

# INFORMATION

For

# 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 each and 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 parent zone 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 up to 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 with regard to 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 generally care for 16 children in this area

Staff ratio 1:4

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 up to 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 2021 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 current Early Years Foundation Stage (EYFS) 2021, 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 2021.

#### **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 1.15). The framework covers the education and care of all children in early years provision, 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 cook prepares fresh, nutritious food daily whilst also catering for special dietary needs.

Included in the day are wholesome morning snacks of fresh fruit, crudités, or home-made cheese straws for example and a light snack during the afternoon plus a high tea.

Milk and water are offered to the children at meals times, water is on offer all through the day.

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 Summer 2021



	AM Snack	Dinner	Vegetarian Option	Sweet	PM Snack	Tea
<b>Monday</b>	Breadsticks Fruit Milk Sesame Barley Wheat Milk	Cottage Pie with mixed vegetables Barley Celery Soya Wheat	Lentil cottage pie with mixed vegetables Barley Celery Soya Wheat Egg	Sugar Free Apple Tart with Cream Milk Gluten	Fruit and Milk Under 2's: Milk only Milk	Mixed vegetable Rice & Homemade Chicken nuggets Fruit Selection Wheat Milk
<b>Tuesday</b>	Toasted muffin with spread and Clementine Milk Soya Wheat Milk	Roast turkey, roast potatoes, vegetables and Yorkshire pudding Milk, Egg, Celery, Barley, Wheat, Soya	Quorn fillet, roast potatoes, vegetables and Yorkshire pudding Milk, Egg, Celery, Barley, Wheat, Soya	Blueberry slice  Wheat oats	Fruit and Milk Under 2's: Milk only Milk	Wraps filled with Cheese/Ham & Grated carrot and sultana salad Fromage Frais and Fruit Puree Milk Wheat
<b>Wednesday</b>	Oatcake, grapes and banana Milk Oats Milk	Chicken Mushroom & Broccoli Bake with Lyonnaise potato topping, French beans mini sweetcorn Milk	Mushroom and broccoli Pie with Lyonnaise Potato topping French beans mini corn Milk	Pineapple upside cake with Cream Egg Wheat Milk	Fruit and Milk Under 2's: Milk only Milk	Tuna fishcakes, potato wedges tomato relish and peas Fromage Frais and Summer berry Puree Fish milk wheat
<b>Thursday</b>	Pitta strips, hummus/chees e& chive dip, cucumber Milk Milk Wheat	Chilli Con Carne with Brown rice Celery Milk Wheat	Quorn mince Chilli Con Carne with Brown Rice Celery Milk Wheat egg	Pear Crumble and Custard Wheat Milk	Fruit and Milk Under 2's: Milk only Milk	Build your own Finger Sandwiches (Ham/Cheese) Cucumber fingers and Scones with spread/jam Wheat Milk Egg
<b>Friday</b>	Wholemeal toast with Spread & Carrot sticks (steamed for Ducklings) Milk Barley Wheat Soya Milk	Beef Lasagne with Garlic Bread Wheat, milk,	Quorn Lasagne with Garlic Bread Wheat, milk,	Raspberry Jelly	Fruit and Milk Under 2's: Milk only Milk	Crumpets with a variety of toppings, cheese straws apples and Strawberry yoghurt Milk barley celery oats rye wheat

Key to colours: Green = Fruit and vegetables    Orange = Meat and Meat Substitutes    Blue = Dairy  
Brown = Pasta, Potato, Pulses etc

## **Parents as Partners**

Shared information between home and Busikids is important in order 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 ParentZone, 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 ParentZone, parents receive daily updates of food, any nappy changes and sleeps. Parents will receive regular newsletters informing them of what is happening within the rooms and within the nursery. These can either be sent to parents by e-mail or given to them at the end of their child's day at 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 does when they attend nursery and give you the chance to have an informal chat with staff. 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. If your child is having breakfast you will need to bring cereal or bread, ideally breakfast is served before 9am except in the baby room. As with the nappies and wipes you can bring in their breakfast daily or in the packet. Please can you also bring in a cup 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 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 and our high staff to child ratios ensure close supervision of the children at all times during both indoor and outdoor activities.

The children are always 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.

Students working towards relevant childcare qualifications are welcomed and supported at Busikids, whilst super-numary and requiring supervision 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.

## Fees from Monday 4th April 2022

### **Standard Session Rates**

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<b>Babies 3 months to 3years:</b>	<b>Daily</b>	8am to 6pm	<b>£60.00</b>
	<b>Morning</b>	8am to 1pm	<b>£37.00</b>
	<b>Afternoon</b>	1pm to 6pm	<b>£37.00</b>

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<b>Children 3 years to 5years*:</b>	<b>Daily</b>	8am to 6pm	<b>£61.00</b>
		Flexible session times are also available	
	<b>Hourly</b>		<b>£5.30</b>
	<b>Lunch</b>		<b>£4.50</b>
	<b>Tea</b>		<b>£3.50</b>

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<b>Breakfast Club</b> for all ages each session	7.30am to 8am	<b>£4.00</b>
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\*During Hampshire school term time children aged 3 to 5 years are entitled to 15 'Universal' free hours per week. A further 15 'Extended' hours may also be available to those parents who qualify as per the conditions on the Government Childcare Choices website.  
<https://www.childcarechoices.gov.uk/>

Places for free **sessions only**, during term time, are limited and subject to availability as many places are taken by children attending all day, morning or afternoon sessions, all through the year.

Permanent full sessions/days and extra sessions may be booked for these children during school holiday time at the standard session rate, according to availability.

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

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

Fees are normally reviewed annually.

## **Child Care Vouchers (available for all ages) and Tax-Free Childcare**

We accept child care vouchers issued by employers; these entitle parents to receive up to fifty-five pounds a week, per parent, free of tax and national insurance, towards payment of child care fees. These will only be available to parents who had already joined a scheme on or before 4<sup>th</sup> October 2018.

All parents are entitled to receive tax free childcare.

For more information and how to enrol, please visit [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)

## **Payment and contracts explained**

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

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

## **Teacher Contracts**

We have a limited number of teacher contracts available across the nursery.

Standard fees apply to Hampshire term time dates.

Half fees are payable during Hampshire school holidays. Attendance during school holidays will be charged at full fees.

Notice is required to inform Busikids of any sessions you wish to attend during school holidays, to allow us to staff accordingly.

## **2-Year-Old Early Years Education Government Funding**

The government will pay for 15 hours each week, for 38 of the 39 weeks of the school year. Therefore, you will not be entitled to Government funding during the first week of the academic calendar in September each year.

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.

We are able to offer a limited number of term time only places.

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.

## **3 and 4-Year-Old Early Years Education Government Funding**

This can be claimed from the term after the child's third birthday, Government funding covers fees for 15 hours each week, for 38 of the 39 weeks of the school year. Therefore, there is no Government funding for the first week of the academic calendar in September each year.

We offer a limited number of term time only places; these have options of start and end times for sessions. Start at 8am, 9am or 1pm. Leave at 12 midday, 1pm, 4pm, 6pm.

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.

All contracts are subject to availability and Busikids terms and conditions.

### **Busikids Day Nursery Terms and Conditions**

#### **Registration**

A non-refundable registration fee of £50.00 is required to secure a place at Busikids Day Nursery & Preschool ("the nursery"). £25 is charged 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 sessions per week is required for all children, this is either 2 half days or one whole day.

A full day is 8am to 6pm.

Breakfast club can be booked at an additional cost between 7.30am and 8am, two weeks' notice is required.

Extra sessions can be booked at an additional cost if availability allows, two weeks' notice is required.

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. Fees are calculated by taking the child's weekly attendance fee, multiplying by 52 weeks, all Bank Holiday and Christmas closures are deducted, then divided by 12.

Extra sessions and Breakfast Club will be charged at the standard rates and must be paid for on booking. Once booked, charges 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.

Continue

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.

#### 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 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 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.

#### Our policies

Copies of all 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.