



MORNING STAR
EDUCATIONAL CENTRE



**LEARNING TOGETHER,
ACHIEVING TOGETHER**



WELCOME


Morning Star
Nursery

Welcome to Morning Star Nurseries, as the Managing Director of both branches, I am excited to be sharing this new chapter with you all.

I remember the opening of our first nursery in November 2010 like it was yesterday, and cannot believe the journey we have taken to get to where we are today. My family has always seen it as an honour to contribute to the borough making Morning Star Nurseries Tottenham born and developed family businesses. Our fundamental mission is to serve the community by delivering excellent childcare at an affordable price.

Some of you may already be familiar with our first branch that sits in the heart of the community at St Marks Methodist Church Bruce Grove, now I'm pleased to say that in addition to this after listening to numerous requests from parents and carers we are cementing our dedication to the area by opening our new division on Lansdowne road which offers a term-time only, modern space for learning.

Both our settings are happy, caring, inclusive spaces that reflect the rich diversities of the families in our area. At Morning Star, education is our passion and through living our vision of 'learning together, achieving together' we encourage children to be the best versions of themselves; keeping them at the forefront of everything we do. We believe our practitioners are there to guide each child's learning so they can grow in confidence to become

independent learners of life and eventually successful global citizens.

We enable curiosities to be explored so learning is always fun. Resulting in many children leaving our care with a passion they carry with them through the rest of their compulsory education journey, and indeed their lives. Since we are a family run business all children, caregivers and staff are seen as an extension of our family. This is something we pride ourselves on, and our service users appreciate and often comment on when moving on from or returning to our care. We know children learn best when everyone works together and see our parents and careers as partners encouraging them to be active in their child's learning journey. Working with care givers in this way is a standard that allows us to achieve most of Morning Star's aims and objectives.

I hope this brochure provides all the information you need about our nurseries, however, if there is something you require more information on or you are starting to make decisions about your child attending nursery please feel free to call or arrange an appointment to see first-hand what we have to offer.

We look forward to meeting you soon.

Warmest regards
Beverleigh Bossman



ABOUT US

Morning Star is a fully equipped, friendly childcare service providing premium care and education for children aged 6 months-5 years. Under the direction of a fully qualified Early years practitioner, Morning star ensures a safe, stimulating, happy and rich learning environment which has a balanced EYFS that covers the 7 Early Learning Goals. We offer a quality service to parents so you can be rest assured whilst you leave your child in our care.

EQUALITY AND BRITISH VALUES AT MORNING STAR

Promoting British Values at Morning Star Nursery

The DfE has recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”.

The government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated by the Prime Minister at the time. At Morning Star Nursery these values are reinforced regularly and in the following ways:

Democracy:

We listen to children’s and parents’ voice. Our school behaviour policy is clear that children are expected to contribute and co-operate, taking into account the views of others.

The Rule of Law:

We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations



(rules) that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken.

Individual Liberty:

Within the Nursery, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a nursery, we educate and provide boundaries for young children to make choices safely, through our provision of a safe environment and empowering teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms.

Mutual Respect:

Part of our Nursery ethos and behaviour policy has revolved around Core Values such as ‘Respect’, and children

are model this by caring, sharing and listening to others. The staff help children to understand how to respect by talking about how actions/words can affect others.

Tolerance of those of Different Faiths and Beliefs:

We aim to enhance children’s understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Children have the opportunity to dress-up in clothes and try different foods from different cultures and we encourage parents/carers to participate and support our multi-cultural events.



BEFORE YOU START

BEFORE a child starts to attend the setting, we use a variety of ways to provide parents with information.

These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings for key workers and parents.

We actively encourage parents to become involved in Morning Star Nursery and new children are encouraged to visit the nursery with their parents before starting

We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.

We may offer a home visit by the practitioner who will be the child's key person. This visit is to ensure all relevant information about the child can be made known.

SETTLING IN

AT Morning Star Nursery, we want children to feel safe, stimulated, happy in the setting and to feel secure and comfortable with the staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting. The aim of Settling in is to make the setting a welcoming place where children will settle quickly and easily. This is because consideration has been given to the individuals needs and the circumstances of children and their families.

During these visits, you can spend time in the nursery with your child encouraging them to join in the activities and getting to know the staff.

In practice, this works very well, but it very much depends on the individual as to how many visits are required. There is no charge for these visits, which may include a meal break or sleep time. We recommend three visits ranging from 1 to 2 hours

We can discuss and arrange a settling-in process that will accommodate you and your child.



COLLECTION OF CHILDREN

Children should be collected by 1 pm for the morning session and a full day session by 6 pm. If you wish for any other person to collect your child, other than the persons who signed the registration form, you must pre-arrange this

with your child's room leader or senior management.

We will require a photograph (where possible) a detailed physical description and a personal password.

Unfortunately for security reasons, we will be unable to let your child go even with a close relative or person known to us without your prior consent. Should this occasion arise we will attempt to contact the emergency numbers.

If this causes your child to be at nursery beyond 6 pm parents will be charged a late fee.



SCHOOL LUNCHESES AND SNACKS

MORNING Star recognises the importance of a healthy diet in children's development and the value of providing children with learning experiences on healthy eating and food production.

Children are provided with regular drinks of water and food in adequate quantities for their needs. We serve breakfast, lunch and tea. Food and drink are properly and freshly prepared by our onsite Chef All. Food served are nutritious and complies with dietary and religious requirements.

Taking part in the preparation and

arrangements for meal and snack times are an integral part of the children's day at the Early Years Setting. Washing hands, laying the table, helping others to choose what to eat etc, offer many opportunities to support and enrich children's experiences.

All opportunities should be given careful consideration, both planned and spontaneous, within the Early Years Foundation Stage.

Every effort should be made to provide a meal experience which reflects the children are and their backgrounds.



Children are encouraged to taste and try new or different foods, whilst respecting their dietary requirements either on health or religious grounds. The children are offered a similar alternative menu if required.

All children should be fed in their rooms that is familiar to them and where their personal needs can be met.

Children are supported to gain independence by being encouraged and helped to

serve themselves from dishes on the table whilst remaining realistic about their abilities.

The setting promotes healthy eating as part of the curriculum. Sweets must not be used as rewards and are not allowed in the nursery.

There are choices of drinks e.g. Fruit juice (not squashes) milk and water available to the children. Staffs consult with parents/carers on children's dietary needs and allergies.



EARLY YEARS FOUNDATION **STAGE (EYFS).**

Morning star ensures a safe, stimulating, happy and rich learning environment which has a balanced EYFS that covers the 7 Early Learning Goals. The Early Years' Foundation Stage document is aimed at children age 0-5. It has 4 main themes:

- A unique child-focusing on child development, inclusive practice, keeping safe and health and wellbeing.
- Positive relationships-focusing on respecting each other, having parents as partners, supporting learning through positive relationships and having a key person when at a setting.
- Enabling environments- focusing on observations, assessments and planning, supporting every child, having a stimulating and varied learning environment and working in partnership with other settings and professionals.
- Learning and development-focusing on play and exploration, active learning being creative, thinking critically and considering different areas of learning and development when working with children.

The framework outlines seven areas of learning and development that are educational.

These are the three prime learning areas:

Personal, social and emotional development: For example, feeling safe and secure; daily care routines and having good relationships with adults and their peers: learning to be independent, to share and develop confidence; managing feelings and behaviour.

Communication language: For example, speaking and communicating by means such as gesture, listening, early reading and enjoying stories. Thinking of specific vocabulary to introduce and reinforce by repeating in different contexts. We make conversation a part of everyday activities, paying attention to how the children pay attention.

Physical Development: For example, providing opportunities for children to be active and interactive, to develop their co-ordination, control and movement, making choices concerning healthy food.

The Specific Areas of learning are:

Literacy: For example, encouraging children to link sounds and letters and to begin to read and write. Children are given a wide range of reading materials to ignite their interest.

Mathematics: For example, we provide children with opportunities to develop and improve their skills in counting, understanding and using numbers. Children learn to describe shape, spaces and measure. We make sure that planning for children is well planned, appropriate, adult-led activities to challenge their mathematical thinking and to extend their learning.

Understanding the World: For example, we help children to develop narratives about their own lives, whether these are about big events such as a birthday party or everyday occurrences such as buying food. Making visits, taking and looking at photographs and identifying features of the environment. ICT devices are on our daily planning such as mobile phone, TV remote control and electronic toy.

Expressive Arts and Design: For example art, dance, music and pretend play. Across all parts of our setting, the Framework identifies three characteristics of effective teaching and learning. Playing is based upon real-life experiences, opportunities to explore using all the senses, being active learning and creating and thinking critically.

The children are given time and space to see activities through to their perceived end and allowing them to follow their interests. Learning takes place both inside and outside. Both areas are of equal importance.

Be assured that your child's needs will be met in a loving, caring and nurturing atmosphere which offers structure, continuity and security builds a love for learning and prepares your child for school life.

The role of a key person at Morning Star Nursery

The key person at Morning Star Nursery is a practitioner who has responsibilities for a small group of children within the setting. Their main role is to care for the child throughout the day and help the child feel safe and secure.

The role is important for both child and parent and it is an approach set out in the Early Years Foundation Stage (EYFS). The key person will respond to children's needs and help them settle into a new environment, communicate is paramount between parent and key person as these discussions hold key information about the child.

The key person will also document the child's progress during the day and perform observations on them. These observations can be found on Tapestry.



A key-person will:

ONE: Help the child to settle in at nursery and transition to a new room.

TWO: Engage positively and create a bond with the parent/ carer, including getting parent/carers involved in the child's weekly planning.

THREE: Provide daily verbal feedback to parents, supported by the child's daily book

FOUR: Make parents/carers aware of any medicine and accident forms.

FIVE: Plan for the child based on what their key child would enjoy/ benefit from to progress further.

SIX: Be aware of the child's individual needs, related to their culture, background, any learning difficulties, disabilities and dietary requirements. To ensure that this information is communicated to the rest of the staff and ensure that they are met.

SEVEN: Keep a record of child's Learning Journey and update regularly on Tapestry



OUTDOOR PLAY



Outdoor play is where the children can play social games, as well as develop gross motor skills such as running, jumping, riding, climbing, throwing, catching and kicking.



We arrange topic related outings for the children and are lucky enough to be a minute's walk away from Bruce Castle Park and we enjoy regular visits there.

SAFEGUARDING

Safeguarding refers to the process of protecting children (and adults) to provide safe and effective care. This includes all procedures designed to prevent harm to a child.

Morning Star Nursery recognises and acknowledges our statutory responsibilities towards children in our care and we are committed to providing a safe, happy and secure environment for them. All staff, including volunteers and students, have an active part in protecting children from harm.



WHAT IS CHILD PROTECTION?

Child Protection is part of the safeguarding process, protecting individual children identified as suffering or likely to suffer significant harm. This includes the child protection procedures which detail how to respond to concerns about a child. Please see our Child Protection policy on our website for more details.

Morning Star Nursery believes in supporting all aspects of children's development and learning, and keeping children safe. If you have any concerns about a child please speak to a member of the Safeguarding team.

As a nursery, Morning Star believes in supporting all aspects of children's development and learning and keeping children safe. We understand that the emotional and social aspects of learning create a foundation for all learning.

If the child has been supported to understand, express and resolve their feelings, they may not have the ability to share with other children, resolve the small conflicts that arise in day to day life, or concentrate on learning. Their frustrations may cause a range of antisocial, disruptive, overly compliant or withdrawn behaviours.





ALL STAFF WILL WORK TO ENSURE THAT:

- Children feel listened to, valued and respected.
- Staff are aware of indicators of abuse and know how to share their concerns appropriately.
- All paid and unpaid staff are subject to rigorous recruitment procedures.
- All paid and unpaid staff are given appropriate support and training.

Supporting Children

ONE:

Morning Star recognises that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth.

We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

TWO:

We recognise that the setting may provide the only stability in the life of a child who is being abused or is at risk of harm.

THREE:

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, aggressive or withdrawn.

FOUR:

Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying

FIVE:

Promoting a caring, safe and positive environment within the setting

SIX:

Liaising and working together with all other support services and those agencies involved in the safeguarding of children



Parents as **PARTNERS**

We recognise that parents are a child's first educators, and want parents to be fully involved with their child's care and education at Morning Star.

We greet all parent and carers by their proper or chosen name.

Encouraging parent's to share information regarding family background and culture, and to make sure that it is reflected in the planning of activities and the setting environment.

The knowledge and expertise of parents and other family members are used to support the learning opportunities provided by the nursery.

We ensure that arrangements for settling in are flexible and enough time will be allocated for children to become secure. Practitioners, parents and carers will also have enough time to discuss each child's experiences, interests, skills and needs.

We welcome parents' feedback and actively encourage parents to discuss their child's day and stay with us until their child is settled.

We produce regular newsletters and have parents' notice boards that contain weekly menus and planning amongst other things, the running of the nursery, EYFS curriculum, events, policies etc.

Many parents like to have a permanent record of their child's nursery education, so when a child leaves the nursery to go onto school, we produce a 'developmental record' of his/her progress towards the early learning goals.

This can be passed on to the child's next teacher.



ADMISSION

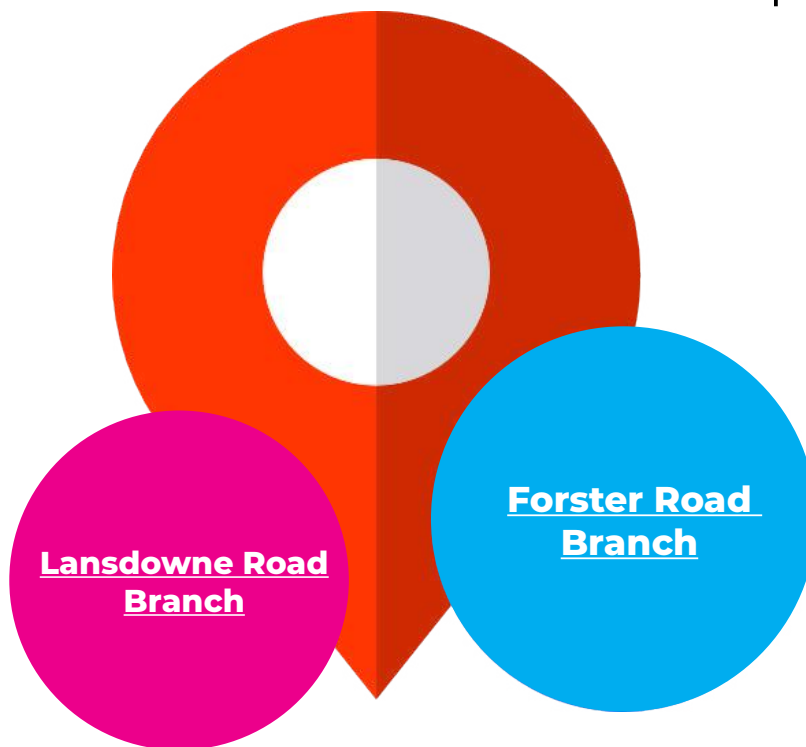
TO register a place at any one of our sites please complete an application form. This can be downloaded online or collected at any one of our branches.

All our branches are open for visits, please call or email to arrange an appointment.

MORNING STAR NURSERY & MORNING STAR EDUCATIONAL CENTRE OPEN HOURS

Full-time Hours: 8 am-6 pm

Part-time Hours: Morning 8 am-1 pm
Afternoon 1 pm-6 pm



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