

# CARE & EDUCATION

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's across all areas

## Characteristics of Effective Learning

	<b>A Unique Child:</b> observing how a child is learning	<b>Positive Relationships:</b> what adults could do	<b>Enabling Environments:</b> what adults could provide
<b>Playing and Exploring engagement</b>	<b>Finding out and exploring</b> <ul style="list-style-type: none"> <li>Showing curiosity about objects, events and people</li> <li>Using senses to explore the world around them</li> <li>Engaging in open-ended activity</li> <li>Showing particular interests</li> </ul>	<ul style="list-style-type: none"> <li>Play with children, Encourage them to explore, and show your own interest in discovering new things.</li> <li>Help children as needed to do what they are trying to do, without taking over or directing.</li> <li>Join in play sensitively, fitting in with children's ideas.</li> <li>Model pretending an object is something else, and help develop roles and stories.</li> <li>Encourage children to try new activities and to judge risks for themselves. Be sure to support children's confidence with words and body language.</li> <li>Pay attention to how children engage in activities - the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products.</li> <li>Talk about how you and the children get better at things through effort and practice, and what we all can learn when things go wrong.</li> </ul>	<ul style="list-style-type: none"> <li>Provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.</li> <li>Make sure resources are relevant to children's interests.</li> <li>Arrange flexible indoor and outdoor space and resources where children can explore build, move and role play.</li> <li>Help children concentrate by limiting noise, and making spaces visually calm and orderly</li> <li>Plan first-hand experiences and challenges appropriate to the development of the children.</li> <li>Ensure children have uninterrupted time to play and explore.</li> </ul>
	<b>Playing with what they know</b> <ul style="list-style-type: none"> <li>Pretending objects are things from their experience</li> <li>Representing their experiences in play</li> <li>Taking on a role in their play</li> <li>Acting out experiences with other people</li> </ul>		
<b>Active Learning motivation</b>	<b>Being willing to 'have a go'</b> <ul style="list-style-type: none"> <li>Initiating activities</li> <li>Seeking challenge</li> <li>Showing a 'can do' attitude</li> <li>Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul>	<b>Positive Relationships:</b> what adults could do <ul style="list-style-type: none"> <li>Support children to choose their activities - what they want to do and how they will do it.</li> <li>Stimulate children's interest through shared attention, and calm over-stimulated children.</li> <li>Help children to become aware of their own goals, make plans, and to review their own progress and successes. Describe what you see them trying to do, and encourage children to talk about their own processes and successes.</li> <li>Be specific when you praise, especially noting effort such as how the child concentrates, tries different approaches, persists, solves problems, and has new ideas.</li> <li>Encourage children to learn together and from each other</li> <li>Children develop their own motivations when you give reasons and talk about learning, rather than just directing.</li> </ul>	<b>Enabling Environments:</b> what adults could provide <ul style="list-style-type: none"> <li>Children will become more deeply involved when you provide something that is new and unusual for them to explore, especially when it is linked to their interests.</li> <li>Notice what arouses children's curiosity looking for signs of deep involvement to identify learning that is intrinsically motivated.</li> <li>Ensure children have time and freedom to become deeply involved in activities.</li> <li>Children can maintain focus on things that interest them over a period of time. Help them to keep ideas in mind by talking over photographs of their previous activities.</li> <li>Keep significant activities out instead of routinely tidying them away.</li> <li>Make space and time for all children to contribute.</li> </ul>
	<b>Being involved and concentrating</b> <ul style="list-style-type: none"> <li>Maintaining focus on their activity for a period of time</li> <li>Showing high levels of energy, fascination</li> <li>Not easily distracted</li> <li>Paying attention to details</li> </ul>		
	<b>Keeping on trying</b> <ul style="list-style-type: none"> <li>Persisting with activity when challenges occur</li> <li>Showing a belief that more effort or a different approach will pay off</li> <li>Bouncing back after difficulties</li> </ul>		
	<b>A Unique Child:</b> observing how a child is learning <ul style="list-style-type: none"> <li><b>Enjoying achieving what they set out to do</b> <ul style="list-style-type: none"> <li>Showing satisfaction in meeting their own goals</li> <li>Being proud of how they accomplished something - not just the end result</li> <li>Enjoy meeting challenges for their own sake rather than external rewards or praise</li> </ul> </li> </ul>		

Children develop at their own rates, and in their own way. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklist. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.

Playing and exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

## Characteristics of Effective Learning

A Unique Child: observing how a child is learning			Positive Relationships: what adults could do			Enabling Environments: what adults could provide		
<b>Creating and Thinking Critically</b> <i>thinking</i>	<b>Having their own ideas</b> <ul style="list-style-type: none"> <li>Thinking of ideas</li> <li>Finding ways to solve problems</li> <li>Finding new ways to do things</li> </ul>	<ul style="list-style-type: none"> <li>Use the language of thinking and learning: <i>think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do.</i></li> <li>Model being a thinker, showing that you don't always know, are curious and sometimes puzzled, and can think and find out.</li> <li>Encourage open-ended thinking by not settling on the first ideas: <i>What else is possible?</i></li> <li>Always respect children's efforts and ideas, so they feel safe to take a risk with a new idea.</li> <li>Talking aloud helps children to think and control what they do. Model self-talk, describing your actions in play.</li> <li>Give children time to talk and think.</li> <li>Value questions, talk, and many possible responses, without rushing toward answers too quickly.</li> <li>Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.</li> <li>Model the creative process, showing your thinking about some of the many possible ways forward.</li> <li>Sustained shared thinking helps children to explore ideas and make links. Follow children's lead in conversations, and think about things together.</li> <li>Encourage children to describe problems they encounter, and to suggest ways to solve the problem.</li> <li>Show and talk about strategies - how to do things - including problem-solving, thinking and learning.</li> <li>Give feedback and help children to review their own progress and learning. Talk with children about what they are doing, how they plan to do it, what worked well and what they would change next time.</li> <li>Model the plan-do-review process yourself.</li> </ul>	<ul style="list-style-type: none"> <li>In planning activities, ask yourself: <i>Is this an opportunity for children to find their own ways to represent and develop their own ideas? Avoid children just reproducing someone else's ideas.</i></li> <li>Build in opportunities for children to play with materials before using them in planned tasks.</li> <li>Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships.</li> <li>Recognisable and predictable routines help children to predict and make connections in their experiences.</li> <li>Routines can be flexible, while still basically orderly.</li> <li>Plan linked experiences that follow the ideas children are really thinking about.</li> <li>Use mind-maps to represent thinking together.</li> <li>Develop a learning community which focuses on <b>how</b> and not just what we are learning.</li> </ul>					
	<b>Making links</b> <ul style="list-style-type: none"> <li>Making links and noticing patterns in their experience</li> <li>Making predictions</li> <li>Testing their ideas</li> <li>Developing ideas of grouping sequences, cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>Encourage open-ended thinking by not settling on the first ideas: <i>What else is possible?</i></li> <li>Always respect children's efforts and ideas, so they feel safe to take a risk with a new idea.</li> <li>Talking aloud helps children to think and control what they do. Model self-talk, describing your actions in play.</li> <li>Give children time to talk and think.</li> <li>Value questions, talk, and many possible responses, without rushing toward answers too quickly.</li> <li>Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.</li> <li>Model the creative process, showing your thinking about some of the many possible ways forward.</li> <li>Sustained shared thinking helps children to explore ideas and make links. Follow children's lead in conversations, and think about things together.</li> <li>Encourage children to describe problems they encounter, and to suggest ways to solve the problem.</li> <li>Show and talk about strategies - how to do things - including problem-solving, thinking and learning.</li> <li>Give feedback and help children to review their own progress and learning. Talk with children about what they are doing, how they plan to do it, what worked well and what they would change next time.</li> <li>Model the plan-do-review process yourself.</li> </ul>	<ul style="list-style-type: none"> <li>In planning activities, ask yourself: <i>Is this an opportunity for children to find their own ways to represent and develop their own ideas? Avoid children just reproducing someone else's ideas.</i></li> <li>Build in opportunities for children to play with materials before using them in planned tasks.</li> <li>Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships.</li> <li>Recognisable and predictable routines help children to predict and make connections in their experiences.</li> <li>Routines can be flexible, while still basically orderly.</li> <li>Plan linked experiences that follow the ideas children are really thinking about.</li> <li>Use mind-maps to represent thinking together.</li> <li>Develop a learning community which focuses on <b>how</b> and not just what we are learning.</li> </ul>					
	<b>Choosing ways to do things</b> <ul style="list-style-type: none"> <li>Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>Checking how well their activities are going</li> <li>Changing strategy as needed</li> <li>Reviewing how well the approach worked</li> </ul>	<ul style="list-style-type: none"> <li>Encourage open-ended thinking by not settling on the first ideas: <i>What else is possible?</i></li> <li>Always respect children's efforts and ideas, so they feel safe to take a risk with a new idea.</li> <li>Talking aloud helps children to think and control what they do. Model self-talk, describing your actions in play.</li> <li>Give children time to talk and think.</li> <li>Value questions, talk, and many possible responses, without rushing toward answers too quickly.</li> <li>Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.</li> <li>Model the creative process, showing your thinking about some of the many possible ways forward.</li> <li>Sustained shared thinking helps children to explore ideas and make links. Follow children's lead in conversations, and think about things together.</li> <li>Encourage children to describe problems they encounter, and to suggest ways to solve the problem.</li> <li>Show and talk about strategies - how to do things - including problem-solving, thinking and learning.</li> <li>Give feedback and help children to review their own progress and learning. Talk with children about what they are doing, how they plan to do it, what worked well and what they would change next time.</li> <li>Model the plan-do-review process yourself.</li> </ul>	<ul style="list-style-type: none"> <li>In planning activities, ask yourself: <i>Is this an opportunity for children to find their own ways to represent and develop their own ideas? Avoid children just reproducing someone else's ideas.</i></li> <li>Build in opportunities for children to play with materials before using them in planned tasks.</li> <li>Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships.</li> <li>Recognisable and predictable routines help children to predict and make connections in their experiences.</li> <li>Routines can be flexible, while still basically orderly.</li> <li>Plan linked experiences that follow the ideas children are really thinking about.</li> <li>Use mind-maps to represent thinking together.</li> <li>Develop a learning community which focuses on <b>how</b> and not just what we are learning.</li> </ul>					

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# OUR COMMITMENT

## MISSION STATEMENT

"At Dunky's Day Nurseries we aim to provide high standards of education & care for our children. We wish to provide services to the local community & local employers, in a setting where growing up is fun."

## POLICIES

We have developed a range of policies to ensure your child is safe & secure, treated as an individual, led by good example and learn through exploration to the highest standards. Copies of any of our policies are available on request, these include:

- ☐ Diversity
- ☐ Health & Safety
- ☐ Medication
- ☐ Inclusion
- ☐ Complaints
- ☐ Child Protection
- ☐ Special Educational Needs
- ☐ Supporting Behaviour
- ☐ Curriculum
- ☐ Food Standards
- ☐ Allergies & Allergens
- ☐ Students

## Key Person

We believe that staff and parents working positively together can support children in achieving their maximum potential. Each child has a Key Person who is responsible for the induction of your child and the monitoring of their progress in the nursery. The Key Person regularly reports to the parents who in turn are encouraged to do the same. Formal reviews of this dialogue take place at parent's/key person's meetings.

The Key Person will be your main contact with Dunky's. They will help you and your child settle in, answering any questions you may have. This Key Person is based in your child's room, but will not be the sole carer. It is important that you and your child build relationships with all the staff in the room, as you will be dealing with them on a daily basis.

We hold regular Parents/Key Persons meetings throughout the year where you will be able to discuss your child's progress with your Key Person. When the time comes for your child to move up to the next room, you will be assigned a new Key Person who will help your child settle into the new room and new routine and will again answer any questions you may have.

## Settling In

It is our nursery policy that children do settling in sessions before starting, these sessions enable you to build up trust in the staff and ensure that we know everything there is to know about your child's needs. We recommend you do 3 sessions the week before they start but these are flexible depending on both you and your child's individual needs.

We know that leaving your child for the first time can be traumatic for them and for you too. Children can be worried and fairly 'clingy'. They do lose those fears very quickly once they experience how fun and exciting the nursery is.

Our staff are used to this situation and are well trained in distracting children with various diverting activities. This way you do not leave feeling guilty for the rest of the day.

## Safety & Security

We have installed a digital video security system with cameras covering both the inside and outside of Dunky's. This system means that if a parent is concerned over anything, the manager can check it. This procedure also protects our team from any misunderstandings and gives parents total peace of mind.

Entry into Dunky's is with an electric security fob or via the intercom system. Each fob has its own electronic tag which means we can tell which fob has opened what door and when. Also, each individual fob is given its own level of access, so not every fob will open all doors.

We have smoke detection throughout the building and a sprinkler system.

One other aspect of safety is the ratio of staff to children. This is strictly governed by Ofsted, but in keeping with our attitude, we are staffing well beyond Ofsted's minimum requirements to ensure the best possible levels of attention and care for your child.

# TESTIMONIALS

## Parents Testimonials

Staff are friendly and reliable always on hand for advice and support, very welcoming and my two children's development since being here is amazing.

*Claire Bevan*

Staff are really friendly and helped my son settle in really well also accommodate with times to suit my job

*Tina Williams*

My daughter has been happy here since day one the staff are very friendly. Professional, a brilliant environment for children. Also very flexible as I work shifts.

*James Waldock*

The staff are friendly, professional and knowledgeable

*Phill Moir-Riches.*

Staff are always very friendly and approachable.

*Jane Worsell*

Recommendation from a friend, the staff take excellent care of my son and he is happy in the nursery.

*Carol Burrows*

Dunky's have always been extremely helpful and flexible with regards to my childcare needs in relation to my shift pattern.

*Chelsea Hilton-Dukes*

We knew the nursery was good as some friends recommended it, we were surprised by the garden - an added bonus for us.

*Graham Bellfield & Vicky Mount.*

## Ofsted Testimonials

- Children develop physical and thinking skills by participating in simple and fun scientific activities.
- Parents involvement is encouraged through parent's evenings and contributions to tracking children's development.
- Parents comment that their children really enjoy nursery and that the setting is very flexible in meeting parent's needs.
- Children have warm and responsive relationships with their key people who know them well and as a result they form close bonds with adults.
- The setting places a strong emphasis on self-evaluation and the views of parents and practitioners are included
- Commitment to evaluation ensures that the setting strives to continually improve outcomes for children.
- Children play energetically outside, benefiting from the fresh air and demonstrating an sound understanding of safety.
- Children form warm relationships within the nursery
- Children are appropriately challenged and fully engaged in purposeful play.

# SANKEY

Dunky's Day Nursery is located on Barrow Hall Lane in the old medical centre situated opposite Great Sankey High School and Leisure Centre. The building is spacious with an extremely large natural garden which we have developed so each room have their own outdoor area. The nursery is registered for 55 children. The nursery has the highest standard of security including state of the art Biometric fingerprint door access and CCTV cameras within all rooms and surrounding gardens. The nursery caters for children from 0-5 years and we have the facilities for breakfast club, afterschool and holiday club for children 5-13 years with the flexibility of term time only and shift rota contracts available for all age groups. The nursery has a spacious baby room, toddlers and preschool rooms are made up of two smaller rooms each with direct access into a large spacious natural garden. Our rooms are very comfortable and equipped with plenty of age appropriate educational resources and soft furnishings where children can relax and spend quality time making new friends and learning new skills in the stimulating and educational environment. We encourage children's independence and regularly consult with our children to ensure their involvement in making decisions and having choices about their learning and education is evident. Our garden is fully secured with a large high fence surrounding the perimeter. We have a gardening club which encourages children to grow their own fruits and vegetables to use in the weekly cookery classes with the nursery chef. Together with their enjoyment of the healthy balanced meals and snacks offered throughout the day at nursery we want to look after the health and wellbeing of all the children in our care, to enable us to achieve this we actively promote healthy choices such as outdoor play, hygiene routines and practices and our healthy eating program. The outdoors is accessed by the children flexibly throughout the day "it is not bad weather, it is bad clothing". As well as encouraging independence within personal hygiene routines children are encouraged to brush their teeth from 6 months. At Dunkys we have supervised tooth brushing scheme where children have their own toothbrush and are encouraged to clean their teeth along with hand washing and brushing their hair, to encourage life style choices that will remain with them into their adulthood.

Our curriculum is based on each individual child and their age and stage of development as well as their current interests. Staff will use starting points from parents to plan and support children's individual learning needs and styles. Staff can identify the characteristics of effective learning to ensure an enriched environment to support every child's learning style. We offer a wide range of opportunities such as creative and messy play, sensory activities, baking, understanding of the world, imaginative play and role play, problem solving, reasoning and numeracy, information and communication technology and much much more.

# WELCOME

Our nurseries offer a warm, friendly & safe environment where our staff attend to your child's whole learning experience - making relationships and understanding the world through their senses, language, music, movement and good nutrition - in order to enhance your child's natural development.

Our children learn continuously through a range of activities enjoying a more varied and advanced learning experience. Our staff are fully trained and attend regular training to ensure we continue to provide the best quality care for your child.

Our nurseries are comfortable and well equipped and are open 52 weeks a year, Monday to Saturday with opening times ranging from 7am to 7pm.  
(Times vary at each nursery)



 daynurseries.co.uk

 Get Closer  
Baby Welcome Award

 Find us on  
Facebook

 Halton Healthy  
Early Years Status

 The  
brush  
bus  
for Healthy Teeth

 I can  
communicate  
REGISTERED CHARITY 210021