at least one calendar month's written notice of the proposed increase to all parents/guardians.

Cancellation/Termination/Changes to scheduled attendance days

- Four weeks' notice in writing is required to terminate a child's place at the nursery. Full fees are payable during a child's notice period and/or paid in lieu of notice.
- Four weeks' notice is also required to change the confirmed sessions your child attends. Please note we cannot 'swap' a day on an ad hoc basis.
- Busikids may give immediate notice of withdrawal of a child if unable to provide the adequate care to fulfil an individuals' needs.
- Busikids may give immediate notice of withdrawal of a child if a child exhibits repeated violent and/or uncontrollable behaviours, also if anti-social behaviour is displayed by families and carers and/or non-compliance with our policies and procedures as per our exclusion policy.

Personal details and property

- Parents/guardians are required to inform the nursery immediately if any of the information given on their child's registration and parent contract forms change. This includes mobile phone numbers, a change of address, GP details, emergency contacts, personal circumstances and details of those individuals allowed to collect.

Collection of a child

- Any person collecting a child must be known to the nursery, or the nursery must have been notified in advance of them collecting and the person collecting must be able to state an agreed password upon collection.

Liability statement

- The nursery is unable to accept responsibility for loss or damage to any children's possessions or clothing. All items of clothing and/or personal belongings must be named and fully labelled.
- The nursery accepts no responsibility for children whilst in the care of their parent/guardian on nursery premises.

Data Protection

- In the performance of its obligations under this Agreement, Busikids shall comply with the provisions of the Data Protection Act 1998 and the General Data Protection Regulation 2016/679 to the extent it is applicable.

- No information will be shared with other agencies without prior consent, unless it is deemed to be a safeguarding issue which poses any immediate risk of harm.
- Staff will undertake observations of the children in line with the Early Years Foundation Stage, in order to support and progress children with their development.
- We will gain permission for photographs and or social media
- It is understood that CCTV is recording the front exterior of this building.

Our policies

- Copies of Busikids policies are available on the website or at the Nursery upon request.

Acceptance

- The above terms and conditions are considered fair and reasonable. In the event of any term found by a Court of Law to be unreasonable, then the clause shall be removed but the agreement shall remain in full force and effect.
- These Terms and Conditions are subject to amendment at any time, any amendments will be communicated as and when they are made.
- By signing the Busikids registration form you agree that you have read and understood these terms and conditions and undertake to be bound by them in full.

Revised February 2024