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**Welcome to Reflections.** We do things a little differently at Reflections so if you haven't visited the nursery we'd really recommend that you come and see what we do. **How are we different?** Well, we make a point of listening to children's ideas about the world and giving them the opportunity to test their theories because we believe that's the way they learn best. *(We're happy to talk about this for hours if you'll let us).*

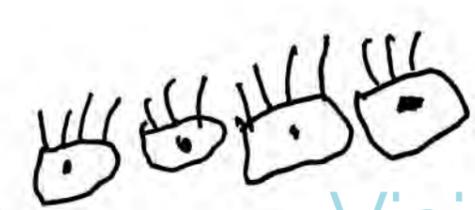
Our nursery is set across two buildings next door to each other – a lovely white Regency building and a big black & white Tudor-style building – both on three floors with loads of space, lots of light and huge gardens. We work hard on making the nursery environment inspiring by offering open-ended, natural and reclaimed resources for the children and they add their imaginations and creativity.

We have been awarded 'Outstanding' by Ofsted at our last three inspections; and we won UK Nursery of the Year in 2009/10 (the only time we've entered the competition). We were really pleased with what judge Wendy Scott had to say about us:

'Children have genuine choices and a lot of scope for exploration and expression in an engaging, beautiful and well-cared-for environment. Staff take children's ideas seriously, giving them plenty of time. Reflections is an exciting place to be in relation to the physical, emotional, social, intellectual and spiritual wellbeing of children and adults.'

Wendy Scott Former adviser to the Department for Education & Skills  
Former Chairman of the British Association for Early Childhood Education

**Our Vision**  
*(we think it's important to have one)*



Eyes by Rohanna  
(3 years 9 months)

We believe all children have the right to be understood as individuals and to be given time and opportunity to develop as creative, competent learners in an inspiring environment, with lots of access to the outdoors.

Our vision is to create a place that values caring, respectful relationships and make heard the voice of the child.



photo taken at Reflections Nursery by Jo Wise

## Looking after your child

**Safe & Secure** We know that you will want to be sure that your child is safe and secure in our care and that's our top priority too. We have staff policies to cover all aspects of health & safety and we train our team to make sure that they follow our procedures at all times. We also make sure that all staff working in the nursery are thoroughly vetted and we carry out risk assessments every day. The thing about our team is that they really love working with children and they always put the children's interests first.

**Settling into the nursery** Our staff will support your child's first few days in the nursery with great sensitivity. Our Baby Room staff will happily accommodate any family routines and as part of settling in we'll encourage you to spend time in the nursery - providing you with any information you need and lots of cups of tea. We understand that leaving your baby for the first time can be a very emotional experience, so we are happy to come to you on a **Home Visit** for your initial settle. The choice is yours.

**A rhythm to the day** We make time for children to be active and to rest; to play and to learn; to be indoors and outside; to be sociable and to have time just to be themselves. We tend not to think of the day as a routine but rather a day punctuated by appointments, like the morning and afternoon sessions, lunch and tea. The children especially love to get outside and the nursery garden becomes a meeting place for children of all ages and a place for exploration and discovery.



*Teeny tiny baby with his heart by Callie  
(2 years 7 months)*



photo by Reflections Staff

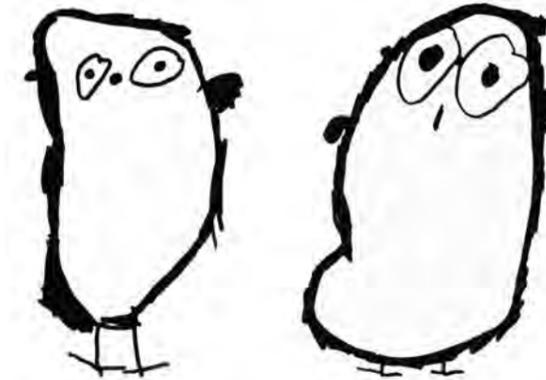
## Delight in the joy of learning

Children are rich in potential and readily have their own theories about the world – we support them to explore their theories with their friends and make sense of the world around them. So when Teddy (3 years) wanted to build a *Water Feature* we helped him with his research and provided time, materials and spaces to work with his friends. When they spotted a bracket fungus in the forest it became the inspiration for the final water feature design which we then built in the nursery garden.

We draw our inspiration from the pre-schools of Reggio Emilia in Italy. These nurseries are world-renowned for providing children with the very best in childcare and education. Many members of our staff have attended study tours in Reggio Emilia bringing back a renewed commitment to listening to children and a deeper understanding of how to work with their theories and support their creativity.

We are committed to the principles of the Early Years Foundation Stage – this is the national guidance for working with children from birth to five. So we give children of all ages the opportunity to develop skills and knowledge across as many areas of learning as possible.

We think our approach to education is the best way to help your child become independent, confident and sociable with a positive and enthusiastic approach to life and learning.



Chicks by Constance  
(4 years 6 months)

### A place for creativity

We encourage children's creative expression from the Baby Room onwards by providing really varied resources and equipment. These include light boxes, overhead projectors, mirrors and the children work with paper, clay, wire, ice and many other materials. Toddlers and Pre-school children have full access to art studio areas which we call *Ateliers*, and we have four full-time artists (called *Atelieristas*) to support their creativity. We also have our own 'scrapstore' called *ReCreate* where children choose the materials they want to work with.

We value children learning as a group and find that they help each other solve problems and make meaning together.



photo by Reflections Staff

## Forest School & Beach School for the over 3s

*(entirely optional)*

*'I love Forest School.'* Rohana (3 years 7 months)

*'What do you love about Forest School?'*

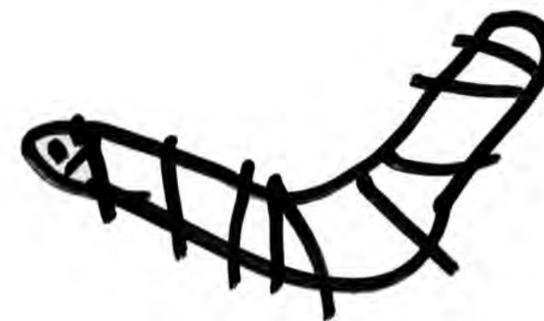
*'Everything.'* Rohana

**Woodland Experiences** We operate forest sessions for five groups of children aged 3-5 years old, five mornings a week for 42 weeks from September to July going to the woods in all weathers (except for high winds). We take children by minibus into our own woodland area, 15 minutes from the nursery where they climb and jump off trees, make trails and hunt for mini-beasts together.

*'Mother Nature's eyes are always on me'* Odin (4 years)



The children use their imaginations and build dens and traps often tell elaborate stories as part of their experiences. They explore the woodland together and they grow in confidence and self-esteem. We find that Forest School gives children a deep connection with the natural environment and the rhythm of the seasons. They also learn how to handle risks and how to use their own initiative to solve problems, co-operating with their friends. Often the children will bring ideas or projects back to the nursery to be carried on indoors. Children will occasionally find dead animals in the forest and their theories about what might have happened will be discussed and explored, sometimes for days or weeks.



*Bird and Worm* by Elijah (4 years 3 months)

**Beach Day** We also take children in small groups to the beach four days a week so that every child has the option to go at least once a month. Children begin their beach day in the garden helping to cultivate the fruit and vegetables, feed the chickens and collect any eggs.

They often prepare lunch for themselves and cook it on the fire or in our homemade (by the children) pizza oven. In the afternoon they go to Goring beach exploring and simply enjoying the seascape. On wintry days the children look forward to a warm juice in our Beach Hut in between explorations.



## Our Service

- We offer places to children aged 6 weeks to 5 years
- We are open from 7.30am until 6.30pm Monday to Friday, 52 weeks a year
- We offer full-time and part-time sessions
- We always include all meals, formula milks, nappies and wipes in our fees
- We take Free Entitlement funded places for 3 and 4 year olds; and 2-year old funding, where eligible (you would need to speak to us about this so we can explain all the details)

- We can take all brands of Childcare Vouchers which you might get from your employer
- We have four full-time artists supporting children's creative expression and long-term project work
- We offer an optional Forest School session for children over 3 years old, each morning in local woodland for 42 weeks a year, but we charge a little extra for this
- We offer Beach School sessions for children over 3 years old at no extra charge
- We regularly offer an extra-curricular option such as; French, Yoga, Rugby, or Capoeira on selected days. These are always at no extra charge



## Making it work with parents

We deeply respect the role that parents play as the principal carer in their children's lives and we want to develop a close working relationship with you so that we are consistently meeting your family's needs.



Family by Aiofe (4 years 6 months )

We find that open, two-way communication is crucial so we always make time to talk at the beginning and end of each day and you will receive information about your child's nursery day verbally, in writing or through photographs. We use an online Learning Journal called **Tapestry** and educators capture moments in your child's day and share these with you, involving you directly in the learning taking place. And we publish a regular Newsletter keeping you up-to-date with nursery plans and developments.

We also have a Parent Forum bringing together a group of parents with the senior staff team to explore how best to work together and share ideas. You are welcome to become a Parent Representative and join the forum which meets every six weeks.

**Inclusion for all children** Our policy is to include all children whose parents request a place, wherever possible. As long as we are agreed that we can meet yours and your child's needs, we will be happy to discuss any arrangements we need to make in order to give the best to your child. This often involves other sources of support too.



photo by Chris Danican

## Mealtimes & Service

**Mealtimes** are really important social occasions so we treat them that way. We support children to be independent, to share with others and to talk with their friends. By the time they are in the pre-school rooms children eat in the **Dining Room** serving themselves, and mealtimes become a time for reflecting on experiences and making new plans.

We have an 11-day rotational menu (*a really clever idea suggested by a parent*) so whatever sessions your child attends they still get a really varied diet and we change the menu twice a year. We use organic local produce and if you let us know, we can cater for special dietary requirements. Our award-winning cooks prepare three meals and two snacks each day and we make sure they are nutritionally balanced.

### Sample meals from our menu

<i>breakfast</i>	<i>cereal, toast, milk or water</i>	
<i>mid-morning snack</i>	<i>a selection of fruit</i>	
<i>lunch 1</i>	<i>roast chicken, new potatoes and broccoli rhubarb crumble and natural yoghurt</i>	
<i>lunch 2</i>	<i>mediterranean fish pie, french beans and swede chef's stewed apple and custard</i>	
<i>mid-afternoon snack</i>	<i>a selection of fruit</i>	
<i>high tea 1</i>	<i>ratatouille and crusty bread, fruit flan</i>	
<i>high tea 2</i>	<i>red pepper houmous with pitta bread, chef's homemade fruitcake</i>	

*Food by Katie  
(3 years 9 months)*

**An Edible Garden** During lunch one day Lottie (3 years 8 months) asked 'Where do chips come from?' The conversation prompted a project about potatoes which quickly developed into an Edible Garden area for children to grow their own fruit & vegetables. They now plant seeds in the greenhouse, compost in our bins, harvest from our raised beds and the whole experience is supported by our two gardener educators. And, they (literally) get to eat the fruits of their labours.

No way. The hundred is there.

The child  
is made of one hundred.  
The child has  
a hundred languages  
a hundred hands  
a hundred thoughts  
a hundred ways of thinking  
of playing, of speaking  
A hundred, always a hundred  
ways of listening  
of marvelling, of loving,  
a hundred joys  
for singing and understanding  
a hundred worlds  
to discover  
a hundred worlds  
to invent  
a hundred worlds  
to dream.  
The child has  
a hundred languages

(and a hundred hundred hundred more)

but they steal ninety-nine.  
The school and the culture  
separate the head from the body.  
They tell the child:  
to think without hands  
to do without head  
to listen and not to speak  
to understand without joy  
to love and to marvel  
only at Easter and Christmas.  
They tell the child:  
to discover the world already there  
and of the hundred  
they steal ninety-nine.  
They tell the child:  
that work and play  
reality and fantasy  
science and imagination  
sky and earth  
reason and dream  
are things  
that do not belong together

And thus they tell the child  
that the hundred is not there.  
The child says:

No way. The hundred is there.

*Loris Malaguzzi  
Reggio Emilia*

photos taken at Reflections Nursery by Chris Dunican, Jo Wise and Staff at Reflections Nursery



*My name means, light by Elinor (4 years 1 month)*



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& Forest School

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