



Wavertree Christian Fellowship  
Nursery & Pre-School

# PROSPECTUS

## 2019/20

*Planting the seeds of early  
education since 1990*



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# Introduction

Wavertree Christian Fellowship Nursery and pre-school is a not for profit voluntary organisation operating under the Christian ethos of Wavertree Christian Fellowship church and governed by the church trustees.

The Nursery with the church promotes the Christian Faith but welcomes children of any faith into the setting.

The nursery is registered for forty children, per session, aged between two years and five years. We currently run term time only (38 weeks per year) and offer nine sessions per week;

- Monday- 8.30am to 12.30
- Tuesday, Wednesday, Thursday and Friday-8.30am-12.30pm
- Tuesday, Wednesday, Thursday and Friday-12.30pm-4pm

This prospectus is designed to assist you in choosing the right nursery provision to suit the needs of your child, and is written in accordance with our policies, which are available at all times in the reception area and on our website. No part of this document can be copied or used by any third party.

Staff at Wavertree Christian Fellowship will be happy to discuss the activities your child will be participating in and give you any information to assist you in your choice of setting.



## Mission Statement, Aims & Objectives

The aim of Wavertree Christian Fellowship nursery and pre-school is to provide fully inclusive, affordable, high quality childcare in a safe and happy environment. We are a Christian nursery governed by the trustees of Wavertree Christian Fellowship Church, although we welcome children and families from any faith into the setting.

At the start of each day the children may join in a short prayer or song prior to registration to give thanks for the day.

All children are treated as individuals regardless of race, religion or ability.

Children are encouraged to learn through play and reach their full potential by becoming involved in the full range of activities on offer every day. Children are treated as individuals and planned for accordingly.

Our Philosophy is closest to that of Friedrich Froebel who said that 'play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul'.

Good personal and social skills are encouraged through daily routine, along with Communication and Language, literacy, Maths, Expressive arts and design, understanding the world and physical development.





# First Steps

When you have chosen a setting for your child to attend, tell them about it and how happy you are that they will be going to have fun, make friends and play. Your child may need lots of preparation to get them used to the idea of going somewhere new.

Share the prospectus or any information you receive with your child. Show them photographs and talk to them about the activities they may be involved in. You will be sent information about your child's keyperson before they start the setting. This will include a photograph, which you can share with your child.

There are storybooks available about starting nursery, which can be borrowed and shared with your child. Look at the pictures of the equipment and toys in the nursery and talk to your child about them. It can be huge steps for little ones to make the transition from home to nursery so don't be surprised if there are a few tears. Feel free to visit the nursery with your child so they can see the room, the toys and the outdoor area.

Attend any open days together so your child can meet the staff and other children that may be attending with them. This may be your child's first experience of being away from you for short periods of time, but this is where they will learn to mix with other children, experience taking turns and sharing, as well as enjoying free play on large equipment such as climbing frame, bikes, cars, scooters, etc.

They will also be involved in more structured activities like craft, small world, and dough. There is a fully equipped home area, mark making area, library, math's area, and a sensory room that is constantly being developed. A strong emphasis is placed on social skills at all stages and children learn to respect one another and each other's belongings, and in time become independent.

Parents in receipt of benefits may be able to claim fifteen hours of funded childcare for two-year olds. All three and four year olds are entitled to fifteen free hours from the term after their third Birthday. Please see staff for details.

## Leaving Your Child

At first parents may feel unsure, guilty or nervous about leaving their child, especially if there are tears. This is a natural response but try to remember the carer you choose for your child is experienced in looking after children and they, as you, only want what is best for your child.

If you know that your child will cry when you leave them, then try to leave them for a short period at first so that they know you will be coming back soon, then gradually build up the time you are away until it reaches the end of the session.

We ask all new parents to collect their child at least 15 minutes early for the first week or until both parent and child feel happy enough to stay until the end of a session.



# Meet the Staff

At WCF we are fortunate enough to boast a low staff turn-over, and a high adult to child ratio. One adult has a maximum of eight children (aged between three to four years) or a maximum of four children (aged between two to three years) Per session. Most staff have worked here for many years and are highly valued for their professionalism, love, friendship and enthusiastic approach to working with children.

- Play workers working with younger children all hold certificates to work with children up to the age of 8 years.
- Two staff members holds NVQ Level 2 in childcare and four hold NVQ Level 3 in childcare.
- Two have first class BA Hons degrees in Early Years and one has a BA Hons degree in Teaching and Fine Art.
- We currently have one apprentice studying at level three.
- All staff hold enhanced DBS (CRB's) that are renewed on a regular basis.
- All Foundation stage staff undertake a minimum of two full days training each year to keep them updated in childcare and education. Some training is on site.
- All staff are updated on safeguarding at regular intervals.
- All staff members hold first aid certificates, which are renewed every three years.
- All staff have had food hygiene and health and safety basic training.
- All staff are involved in up to 5 inset (training) days throughout the year.
- Staff constantly improve their childcare development by taking part in training, individually and in groups.

## Bev Stephenson – Nursery Manager



Bev Stephenson is the Nursery Manager and leads a team of staff and volunteers to ensure smooth running of the group. Bev has a first class BA Hons degree in Early Years Management she also has a foundation degree, NVQ Level 3 in childcare and education and a diploma in playgroup practice. Bev has been at WCF since 1992 when she started as a play leader, she then progressed to pre-school keyworker and deputy manager and was appointed manager in 1999. As well as being manager Bev is joint Safeguarding Coordinator and Health and Safety Coordinator.

## Kim Fishgold – Deputy Manager

Kim Fishgold is deputy manager of the group and has a first class BA Hons degree in Early Years Management. She also holds a foundation degree, NVQ Level 3 in Childcare and Education and certificates in classroom support and computer skills. Kim started working at Wavertree Christian Fellowship in 1996 as a volunteer. She then became a play worker and a keyworker and in 1999 was appointed Deputy Manager. Kim is joint Safeguarding Coordinator and undertakes managerial duties and treasurers' duties. Kim also ensures that staff and children understand daily routines.



## Denise Evans – SENCO & Lions Key Person

Denise is room supervisor, looking after the running of the main playroom. She joined the nursery in 1996 as a volunteer and progressed to play worker, Keyworker, SENCO, and room leader. Denise is Qualified in childcare and education at NVQ Level 3 and has recently gained her chartered leader certificate. Denise is also the SENCO, working closely with educational psychologists, paediatricians, health visitors, speech therapists and other professionals to ensure the wellbeing and inclusion of all children with special educational needs. Denise is passionate about her work and has been awarded SEN childcare worker of the year in the past. Denise is also key person to the Lions group and helps to ensure that they reach their early learning goals while having fun.



## Tom Stephenson – EYFS Teacher, Equality & Diversity Co-Ordinator & Tigers Key Person

Tom Stephenson is our Early Years Teacher and Keyperson for the Tigers and Kittens. Tom graduated in 2012 and has been a permanent staff member since then. Tom volunteered at the nursery for many years and took up a part time position during his university studies. He was appointed full time Early Years coordinator and teacher in September 2012. Tom's degree is in fine art and teaching. He is very creative in his approach to teaching, and children in his group enjoy fun filled activities and are treated as individuals while being encouraged through their interests to reach their learning goals. Tom is also the Equality and diversity coordinator and ensures that all staff, children in the setting and their families are treated as individuals.



## Rebekkah Clephan – Kittens Key Person

Rebekkah Clephan joined us as a level 2 student in 2013 and then went on to do an apprenticeship at the setting, gaining her level 3 in childcare. Rebekkah completed her apprenticeship with us in April 2016 and has been taken on as a permanent member of staff. Rebekkah helps to look after the younger children in the group and is responsible for their assessments as the key person for the Kittens group. She ensures that the children enjoy their time here and are ready to move on to their next group at the right time. Rebekkah also compiles the 2-year-old assessments for all of the 2 year olds who enter the setting.



## Gill Sheahan – Panthers Key Person

Gill started her apprenticeship in 2016 after working as a volunteer in the setting and in 2017 completed her NVQ level 3 in childcare and education. Gill became the keyperson for the Panther group in 2017 and works hard to ensure that all children are treated as individuals, planning fun and stimulating activities for the children in her group.





## **Maria Liggett – Early Years Assistant**

Maria Liggett is a playworker in the setting and ensures that all of the children cover all areas of development through play. Maria Joined the nursery 1995 and is a very committed member of staff. She is qualified in play work up to level 2, and has NVQ Level 2 in childcare. Maria cares for all the children in the setting and ensures they reach their full potential and that every child is treated as an individual and learns at their own pace.



## **Jude Evans – Early Years Assistant**

Jude Evans works part time at the nursery and has been with the group for many years. Jude is qualified to NVQ Level 3 and assists the staff in their role as keyperson. Jude will also stand in for staff who are training at various times of the year. Jude has excellent relationships with parents and children and ensures that all children are encouraged and supported through the early years to help achieve their learning goals.



## **Janine Kelly – Early Years Assistant**

Janine Caldwell is our most recent member of staff. Joining the team as a volunteer in spring 2016, Janine applied and was accepted to study for her level 2 qualification, from September 2016. After completing that qualification Janine applied for and is currently completing her NVQ level 3 qualification. Janine is currently the key person for a small number of children in the setting and works hard to develop strong relationships with them and ensure that learning is fun!



## **Student Placements/ Apprenticeships & Work Experiences**

We offer work experience placements to boys and girls from many Liverpool secondary schools. This is a way of year 10/11 and 12 students having an insight into working with young children in pre-school education. We also offer college and university student placements, working with Universities and colleges in Merseyside and the surrounding areas. University and College students in most cases are studying to become primary or early years teachers.

## **Student Placements/ Apprenticeships & Work Experiences**

We always welcome volunteers into the nursery and are fortunate to have regular volunteers coming in on a weekly basis to help with the children, make the snack and organise activities. If you feel you would like to volunteer your time please let us know. If you can't volunteer on a regular basis you may like to help when we go out on trips. We need a high adult child ratio when we go on an outing so welcome parent helpers. Regular volunteers still have the same rigorous checks as permanent staff.

# Early Years Foundation Stage

Set up in the year 2000 the foundation stage was the curriculum aimed at children aged between 3 and 5 years.

In 2008 Every Child Matters, Birth to three and the foundation stage came together as The Early Years Foundation Stage which is greatly based on learning through play and allows all children from birth to five (two to five in this setting) to access resources freely within the areas of learning.

In 2012 the Early Years Foundation stage had an overhaul after being reviewed by Dame Claire Tickell. Dame Tickell has tried to make the foundation stage clearer and easier to use with more emphasis on things that matter most in the early years.

The statutory framework was updated in 2017 and presently the government are looking at making more changes to the EYFS which we will report on as and when they happen.



## Areas of Learning & Development



There are seven areas of learning and development that must shape educational programs in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the prime areas, are:

- Communication and Language
- Physical development
- Personal, social and emotional development

There are also 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.





# PSED- Personal, Social & Emotional Development

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

At Wavertree Christian Fellowship we put an emphasis on social skills. Children are encouraged to help and care for themselves and others. They learn how to take turns, share and all the usual self-help skills like hand washing and toileting. They build relationships and friendships with their peers and with adults.

Children each have a card with their name on and a photograph of themselves and a picture of the group they are in. They use these cards to register themselves. When they grow in confidence the photograph is removed from the card and they are encouraged to look at the letters in their name.

At snack time children are able to serve themselves with a choice of food and drink. When they have finished, they clear away their plate or bowl and cup.

At lunchtime children bring a packed lunch from home and sit with a practitioner on their table, chatting and eating together. Good table manners are encouraged at all times.

Children learn to dress and undress themselves when going out to play or dressing up and change their shoes to go out to play.



# CL- Communication & Language Development

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Language and communication is encouraged through all areas of learning and in every activity. Children chat to their key workers and their friends and are encouraged to talk about recent and past experiences, and share their news and achievements with others at large group and circle time.

We have a listening centre with a CD player, iPod, tablet, music and story cd's, and headphones for individual listening and recording. Children have free use of this equipment.

Children are encouraged to ask questions especially during or after outings or activities.

Regular interactive story sessions ensure that children are included in telling, predicting and recalling events of the story.





## PD- Physical Development

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Our large playroom has wide scope for all physical development. We have a wide range of toys and equipment and a climbing frame, Cars, bikes, scooters etc are all in the outdoor area. We have PE and dance sessions, and occasional obstacle courses.

Our developing Garden/Outdoor play area is used every day unless the weather is extremely bad. Children have free run on most days unless a small group activity is taking place. Activities outdoors include: Large blocks, balancing equipment balls, bats, Sand and water. Craft and mark making activities are brought out for the children to experience creating outdoors. The pirate ship houses a den and a sand pit, there is a train with a communication friendly space, benches for chatting, a gazebo, a stage (with chalk board), a train track, large grass area, A mud kitchen, a digging area and many planters.

The children still use the area in wet weather and listen to the rain on the umbrellas and the traffic sounds in the rain and compare it to the noises made on a fine day.

Small and large motor skills are encouraged throughout all activities available during the session, e.g. cutting; gluing, threading, jigsaws and small construction all help small manipulative skills.

Climbing, riding on bikes and scooters and running all help improve large motor skills. Large motor skills need to be in place for small motor skills like mark making to be effective.



## LD- Literacy Development

Literacy involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Writing Skills are encouraged by having a fully resourced mark making area with equipment such as paper, card, coloured pens, pencils, postcards, stamps, sticky pads, envelopes, etc. Writing materials are available in all areas of the nursery including the Mathematics area, the small world area, outdoor area and the home area. Children use different media to create marks and patterns including; rice, salt, lentils, paint and sand. Staff understand that children need to develop their gross and small motor skills before they are ready to write.

Free use of this equipment encourages pencil control and helps children form letters when they are ready to write. Children are encouraged to choose their own writing resources and experiment with available equipment.

Reading skills are encouraged by looking at words in the environment on shop signs, packaging, addresses on letters, in fact all around us as well as in books and magazines. All these things help children to understand that words carry meaning.

We have a vast choice of books, photo albums, comics, and magazines in our library area, which are regularly rotated. We use a wide range of books including: the oxford reading tree and Jolly phonics.



## MD- Mathematics Development

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Mathematical development is encouraged throughout all areas of learning, from snack time when children can use their counting skills and their matching skills, to more traditional methods of weighing and measuring. Children use alternative measuring tools like hands and feet to measure simple distances or objects.

Number rhymes are used at large group time and throughout the session. Children play matching games, do puzzles look at shape and colour, numbers in the environment e.g. on packaging, on doors and buses. Children also have baking sessions where they can practice their counting, measuring and weighing.

We also use music and puppets to teach counting to a beat or rhythm. Children experiment with sand and water to discover weight and volume, heavy and light and floating and sinking. Natural resources are used to count and sort.



## UW- Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Children learn about the environment around them both local and further afield. They look at buildings and houses in the local community, at shops, churches etc. We aim to go on trips at least once a term but usually every half term to places of interest to the children. Our recent trips have included visits to Chester Zoo, Gulliver's World and to Crosby beach.

We have a brand-new outdoor play area which has a garden that the children enjoy taking care of. We have a planting session where they watch seeds or bulbs grow into flowers or vegetables. Children use a magnifying glass to look at small insects and creatures in the garden. Children look at their own growth and compare pictures of babies through to elderly people and discuss different stages of growth.

We discover how things work and why and discover forces pushing and pulling using magnets, cars, trucks, blocks. We have sessions where we taste different things and discuss likes and dislikes. The sensory area provides different textures, smells, sounds and visual experiences for the children.

The main playroom has tablets on offer all session, which children are able to use freely, but they do need adult help to use the internet. We have safety measures in place to ensure that children cannot download anything inappropriate for their age. The time they spend on the tablets is restricted so all children get a fair chance to access them.

They can play on pre-school programs and games and have access to a variety of programmable toys, bee bots, tape recorders/players, cameras, printers and a camcorder. We are constantly updating our equipment and try to keep parents informed of new additions. Children use equipment like the printer/ scanner and laminator with adult assistance and sometimes use the microwave during baking activities. 10





# EAD- Expressive Arts & Design

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role- play, and design and technology. There is an Early Years foundation stage display board in the reception area with more information.

Painting, Collage, drawing, pasting, printing, etc. are available for children to use freely every day, as well as during small group structured activities.

Children are encouraged to express themselves freely while creating wonderful works of art for their family and friends to enjoy and admire. It is very important to appreciate your child's work as they may have put a lot of effort into it. Ask them questions about their creation, what they used to make it? did they have a good time making it? But try to avoid asking what is it? They will get around to telling you eventually.

At some large group times, children have the chance to play a choice of musical instruments, they learn to tap out a simple beat and have a great time just creating their own music! On occasion musical visitors come and share their experiences with the children.

Children are able to escape to the land of make believe with the help of our dressing up rail and role play activities. They make dens; have a library, or cafe, create shops, doctors, beauty salons and hairdressers. They use real money when playing shop and create menus and price lists for their customers.



We have a large selection of dressing up outfits that are rotated regularly and role play resources for children to get into character and explore. Children create their own areas in which to play games with their friends and they also get involved in imaginative small world play with the garage, action figures, trains and dolls house.

An old storage cupboard has been transformed into a cool chill out area for the children to reflect and relax. Staff are constantly working hard developing the area and making changes, adding lots of sensory things, and things with different textures, a large mirror, soft toys, a tape recorder/cd player and fibre optics and bubble tubes already in place. We raised money during the past year to update the area with new resources.

Professionals who use the group such as speech therapists, educational psychologists and teacher advisors also benefit from this room when working with individual children. Parents are able to use the room during parent and toddler sessions by request.

At W.C.F we work closely with early years teams to develop a high standard education program; we evaluate activities undertaken by the children and improve them as and where necessary. Staff attend many training courses throughout the year to keep updated and bring new ideas into the setting.

Assessment and observation records are kept on all children. Parents are encouraged to add to these records during the year with observations. These records are compiled electronically using the 'Learning Book' program which your child will be entered onto when they start at the setting. Parents will then be able to follow your child's learning and development records online. At the end of the year you can download their assessments or purchase a book or keyring directly through the Learning Book organisation.

We plan activities around the children's interests, and get them involved with the planning and sorting out what resources are needed. Children play and learn more effectively if they are interested and involved.



## Parental Support



Parental input is very important to us, we value what parents say, and ask for feedback via a questionnaire at least once a year. Any suggestions or requests for activities are taken into account during any planning meetings and we try to include as many as possible.

We have parent helpers who come along on daytrips and come to help out at a nursery session by organising activities, telling stories or sometimes by making the snack for the children and chatting to them while they eat.

Parents are most welcome to attend any of our sessions throughout the week and we particularly value your help during our daytrips when the ratio is 1 adult to every 2 children.





# Safeguarding

Bev Stephenson, Denise Evans and Kim Fishgold are designated Safeguarding officers for the setting although all staff members and volunteers are trained in safeguarding. Bev, Denise or Kim will discuss any issues, which may arise concerning the safety of your child. If a practitioner is concerned about your child's welfare or safety either Bev, Denise or Kim will discuss this with you.

If we are concerned that a child is being abused, we will report it to the Liverpool Children's Information Service (Care line) who will decide what should happen next.

Areas of abuse include;

- Neglect, physical abuse, sexual abuse and emotional abuse.
- The safety, protection and well-being of the child is paramount.
- The full Safeguarding policy is available in the reception area.



## Registration

Wavertree Christian Fellowship is registered with Ofsted to provide full day care for children aged between 2 and 5 years, for 38 weeks per year. We undergo regular inspections and reports are available for parents to read at any time on the website or by obtaining a copy from the nursery. Here are some excerpts from the most recent report;

- *'Parents are true partners in their child's learning and development. Their overwhelming gratitude and extremely positive comments about the care and education their children receive is astounding. Parents are immensely involved in their children's learning in the nursery and at home.'*
- *The highly qualified manager is an inspirational leader. She has the utmost expectation for the highly qualified and experienced staff team, who she motivates to secure exceptional practice. All staff demonstrate extreme dedication and passion to provide first-class care and education for children.*
- *Staff provide superb support for children, particularly boys, to develop excellent writing skills. Boys can spell simple words and write short sentences. They are exceptionally well prepared for the move on to school.*
- *Children thoroughly enjoy frequent visits into the community. For example, they visit concert halls and cathedrals. This helps them to learn about the wider world. Children show wonderment and awe, such as when they see large-scale models of planet Earth hanging from the ceiling. They are extremely keen to share their experiences and knowledge about planets and space.*

**Ofsted 2019**

**Our registered person is Mrs. Beverley Stephenson**  
**Our registration number is EY548178**

**The address of Ofsted where any complaints or comments can be submitted is:**  
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