



Jitterbugs Childcare first opened in May 1999. The setting is in two large Victorian houses, which are adjoined and have been completely refurbished and equipped to provide spacious, outstanding, top-quality childcare accommodation, strictly complying with national standards and OFSTED regulations (OFSTED number 400096). Our most recent OFSTED inspection took place in August 2019, resulting in an outstanding quality childcare and education rating for the fourth consecutive time. A copy of the inspection report is available upon request or can be accessed by visiting the website: www.ofsted.co.uk.

JITTERBUGS CHILDCARE is a 72-place setting catering to children aged 0-5 years. The setting consists of four main areas:

- Eggs unit for under 2s
- Caterpillars unit for rising 2 year olds
- Cocoons is our lower pre-school
- Butterflies unit is our higher pre-school

As a nursery, we believe in transitioning children based on their developmental progress rather than their age. We firmly believe that children should continue advancing in their development, which is why we move them forward according to their progress, not just their age.

The setting is open Monday to Friday, from 7:45 am to 5:45 pm, for 50 weeks a year, excluding bank holidays, two weeks at Christmas/New year and two training days a year for staff training.

LOCATION: Jitterbugs is situated on Trinity Road, at the bottom of Westbourne Grove on the left-hand side. It is easily accessible from both Filey Road and Seamer Road, with ample parking for dropping off and picking up outside the setting.

JITTERBUGS CORE VALUES

Passionate: At Jitterbugs we thrive in our passion for supporting children to learn and grow. We have strong beliefs that all children are individual and unique and should be given every opportunity to blossom.

Independence: We strongly believe that all children should be given time to try new experiences, partake in different activities and allow time to develop their strengths and weaknesses and aid them to acknowledge when they require support.

Nurturing: At Jitterbugs we care for and support all children. We nurture them through the first steps in life and encourage them to develop and grow.

Encouraging: We support and inspire children to be individual and to express their own ideas and to build on their identity and personality.

OUTSTANDING HIGH-QUALITY SERVICES FOR CHILDREN

We aim to achieve the highest standards possible throughout the setting by:

- Maintaining a stable, caring, warm, safe, well-organized, educational, and richly stimulating environment.
- Operating a high ratio of caring, experienced and qualified staff that understand and respond to each child on an individual level of development and educational needs. We provide a key worker system, which ensures continuity of care.
- Working with parents/carers to build a close, trusting relationship.
- Developing a broad, balanced, and relevant early years curriculum appropriate to all aspects of a child's educational development and catering for individual needs.
- Closely monitoring a child's social, physical, intellectual development, well-being and offering regular communication and discussion of this with parents/carers.
- Offering children a nutritiously balanced breakfast and a 2-course freshly prepared dinner and tea, with morning and afternoon snacks. We have the choice of water or milk during snack, and we have available water to drink at mealtimes and children always have access to drinking water throughout the day. Special dietary needs are catered for.

EDUCATION

Young children thrive and their minds and bodies develop best when they have free access to stimulating indoor and outdoor environments for learning through play and real-life experiences. Not all children learn well in a classroom environment at

such an early age, as it can create too many pressures for a child. At Jitterbugs, all our activities incorporate the seven areas of learning, which are acquired through play to help children achieve the early learning goals within the Early Years Foundation Stage, the beginning of a child's education, followed by Key Stage 1, and so on.

The Areas of Learning and Development:

There are Seven areas of development, divided into two areas known as 'Prime' and 'Specific.'

The 3 Prime Areas are:

- Communication and Language
- Physical
- Personal, Social and Emotional.

The 4 Specific Areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Educational programs will focus on activities and experiences for children in the following areas:

Communication and Language Development: Involves giving children opportunities to experience a rich language environment, develop confidence and skills in expressing themselves, and speak and listen in a range of situations.

Physical Development: Involves providing opportunities for young children to be active and interactive, develop coordination, control and movement. Children must also be helped to understand the importance of physical activity and make healthy choices in relation to food.

Personal, Social and Emotional Development: Involves helping children develop a positive sense of themselves and others, form positive relationships, develop respect for others, develop social skills, learn how to manage their feelings, understand appropriate behaviour in groups and have confidence in their own abilities.

Literacy Development: 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.

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 describing shapes, spaces, and measures.

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

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 various activities in art, music, movement, dance, role-play, and design and technology.

Characteristics of Effective Learning

Characteristics of Effective Learning play a part in planning and guiding children's activities, practitioners must reflect on the different ways that children learn, and then reflect these in their practice. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. Three characteristics of effective teaching and learning identified by the EYFS are:

Playing and exploring

Active learning

Thinking creatively and critically

BRITISH VALUES:

At Jitterbugs, we promote fundamental British values by making decisions together to develop personal, social, and emotional development, self-confidence, and self-awareness. We teach children to understand rules and values to create positive relationships for life skills, emphasizing the importance of rules. We also value and respect other cultural beliefs in Jitterbugs and within the wider community, allowing children to develop their knowledge and understanding of the world, people, and communities, managing feelings and behaviour, and forming relationships.

SETTLING YOUR CHILD INTO JITTERBUGS

We recommend that you bring your child for a visit before he/she starts at Jitterbugs. This will help them get used to their new environment and become familiar with their key worker and staff. You may visit for an hour or more, depending on the child's individual needs. Please discuss with a key worker the best way to settle your child into our setting, as every child is different, and we want you and your child to be happy in our care. (There is no charge for the introductory one-hour visits before the child's start date. However, you will be charged if you require them to be left for a whole session prior to starting.)

KEY WORKER SYSTEM

The key worker system aims to provide a sense of stability, continuity, and security, which are of vital importance to a young child's future social, emotional, educational, and intellectual development. As children enter the setting or a new unit, they will be allocated a key worker. The key worker system involves monitoring the child's development through observations/assessments and developing relationships with the parents/carers and the child, alongside other staff members within that unit. We link the key worker groups to different 'bugs,' and these are displayed in each unit's hallway. All children will also be given a secondary key worker to ensure they have a key worker to monitor their progress in the event their key worker is absent.

STAFFING

We operate with a high ratio of qualified and experienced staff to children to maintain our commitment to providing the highest quality of childcare, both emotionally and educationally. Our staffing ratios are as follows: for children under 2, the ratio is 1 adult to 3 children; for children aged between 2 and 3, the ratio is 1 adult to 4 children; and for children aged 3 and over, the ratio is 1 adult to 8 children.

SNACKS AND MEALTIMES

All of the snacks and meals provided at Jitterbugs are made on-site with fresh, local ingredients. Mealtime menus are displayed on the digital notice boards at each entrance. Menus change periodically to accommodate seasonal fruits and vegetables.

Breakfast is available for the children until 8:45 am each day and consists of a choice of cereal and fruit, along with a drink of milk or water.

Snacks are provided on a free-flow system, encouraging self-independence and personal skills. Snacks are available during both the morning and afternoon sessions, offering a choice of two healthy snacks and we cater to any special dietary needs. We serve lunch around 12:00 pm each day. If your child attends the morning session, they will receive a hot 2-course freshly prepared nutritious meal. If your child attends the afternoon session, they will be offered a 2-course tea at around 4:00 pm. Water is available for all children throughout the day.

PUSHCHAIRS

If you bring your child to Jitterbugs in a pushchair, there is a buggy shelter located at the bottom of stairwell number 7. This shelter operates using a code that we provide to you, granting you access to store your pushchair and retrieve it after your child's session has ended. We have 24-hour CCTV for added security, and we also utilize a bike-locking system inside the buggy shelter for additional security.

ORAL HEALTH

At Jitterbugs, we recognize the importance of good oral hygiene, and we promote this throughout the setting. Children are encouraged to brush their teeth after main mealtimes (dinner and tea). This promotes children's self-care and personal hygiene. It is important that you encourage teeth brushing at home each morning and evening, and do not solely rely on our teeth brushing routines to be sufficient. All children have their own individual toothbrush, which is stored in their own individual pot with their name card. All toothbrushes are provided by Jitterbugs and are changed every term or more regularly if needed.

BIRTHDAYS

We celebrate each child's birthday by using a pretend dummy cake, as we cannot accept cakes brought into nursery due to caring for children with allergies. We also request parents not to bring in sweets to distribute, as, again, sometimes it may seem like we are giving too many sweets to the children. Occasionally, we use sweets in activities, but we prefer to monitor the quantity we give to children.

NAPPIES AND TOILET TRAINING

We ask parents to provide nappies, wipes, and creams if your child is in nappies. Our daily routine includes changing children's nappies three times on a full day, regardless, and again in between if your child has a dirty nappy, sore nappy area or a very wet nappy.

If you are toilet or potty training your child, let us know, and we will follow the same routine, encouraging continuity while your child is with us. Please send spare clothes and shoes in case of any little mishaps.

Also, please dress your child in clothes they can manage, as this will encourage independence. Dungarees and hard-fastening clothes are not suitable when your child is toilet training. We do not advise using pull-ups for toilet training, as they can be confusing for the child, who may think they still have a nappy on.

SECURITY

At Jitterbugs, we have a face recognition security door system in place at both entrances, allowing access only to individuals with a registered facial photo. We will register any person, with your permission, who will be collecting your child/ren on a regular basis. If someone not registered will be collecting your child, you must inform us.

There is a bell with a camera for them to ring, allowing us to see from inside the building who is at the door. If they are not recognized, they will need to provide the security password, which you must provide on the registration form at the time of registration.

No child should be collected by anyone under 16 years of age unless they have parental responsibility. Our inner door will be kept locked at all times, and we would appreciate it if you could always ensure you have fully shut the door when leaving and entering the premises. Please do not open the door to any other person, even if you know them, as we need to monitor people entering the premises.

CHILDREN OBSERVATIONS

When a child first joins Jitterbugs, we fully understand that this marks a significant milestone not only for the child but also for their parents and carers. This transition can be an emotional and sometimes challenging experience, so during the initial settling-in period, our staff take extra care to send observations to parents and carers during this transition period. These updates provide reassurance, giving insight into how their child is adjusting, engaging, and progressing in their new environment.

As the child becomes more comfortable and settles into the daily routine, we gradually reduce the frequency of these detailed observations. The reason behind this is that, as an early childhood education setting, we believe that constantly using devices like iPads to record observations can take our attention away from what matters most—engaging directly with the children. By reducing screen time for staff, we can focus more on interacting with, teaching, and supporting the children in a hands-on and meaningful way.

TERMLY REPORTS

At the end of each term, we send out termly reports to parents/carers so they can have an overview of their child's progression, development and what their next steps will be in for the following term.

LIBRARY SYSTEM

Every child who attends the setting will be introduced to our library. Outside each unit, there is a display of books for your child to access. To give everyone the opportunity to access these books we usually say to only take one at a time. We ask that you please return the book once your child has finished them so another child can have the opportunity to read the book. We hope that this scheme develops the children's interest in books and helps them develop early literacy skills as they become familiar with print and grow awareness that print has meaning.

HOMELINKS

Jofli Bear comes with his own backpack containing a diary. This will be offered to you on special occasions such as holidays, weddings, birthdays, etc., or you may be asked to take Jofli bear home with you overnight or for a weekend. Jofli is encouraged to take part in your everyday routines and to help promote caring and sharing. We ask you to write down, with the help of your child, to promote their knowledge and understanding of what you have done. For example, teatime, bath time, bedtime routines, or if there is a special occasion, did Jofli help with the preparation, write in the card, or even have a dance. You can also take photographs and include them in the diary.

Throughout the nursery we also send out home learning bags and story sacks with the child, which will focus on different areas of learning to support their development. This gives the parent the opportunity to be involved in their child's learning and for us to develop home links with families.

OUR OUTDOOR ENVIRONMENT

Our outdoor area is an extension of our learning environment and is divided into different areas on split levels. Each area is covered with safety flooring, such as rubber matting or Walk-sure surfacing. We also have undercover areas. We offer super learning facilities within our outdoor environment. At Jitterbugs, children go out in all weathers, and we provide all outdoor clothing. All children can access the outdoor area during free flow time, with opportunities for sand play, water activities, building and construction, ball games, role play, a garden area for planting and growing, bikes, cars, etc. The activities are endless. We provide the same opportunities and learning experiences outdoors as well as indoor play. So, if your child is an outdoor person, their learning will be just as enriched as it would be in the indoor environment.

At Jitterbugs, we use a system called Nursery in a Box. This system is used to manage the administrative side, including booking patterns, funding, invoices, daily/weekly observations and registering children. Before your child starts at Jitterbugs, we will register them through Nursery in a Box, which will then send you an email to register with Parentadmin. This is where you will complete your child's registration form with the relevant information required for them to attend Jitterbugs. Each month, you should receive your invoice for that month on Parentadmin.



The app is available to download on google play and apple store. Once you have downloaded the app you, then sign in using your login details that you will have set up via the email. This app allows you access to see invoices, account information, send notifications to support communication and a whole lot more features.



Our Eggs unit is situated on the first floor across numbers 5 and 7 Trinity Road. Babies and toddlers in this unit will receive continuity of care as the area is staffed with key workers who are qualified in childcare. The adult-to-child ratio in the Eggs unit is 1 staff to every three babies and toddlers.

To support smoother transitions, older children in the Eggs group will have the opportunity to visit the Caterpillar room, allowing them to become familiar with their upcoming environment. This is done by going down for small plays where they will have access to Caterpillar's indoor and outdoor facilities.

Children in the Eggs unit are introduced to a 'free-flow' environment, which is implemented throughout the entire setting. This allows children to explore their interests in various areas, be it messy play, role play, small world, construction, etc. We also have areas for both babies and toddlers to enjoy 'quiet' time, whether it be looking at a book or carrying out an activity. In the Eggs room, children have daily access to outdoor activities through the Eggs balcony. This provides them with opportunities to engage in outdoor play, promoting not only their physical development but also other areas of their overall development. All the children's educational needs and development are met through everyday play.

Due to the age of the children within the Eggs room, parents/carers will receive information via Parent Admin. This information is based on the children's routine throughout their session at Jitterbugs, including feeding, sleeping, and nappy routines.

Within the Baby and Toddler unit, we incorporate treasure baskets into our everyday play. These baskets allow children opportunities to explore different textures and senses, targeting specific areas of development that will promote their interests and experiences.

WHAT YOU AND WHAT WE PROVIDE

We ask for you to provide your child's nappies, wipes, and any creams you require us to use. You will also need to provide formula or breast milk if your child has any of these. We provide cow's milk, so please inform us when your child starts on cow's milk; we provide all food and other drinks.

Formula milk can be sent either already measured in individual containers and bottles, or you can send a tin of milk with a bottle, and we will make up the feeds when your baby requires it. We provide cooled boiled water for babies and drinking water for toddlers throughout the day.

We provide a morning and afternoon snack, a freshly cooked hot 2-course dinner, and a tea. Food will be liquidized for babies, and lumpier food will be introduced when your baby reaches that stage of development. We will discuss with you each stage of your child's feeding development so we can provide the same continuity as your child receives at home. All food is cooked from fresh produce. Special dietary needs will also be met. Bedding, bibs, and flannels will be provided individually to each child and not shared. Babies and toddlers that are sleeping will be checked every 5-10 minutes; babies will only be placed in a cot on their backs to sleep. (This is for the baby's safety).

Caterpillars (2 year old room)



The Caterpillar unit is situated on the ground floor of number 5 Trinity Road. The unit is designed for children aged approximately 2-3; however, if your child is ready for more challenges, they may move into this area slightly earlier or later than the stated age. This depends on your child's stage of development. The unit is split into three main areas:

- Playroom: providing role play, construction, small-world jigsaws, book area, etc.
- Meal times and snacks also take place in the playroom.
- Creative room: with access to paint, collage, sand, water, and malleable activities alongside lots more creative experiences.
- Outdoor area: with planting, role play, construction, small world, and lots more outdoor activities.

Within the setting, we provide a wide range of educational activities and resources for the children to explore and access, ensuring all areas of the children's development are met through The Early Years Foundation Stage. Your child is free to access all activities depending on his/her own interests.

Within the unit, we provide both adult-guided activities to ensure all their individual educational needs are met and child-initiated activities. This means if the children show interests in a certain area of development, we will then build upon these. For example, if a child has had a day at the beach with family and has returned to Jitterbugs telling us about their experiences, we would then plan activities based on the beach, encourage sandcastle building, and bring things into the setting, such as seaweed/shells and other beach objects for the children to explore. We also continue to encourage independence by offering your child opportunities to carry out small tasks such as putting on their coat, drinking without a lid and so on.

Cocoon (Lower pre-school)



The Cocoon unit is based on the ground floor in number 7 Trinity Road. The unit is our lower pre-school designed for children aged approximately 2 and half; however, if your child is ready for more challenges, they may move into this area slightly earlier or later than the stated age. This depends on your child's stage of development.

The unit is split into three main areas:

There are three large areas:

- Playroom - providing: ICT, role play, mark making, music, small world construction and a book corner etc
- Creative area - opportunities for paint, gluing, sand, water and malleable materials
- Large outdoor area - situated on 3 levels providing opportunities for: music, physical, water, sand, painting, construction, planting, role play and exploration of the outdoor environment.

The Cocoon room provides an extensive range of educational activities for the children, on a free flow system both indoors and outside. Activities/experiences provided meet all 7 areas of the curriculum enabling the children to make independent choices about where they want to play and the type of activities they access. Within this area practitioners provide activities which follow the children's interest in addition to adult guided activities. Snack time within the lower Pre-School unit is operated on a free-flow system. The children are offered a choice of two healthy snacks and a drink of water or milk and they are able to choose which they would like, and at what point throughout the session. This is to promote independence and develop their social skills.

Butterflies (Higher pre-school)



The Butterflies room is located within the Number 5 building on Trinity Road. This room comprises of two large areas and shares an outside space with Cocoons:

- Playroom - providing continuous provision: ICT, role play, mark making, music, small world construction, and a book corner, etc.
- Creative area - offering opportunities for painting, gluing, sand, water, and malleable materials.
- Shared Large outdoor area - situated on 3 levels, providing opportunities for music, physical activities, water play, sand play, painting, construction, planting, role play, and exploration of the outdoor environment.

Our Butterfly unit serves as a steppingstone to prepare your child for school, aiming to provide the very best educational start for each individual child by planning activities focused around the 7 areas of the curriculum. The Butterfly unit offers continuous provision through the free-flow system, enabling children to make independent choices on where to play within the different areas. We focus on providing stimulating activities throughout the day to help children thrive in their surroundings and reach their full potential.

Snack time in the Butterfly unit operates within the free-flow system, allowing children to make their own choices. They are offered a choice of two healthy snacks and a drink of water or milk.

FRENCH

Children within the Caterpillar, Cocoon and Butterfly units take part in French lessons. We have a French teacher who comes into the setting once a week, throughout the year who undertakes interactive singing sessions and games with the children to develop their French vocabulary. The children thoroughly enjoy learning: numbers, phrases, animal names and action songs in French which in turn develop into small conversations.

MUSIC WORKSHOP

RK music workshop come into the setting once a week on a rolling rota in the Caterpillar, Cocoon and Butterfly units. They are all about providing fun and enlightening musical knowledge through musical activities. They do themed sessions depending on the children's interest to engage the children more to enable them to learn more during the session.

OUTINGS

As a nursery, we strive to engage with our local community as much as possible by taking children on outings and exploring nearby areas. Our ability to do so is always based on thorough risk assessments to ensure the safety and well-being of the children in our care. Additionally, these outings are dependent on having adequate staffing levels to maintain appropriate supervision and meet the required adult-to-child ratios. We continuously assess opportunities to enrich children's learning experiences through local visits while always prioritizing their safety.

WINNIE

Winnie is our nursery therapy dog at Jitterbugs. She provides emotional support, helps reduce anxiety and promote a calm and nurturing environment for everyone at Jitterbugs. Having a dog in the nursery offers a valuable opportunity for children to learn how to care for living animals, which plays a significant role in their development at this age. By interacting with the dog, children can develop a sense of responsibility and empathy to animals.

ILLNESSES

If your child is sick and has an infectious illness, please do not send them into the setting while they are contagious or generally unwell. We do not have a sick room or any facility in which we can care for a sick child. In such situations, it is

important that you have alternative care arrangements for your child. If your child has been sick or has had diarrhoea, they cannot return to Jitterbugs until 48 hours after the last symptom to prevent cross-infection with other children. If a child develops symptoms such as a rash, high temperature, vomiting, diarrhoea, etc., while at Jitterbugs, parents will be informed immediately. You will then be asked to implement your alternative care arrangements.

If a child has been prescribed medication, such as antibiotics or creams, they must stay away from Jitterbugs for the first 24 hours after starting the medication to prevent cross-infection and in case of an allergic reaction. Please inform us if your child is absent from Jitterbugs. If you don't inform us of your child's absence, we will follow up with a phone call.

MEDICATION

If your child is on any type of prescribed medication, and you wish for us to administer it, you must fill in a medication form giving us permission to do so. All medication must stay in its original packaging. Medication cannot be administered under any circumstances without this form. A measured spoon or syringe must also be sent with medication that requires a measured dose. We also need to know the last time medication was given before your child came to Jitterbugs. You must inform us of this each day you require us to administer medication while in our care. For further details on medication, please ask for our medication policy.

EARLY HELP ASSESSMENT

The Early Help Assessment is a strengths-based assessment tool which can be used by all Practitioners in North Yorkshire to assess the individual needs of a child and their family. An Early Help Assessment must be completed with a child and their family, this enables the practitioner to understand what is already working well within the family network and what support is already in place whilst identifying worries and any unmet need, enabling the right support to be put in place.

SAFEGUARDING CHILDREN

We are very aware of safeguarding children's issues and operate under guidelines issued by North Yorkshire County Council. We are obliged to report any incidents of suspected child abuse. You must inform us if your child is subject to a child protection plan so that we can work together to provide the best care for your child.

We support the children within our care, protecting them from maltreatment, and have robust procedures in place to prevent the impairment of children's health and development. In our setting, we strive to protect children from the risk of different types of abuse and radicalization. We also promote acceptance and tolerance of other beliefs and cultures.

SPECIAL EDUCATIONAL NEEDS

At Jitterbugs, we will meet the individual needs of children and carers. If we feel your child may have any type of additional needs, we will inform you and discuss any further action that may need to be taken, both at Jitterbugs and at home. We believe in inclusion for all and do not discriminate against any disability.

TWO-YEAR-OLD FUNDING (disadvantaged families)

Some children are eligible for 2-year-old funding a term after their 2nd birthday, however there are strict guidelines to this, and you must meet certain criteria. Please ask for information if you think you may be eligible for 2-year-old funding. If you are granted the 2-year-old funding this works in the same way as funding for 3- and 4-years olds (stated below). Please visit <https://www.childcarechoices.gov.uk/> for more information on this funding.

UNIVERSAL FUNDING (3 and 4-year olds)

When your child reaches their 3rd birthday, he / she will be entitled to receive the 3 and 4-year olds funding. However, this is not as soon as the 3rd birthday is reached, it is the term after your child reaches 3. You will be notified when your child is eligible for funding. Please visit <https://www.childcarechoices.gov.uk/> for more information on this funding.

WORKING FAMILIES FUNDING (children 9months and 2,3,4 years)

If you and your partner (or only you if a single parent) each expect to earn equivalent to 16 hours at the National Minimum or Living Wage, you may be eligible. If you or your partner are on maternity, paternity, or adoption leave, or you are unable to work due to disability or caring responsibilities, you could still qualify. Working families can claim up to 15 hours a week for children aged 9month and up to 30 hours for children aged 2,3 and 4 years.

To apply for this funding, it is the parent's responsibility to make the claim through HMRC, which will then provide you with a voucher code to pass on to Jitterbugs Childcare. You will need to reapply every 3 months to ensure you continue to receive this funding. For more information on this funding, please visit <https://www.childcarechoices.gov.uk/>.

TAX-FREE CHILDCARE

Tax-Free Childcare is a government-backed scheme that assists parents with the cost of childcare. The scheme provides eligible families with an additional 20% towards childcare costs. Jitterbugs is now registered as a Tax-Free Childcare provider. Once you have set up this scheme, please provide the code you receive to a member of staff at Jitterbugs. The

link below has more information about this new tax-free childcare and provides the link for you to set up with the scheme. Please visit <https://www.childcarechoices.gov.uk/> for more information on this scheme.

WORKING TOGETHER

At Jitterbugs, we believe it is important to work alongside parents to provide the best possible care. To keep you informed of your child's progress, we conduct bi-annual parent's evenings. Parents can access their children's records upon request at any time. Additionally, we issue regular newsletters to keep you informed of any changes, notices, forthcoming events and topics.

POLICIES AND PROCEDURES

Copies are available on request however some of our policies and procedures are available on our website.

DISABILITY STATEMENT

Jitterbugs Childcare aims to ensure that all reasonable adjustments are made to our provision to ensure that disabled people are not substantially disadvantaged. If you or your child is a disabled person, please make sure we are aware of your needs so that we can make reasonable adjustments to help you succeed. If you need any assistance, please feel free to ask any member of staff for help.

COMPLAINTS

If you have any concerns or complaints relating to the care of your child or the childcare provision, please use the following procedure:

Talk to either:

Owner/Director -Linda Wood
Childcare Manager-Katey Pratt
Deputy Manager -Julie Deaves
Deputy Manager-Katie Turrell
Team Leaders
Early Years Educators
Nursery Assistants

All complaints are referred to the manager of Jitterbugs, and in her absence, the Deputy Manager. Complaints and conversations will be recorded on a complaints form, and we will continue to document each stage of the complaint. We believe that most complaints can be dealt with at an early stage and will be addressed fairly and in the best interests of the setting, parents, and the children involved.

If the problem is not resolved within two weeks, the carer should then put their concerns in writing to the officer in charge of Jitterbugs.

If the carer and Jitterbugs cannot reach an agreement, then both parties may have another person present. A written report of the discussion should be made at this point. Third parties will be invited to give their suggestions to resolve their concerns.

If a complaint cannot be resolved or you are not satisfied with the outcome, it will be necessary to contact OFSTED. You can contact them at 0300 123 4666 or enquiries@ofsted.gov.uk

We are constantly trying to develop our provision to make you feel welcome and valued. We value and respect all people and are here to meet your needs, and we need your help for us to achieve this.

Thank you for taking an interest in Jitterbugs. If you choose Jitterbugs for your childcare needs, we hope your child and you will be happy with us.

If you require any further information about Jitterbugs, do not hesitate to ask. Any of the Key workers will be available to assist with any queries you may have. If you have any problems at all, we are here to help, and any issues will be dealt with confidentially.

This publication is also available via email in a PDF. Speak to a member of staff for details. If you require this publication to be translated into any other language, please speak with a member of staff.

Updated March 2025

