

Cherry Blossoms Montessori Nursery



Dear Parents/Carers

Welcome to Cherry Blossoms Montessori and thank you for your recent inquiry.

Cherry Blossoms Montessori's aim is to provide first class care for your children, whilst giving them a genuine Montessori experience. At Cherry Blossoms Montessori, our aim is to meet each child's individual needs and individual stage of educational development. Our fully qualified staff plan and provide activities in order to develop each child's emotional, physical, social and intellectual capabilities. Teachers encourage children to develop in confidence and independence.

*Cherry Blossoms Childcare Limited
Cherry Blossoms Montessori Nursery
Rear of 524 Watford Way,
Albert Rd Entrance,
Mill Hill.
Barnet.
NW7 4SY
Telephone 0208 906 8825 or 07507 482952
email:cherryblossomsnursery@gmail.com*

We aim to encourage positive relationships and friendships between children. We give each child a clear sense of the difference between right and wrong. Our teachers carefully record the progress of each child in order to prepare and plan carefully for the next stages in their development.

Activities cover all aspects of child development, intellectual, physical and social. Each activity is complete in itself, and activities are inter-related. We supply the children with achievable challenges throughout their time at the school; so that self-esteem is nurtured which in turn leads them to be encouraged to even greater exploration and learning.

Good manners are also promoted throughout the school.

If you have any questions, please feel free to contact us on 020 8906 8825. Thank you for your continued support and for allowing Cherry Blossoms Montessori to look after your precious little ones.

Country Cows Montessori Nursery

Cherryblossomsnursery@gmail.com

Why Montessori.

At Cherry Blossoms each child develops at his or her own pace, in the prepared Montessori environment, by using specially designed Montessori materials. Children are encouraged not to compare themselves with others but to do their very best every day. In a Montessori classroom there will be an environment of calm as children concentrate on what they are doing for surprisingly long periods of time. Children work individually, in a group or with a friend.

Classes at Cherry Blossoms Montessori always sustain a mixed age group. This enables older children to gain in confidence and reinforce their knowledge, through helping those younger than themselves. The younger children learn through watching the older ones. The mixed age group also builds awareness of others in a community.

The areas of development within Montessori are:

Sensory

Children are vividly aware of the world, constantly exploring it and taking in impressions through all their senses. The sensorial materials encourage children to order and classify the physical properties of the world they live in. These activities stimulate and develop the senses, refining children's powers of observation, perception, exploration and communication.

Practical Life

Young children have a strong urge to become independent. Practical Life activities help them to perfect the skills they need in daily life. Whilst learning essential life skills, the children are also developing hand-eye co-ordination and the capacity to focus their attention for the entirety of an activity. Successful completion of such tasks gives children a real sense of their own achievement, and this builds their self-confidence.

Mathematics

Montessori mathematics materials enable even very young children to reach a natural appreciation of mathematical concepts through their own efforts. This avoids the mental blocks which so often occur in children faced with purely abstract concepts. Specially designed equipment helps children to grasp concrete ideas along with sensory experience of numbers, quantities and mathematical operations. Gradually children can move confidently to complete abstract mathematical problems. Many Montessori educated children gain a genuine interest of mathematics.

Language

Montessori methods allow children to learn how to express themselves. The freedom offered to the children creates many opportunities for them to communicate with their peers and the adults. We underline the development of vocabulary based on genuine experiences and the early preparation required for reading and writing. Montessori's highly developed activities take children further than the basic skills into reading and writing for interpretation, creativity and pleasure.

Culture

The Montessori approach covers an extensive range of subjects which reflect the wide interests of young children. The Montessori environment stimulates these interests and extends knowledge and understanding of art and crafts, geography, history, music and science and the natural world. Cultures from around the world are explored and celebrated.

Our Mission

Our mission is to provide high quality childcare in a safe, secure, and fun environment. Where each child's individuality is established, then nurtured and developed in order for the child to reach their fullest potential.

Our nursery aims to:

- To provide high quality care and education for children below statutory school age
- Work in partnership with parents to help children learn and develop
- Add to the life and well-being of the local community; and
- Offer children and their parents a service that promotes equality, values and diversity.
- Ensure that children's activities are fun, beneficial and educational.
- Provide an exciting and diverse environment, prepared according to the Early Years Foundation Stage Principles and Montessori Methods, enabling children to flourish, develop and learn.

Some activities which are offered:

- Spanish
- Different types of dance
- Yoga and Meditation to encourage relaxation
- Visits to the park and other local attractions
- Cultural Days
- Baby Sign language (Makaton)
- Art Write (Art to music)
- ICT

Country Cows Montessori aims to:

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- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of the local community; and
- offer children and their parents a service that promotes equality and values diversity.

Parents

Parents are regarded as members of our setting who have full participatory rights.

These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer parent helpers;
- has the chance to join with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (DCSF 2007). From September 2008 the Early Years Foundation Stage became law. This brings together Birth to Three Matters and the Curriculum Guidance for the Foundation Stage. Our provision reflects the four key themes and 16 commitments of the Early Years Foundation Stage.

A Unique Child

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support

Keeping Safe: Being safe and protected, discovering boundaries, making choices

Health and Well-being: Growth and developing, physical and emotional wellbeing

Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key Person: Secure attachment, shared care, independence.

Enabling Environments

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together

The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.

The Wider Context: Transitions and continuity, multi-agency working, the community.

Learning and Development

Play and Exploration: Learning through experience, adult involvement, context for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.

Areas of Development and Learning.

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our Nursery helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

- Personal, Social and Emotional Development;
- Physical Development
- Communication and Language
- Literacy
- Understanding of the world;
- Mathematics; and
- Expressive Arts and Design

For each area, the practice guidance sets out the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

The practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

Personal, social and emotional development

Our programme supports children to develop:

- positive approaches to learning and finding out about the world around them;
- confidence in themselves and their ability to do things, and valuing their own achievements;
- their ability to get on, work and make friendships with other people, both children and adults;

- their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;
- their ability to dress and undress themselves, and look after their personal hygiene needs; and
- their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Communication, language and literacy

Our programme supports children to develop:

- conversational skills with one other person, in small groups and in large groups to talk with and listen to others;
- their vocabulary by learning the meaning of - and being able to use - new words;
- their ability to use words to describe their experiences;
- their knowledge of the sounds and letters that make up the words we use;
- their ability to listen to, and talk about, stories;
- knowledge of how to handle books and that they can be a source of stories and information;
- knowledge of the purposes for which we use writing; and
- making their own attempts at writing.

Mathematics

Our programme supports children to develop:

- understanding and ideas about how many, how much, how far and how big;
- understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- understanding that numbers help us to answer questions about how many, how much, how far and how big;
- understanding and ideas about how to use counting to find out how many; and
- early ideas about the result of adding more or taking away from the amount we already have.

Understanding of the world

Our programme supports children to develop:

- knowledge about the natural world and how it works;
- knowledge about the made world and how it works;
- their learning about how to choose, and use, the right tool for a task;
- their learning about computers, how to use them and what they can help us to do;
- their skills on how to put together ideas about past and present and the links between them;
- their learning about their locality and its special features; and
- their learning about their own and other cultures.

Physical development

Our programme supports children to develop:

- increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- their understanding about the importance of, and how to look after, their bodies.

Expressive Arts and Design

Our programme supports children to develop:

- the use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and
- their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

Our approach to learning and development and assessment

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals as well as times of

transition, such as when a child moves into a different group or when they go on to school.

Records of achievement

The setting keeps a record of achievement for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress. We currently use an online system call Tapestry

Your child's key person will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.

The nursery uses an online system to record observations of all children. All children's progress is tracked in February, June and October. This enable staff to monitor their progress and seek interventions, if required, as early as possible.

Daily feedback is sent to children under the age of two years.

Working together for your children

Cherry Blossoms Montessori maintains the ratio of adults to children in the setting that is set through the Welfare Requirements. We also have volunteer parent helpers where possible to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- helping at sessions of the setting;

- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities in which the setting takes part; and
- building friendships with other parents in the setting.

Joining-in

Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to explain how olives are turned into olive oil, show pictures of the local carnival held in their neighbourhood, and show the children their collection of shells.

We welcome parents to drop into the nursery to see it at work or to speak with the staff. However, please let us know, so we can arrange a time which is not disruptive to the children's routine.

Key persons and your child

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that what we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from the setting's activities.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the setting's staff take part in further training to help them to keep up-to-date with thinking about early years care and education.

The setting also keeps itself up-to-date with best practice in early years care and education, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance. Staff attend regular training from outside agencies and inhouse training.

From time to time the setting holds learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

The setting's timetable and routines

Country Cows Montessori believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

The session

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom(s).

The day

The setting organises the day so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the day. The setting caters for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

Policies

Copies of the setting's policies and procedures are available for you to see at the setting.

The nursery's policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

The staff and parents of the setting work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

Our employment practices ensure children against the likelihood of abuse in our settings and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Special needs

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2014).

Starting at our setting

The first days

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. The setting has a policy about helping children to settle into the setting: a copy is enclosed in this prospectus or is available from [Insert Name].

We hope that you and your child enjoy being members of our Nursery and that you both find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas, views or questions.

Equality and Diversity

Country Cows Montessori are committed to recognising and responding sensitively to the needs of any child, parent/carer, regardless of age, gender, class, family status, disability, race, ethnic origin, culture, religion or belief.

Terms and Conditions

Parents/Guardians are requested to read the following terms and conditions thoroughly. You are reminded that having signed the application form to register your child with Cherry Blossoms Montessori you have agreed to be bound by these terms and conditions as stated. Within the terms and conditions 'the nursery' is Cherry Blossoms Montessori or any other of its holding companies. We reserve the right to change hours, fees, or terms and conditions without notice to facilitate the safe and effective running of the nursery.

- Admissions are based on first come first service basis. If the nursery is full then a waiting list system will be in operation whereby all paperwork for admission is signed and completed and a non refundable deposit is paid to guarantee the next available place.
- We offer a 10% reduction for any sibling- based on full time attendance. This offer will expire once a sibling leaves the Nursery.
- Country Cows Montessori will be closed on all public holidays.
- Fees are payable in all cases of non attendance. It is not possible to arrange for a child to 'make time' in the case of an absence from nursery. Children can attend extra sessions by prior arrangement with the manager.
- If you intent to remove your child from Cherry Blossoms Montessori , a minimum of one month's notice or one month's fees in lieu of notice is required.

Refer to registration form for any new amendments which have been introduced.

Fees:

- All fees will be billed by Cherry Blossoms Childcare Limited . All payments are due by the 1st of each month or the first day of term, depending on your arrangements with the nursery and must be paid in time to secure your child's place.
- The fees are due in advance on a monthly /termly basis and are collected on the 1st of each calendar month or the first day of term. The full balance must be paid even if your child is absent due to sickness or holiday leave; these funds are not refundable or transferable.
- Please payments to Cherry Blossoms Childcare Ltd.
- Fees will be reviewed annually.

We are currently offering discounted session prices for children who attend 4 or more days 8am-6pm at £65 per day for children under 2 years of age.

Our current fee structure

Under 2's
 8.30am-11.30am £32.50
 8.30am-2.30am £55.00
 8.30am-6pm £72.50

Please note all children attending on the two and three year grant will be asked to contribute to towards the nursery resources including snack. This will be £20 per month.

Under 3's

8.30am-11.30am £30.00

8.30am-2.30pm £52.50

8.00am-6.00pm £65.00

Under 5's

8.30-11.30 £27.50

8.30-2.30 £45.50

8.30-6pm £55.00

Please note additional sessions from 8am-8.30am session price is an additional £7 per 30 minutes.

Cherry Blossoms is open from 7.30-6.00pm , 49 weeks per year. The nursery is also closed on all Bank Holidays. Parents are not charged for the 3 weeks that the nursery is closed, however for Bank Holidays during the rest of the year, this is payable. If the nursery has to close due to unforeseen circumstances which affects Health and Safety, these days are chargeable. Days of non attendance will not be refunded.

If children are removed for holidays, sickness or any other reason, these days will not be given back and are chargeable.

Illnesses - In order to reduce the risk of infection:

1. Children who are ill with vomiting or diarrhea are not allowed to attend for 48 hours after the bout of vomiting or diarrhea.
2. Children who are administered calpol/nurofen will not be permitted to attend for 24 hours after the last dose of calpol/nurofen.
3. Children who require antibiotics will are not permitted for the first 48 hours.
4. Covid-19 cases must follow government guidance's.

Registration:

On completion of the application form, a security deposit of £200 deposit is required to secure your child's place at the nursery. This will be deducted from your last month fee, once the notice period has been given.

Requirements:

It is necessary for you to supply your child with the following:

- A change of clothes.
- Packed lunch daily (in a lunch box) and ice pack if your child is attending between the hours 8.30am-2.30pm.
- Nappies, nappy sacks and wipes.
- Sun hats and sun protection creams in the summer (to be applied prior to attending the nursery).
- Wellington Boots and waterproofs.

All these items should be clearly labelled with your child's name in a suitable bag.

If your child is in nappies, you must provide disposable nappies and wipes. When the time comes, we will help in toilet training your child.

When changing your child's nappy there will always be two adults present.

In the interest of safety and hygiene, we at Cherry Blossoms Montessori Nursery do not allow the children to wear the following:

- Jewellery (e.g. large ear hoops, long necklaces, bangles, anklets).
- Open toes sandals without socks.
- We recommend that children should wear Velcro shoes only in the nursery.
- We recommend that when children are toilet training, they should wear loose clothing (no jeans or belts).
- Only wear pull up if your child is actually toilet training

Collection of Children

Please collect your child promptly by the end of their session. If anyone, other than yourself, will collect your child, we need to be informed prior to collection; otherwise your child will not be allowed to leave the nursery. This person will be asked to show a photographic proof of identification (a copy of which will be taken by us), prior to us releasing your child.

A late fee of £25.00 will be payable for the up to the first 15 minutes that your child is not collected. A further £25.00 will be charged for every 15 minutes thereafter.

Snacks and Meals

Cherry Blossoms Montessori will provide snacks and juice at social time. This is when children and Nursery staff are able to sit down together and share snacks and drinks. Cherry Blossoms Montessori ensures that all snacks are healthy and nutritious.

Please let us know of your child's dietary requirements and needs, so that we can ensure that these requirements are catered for. All food that is not eaten will be returned. This will also be recorded on the daily activity sheet of your child.

We request parents to adhere to the following guidelines:

- We encourage all children to have a healthy diet.
- No nuts allowed in the nursery including peanut butter and sesame seeds.
- Grapes and cheery tomatoes must be cut in half for safety reasons.
- No sweets or chewing gum.
- No crisps or fizzy drinks.

At Cherry Blossoms Montessori Nursery, we ensure we follow the government guidelines on healthy eating.

Morning Snack

Cherry Blossoms Montessori Nursery provides a selection of all or some of: organic fruits, raisins and vegetables on a daily basis and children are offered a choice of milk or water.

Afternoon Snack

Cherry Blossoms Montessori provides a selection of all or some of: organic fruit, breadsticks, crackers, raisins, milk or water.

Water is available throughout the day for the children to help themselves. At Cherry Blossoms Montessori School, we do not allow sweets or crisps and dietary needs are carefully monitored.

Special Occasions

If you celebrate a special occasion such as your child's birthday or festival, you are welcome to bring a cake, fruit and raisins to mark the occasion. We encourage parents to participate in the sharing of cultural foods that reflects the diversity of the community, which also helps the children to learn more about each other. We will be introducing different foods during our Cultural days which will focus on different countries around the World.

Our Ethics

As an Ethical Nursery we will endeavour to focus our policies on sustainability by using recycled materials and local retailers. We will also endeavour to use, only fair-trade and organic foods.

Furthermore as we are passionate about education we will endeavour to support children from deprived and stricken countries in order to encourage an awareness of the plight of less fortunate children. Whilst enabling these children some opportunities that they would otherwise not have.

We trust the information in the prospectus has informed you of our Nursery. However if you have any additional enquiries, please do not hesitate to contact us.

Thank you for your interest in Cherry Blossoms Montessori.

Register of interest form

Childs Surname Childs Forename.....
Preferred Name Gender Male/Female.....
Date of Birth Religious denomination.....
Address.....
Post Code.....
Home Tel.....

Father/Carer

Surname Forename
Work number Mobile number
Place of Work
E-mail

Mother/Carer

Surname Forename
Work number Mobile number
Place of Work
E-mail.....

Emergency contacts:

1. Name Tel no..... Relationship to child
2. Name Tel no..... Relationship to child
Family Doctor Address.....
..... Tel no.....

Does your child have any medical conditions/allergies Y/N

Please specify

Start Date, days and times required

Kindly return this form to our school office address :Cherry Blossoms Montessori , 524 Watford Way, Albert Road Entrance, Mill Hill, Barnet, NW7 4SY. A £200.00 deposit will be required once you receive conformation of your child's place.