



Maisie Poppins
Nursery

the holistic approach to childhood

The Maisie Poppins Way

as at 8th August 2018

About us

Maisie Poppins Nursery is situated within the St Joseph's complex near London Fields, Hackney, London E8. We are Ofsted registered and fully insured and regularly inspected by Ofsted and the Hackney Learning Trust.

We previously existed as a home childcare setting with three of the same staff, during this time we gained several awards and consistently receive an Ofsted Outstanding grading.

May "Maisie" Collin is the founder of Maisie Poppins Ltd and is the onsite nursery manager. Maisie has three degrees, two of them are postgraduates and highly relevant to her current work, plus a Level 3 diploma in Childcare, Level 3 in Forest School Leadership and on-going continuous professional development.

All other staff hold a Level 3 Childcare Diploma as a minimum and are educated up to Masters level. All staff have a minimum of two years relevant experience in an Ofsted registered childcare setting before joining us. The London Living Wage is our minimum salary, with potential to earn much more. All staff receive full holiday pay as standard. Staff all have a full learning and development plan in place as part of their ongoing supervision and appraisal work.

Children play and learn inside and outside every day and attend regular community and Forest School trips commensurate with their age. Our nursery can accommodate up to 44 children within four carefully considered childcare rooms with qualified and experienced staff.

How we work

A full keyworker system is in place in order for children to feel as safe and nurtured as possible. Regular review and progress meetings take place and a thriving parent community is central to the daily lives of the families with whom we work.

A daily timetable is in place, governed by a fluid approach of adapting the timetable to the needs and interests of the children throughout the course of the day. Purposeful play is mixed with more structured learning activities, which gently increase as children in our care get older leaving them seamlessly school-ready when they leave.

There is an open door policy in place, with high levels of two-way communication and daily handovers via security-protected software using a work-specific iPhone and iPad.

Food is healthy, nutritious and freshly cooked. We have a diverse range and menus are clearly displayed. We adhere to three sets of guidance: Sugar Smart, the Soil Association Food for Life Award and the Children's Food Trust guidance. We hold the highest-level award from all three bodies, who have inspected us personally. The menu is nutritionally balanced and we adapt menus to allergy needs and other cultural needs, such as vegetarian or halal alternatives. Any eating differences, such as sensory food aversion and under/over eating, are swiftly picked up, supported and referred as necessary in partnership with parents.

Children sit down to eat together and meals are sociable and ceremonious occasions. We work hard to make meals feel relaxed and without pressure and give children a sense of ownership around tuning into their body's needs and serving themselves the amount they feel they need within reason. Children's fine motor skills development is supported through teaching them to use cutlery (unless culturally inappropriate) and to try to eat mindfully. Hot lunches are taken together with staff in the onsite restaurant as part of the vibrant community in which we are housed.

In line with NHS guidance, we do not offer any bottles or formula to children over the age of one. Water is the only drink given and is freely available to all children throughout the day.

How We Create, Maintain and Develop this Integrated Culture

- We work with the ‘whole of the child’ at all times. This means we always work to care for a child within their individual social and family context. We work as reflective early years practitioners to support the child through their milestones, daily life and beyond. We consistently review the well-being, progress and development of each child in our setting to make sure their journey is tailored for them to fulfil their potential.
- We dedicate our wholehearted attention to each child and nurture their emotional, physical and social well-being in a highly effective way. It also allows us to work in partnership with parents and any other relevant parties in a ‘team around the child’ approach to ensure consistently high outcomes for each child. We have found that this enables parents to feel involved, respected and included in their child’s care.
- Positivity is our touchstone. We celebrate all the day-to-day achievements of the children: the small goals and the big milestones are equally important.
- Inclusion is paramount. We work hard to ensure all of our children are celebrated, their uniqueness is embraced and their differences are respected with tolerance and care.
- Our approach embeds good mental health habits for life through early years activities that focus on understanding and identifying an ever-increasing range of emotions and feelings through a variety of reflective activities. We use Personal, Social and Emotional Development (PSED) as a key to unlock other learning areas in our children.
- There is growing research that suggests that learning empathy at a young age is a key building block for a happy and fulfilled life. We consistently support children to build empathy, help and care for one another and foster kindness within their interactions.
- We give the children clear, maintained boundaries that are explained with reasons why, rather than expecting them to adhere to a set of rules they don’t understand.
- We support children to work through conflict effectively and learn how to identify the range of human emotions. We guide and teach them how to express feelings and emotions safely as they experience them. Children are supported to work through difficult feelings and gently learn how to navigate them and develop early abilities to self-regulate. Self-regulation is a key life skill and essential to core health and self-care.

continued...

How We Create, Maintain and Develop this Integrated Culture (cont.)

- In line with the Early Years Foundation Stage (EYFS), we provide indoor and outdoor learning environments.
- Outdoor time is essential for children's growth and well-being. Children in our care play and explore outside every day in all weathers (unless it is dangerous to do so), experiencing natural environments and aspects of nature such as grass, leaves, flowers, snails, birds, worms and butterflies. They are also encouraged to play with outside equipment specifically designed to support physical development, such as the trampoline, footballs and a seesaw.
- Good-quality food and accompanying education is important. We make sure all our meals are freshly cooked from varied ingredients, healthy, interesting and organic, in line with guidance from the Soil Association.
- We ensure children have a clear understanding of where food comes from as per our early years curriculum and become familiar with fresh, unprocessed food alongside developing an awareness of sustainability and consumer responsibility. Children are encouraged to look after our planet together and develop an early awareness of the food cycle and seasonal produce through growing activities and trips to the local fishmongers, city farm and more.
- As staff we take care of ourselves. When we come to work we 'leave our baggage at the door', making sure we are fit for work physically and emotionally.
- Our 'being present policy' ensures all staff are devoting their full attention to the children, which in turn ensures children feel safe, loved, valued and nurtured.
- As staff we have open and transparent communication with each other.
- We guarantee that discussion between staff about any child in our care is kept confidential and respectful at all times and that data is recorded and stored correctly.
- We support parents to become part of our childcare community via our WhatsApp group, charity work and invitations to seasonal events like our Mothers Day Breakfast, Significant Male Day and annual Christmas Party.

The Early Years Foundation Stage Curriculum

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to five years old. All schools and Ofsted registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes.

We deliver this early years curriculum to the highest possible standard in a range of age-appropriate ways. The children we care for tend to have much higher EYFS outcomes than the national standards and are nursery/school ready at their leaving transition points. Great progress is made during their time with us – children feel highly motivated to learn and their natural curiosity and exploratory impulse is embraced. We really pick up on a child's early talents and passions and enable extension of specific activities to further them in partnership with parents.

Personal, Social and Emotional Development

Personal, Social and Emotional Development (PSED) comprises of three building blocks for future success in life. These foundations are closely linked and often bracketed together as one area of learning and development:

- Personal development (being me): How we come to understand who we are, what we can do and how we look after ourselves.
- Social development (being social): How we come to understand ourselves in relation to others, make friends, understand the rules of society and behave towards others.
- Emotional development (having feelings): How we come to understand our own feelings, the feelings of others and develop our ability to empathise.

Unlocking a Child's Potential the Maisie Poppins Way

We believe that, when a child feels safe, secure and loved, they are better able to be kind to others, they are more open to positive relationships and learning, their development is able to progress and transitions (how they move from one situation to another) become easier for the child to manage.

At the Maisie Poppins Nursery we work to build early 'world citizenship' in children. They are encouraged to experience their world as a safe place where they have the freedom to explore and discover at their own pace, fully enjoying the wonder and magic of childhood without restrictions.

We do this by...

- ensuring settling in is at the child's pace
- ensuring that, as staff members, we model the behaviour we want children to follow
- supporting children emotionally in line with their individual needs; we work to be 'containing' in our interactions and take time to listen, encourage, support and inspire
- working in partnership with family members to support children through difficult periods, which we know are inevitable at times
- ensuring we keep a clear balance of activities and maintain a basic daily routine so children feel in control and know what to expect
- working in a transparent way at all times
- ensuring a high level of open communication
- ensuring PSED is embedded fully at the root of all our work
- working to close the gap between the home and childcare worlds for the child through highly effective partnership work, underpinned by well-functioning communication and feedback systems, such as photos shared daily with parents, the handover book and regular review and progress meetings.

Our ethos evolves in response to our observations and feedback from parents.

Book a Place

Thank you very much for your interest in our holistic nursery.

We warmly welcome your application. Please fill in the short online form via the *Apply* page on the Maisie Poppins Nursery web site: **www.maisiepoppins.com**

We look forward to receiving your form!

Warmest regards,

Maisie and the team



Maisie Poppins
Nursery

the holistic approach to childhood

*Thank you for reading about
The Maisie Poppins Way!*

Maisie Poppins Ltd.
St Joseph's, Mare Street, Hackney E8 4SA

t: 07398 918 090
e: admin@maisiepoppins.com
w: maisiepoppins.com

Limited company number: 0967108

© Maisie Poppins Ltd., 2015

