



Member of
National Day Nurseries Association
2026-2027

Welcome to Radmoor Childcare

Radmoor Childcare

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Ofsted No. 223262

018287_02/26



About us...

Radmoor Day Nursery was opened by Loughborough College in 1996 and is an 80-place nursery, situated on the College campus.

The Nursery is open five days a week from 8.00am until 6.00pm, all year round. We are closed on Bank Holidays and between Christmas and New Year. We also close for one annual training day. There is no charge for closure days.

The Nursery caters for a variety of age groups ranging from babies, through to Pre-School. We provide for the childcare for college staff, students and other members of the general public in the wider community.

Radmoor Childcare also caters for school age children within our out of school clubs. Camp Energy out of school club based at the Nursery, collecting from Mountfield's Lodge. Radmoor Holiday Club which is based here at the Nursery on the College campus.

The day to day running of the Nursery is overseen by the Nursery Management team Danielle, Clare, Annie and Zoe. The Nursery Practitioners hold relevant qualifications and have up to date training in a variety of areas. All staff are DBS checked and references taken up prior to appointment.

Hello

from all the Radmoor Nursery Staff

A day in the nursery...



- On arrival, you and your child will be welcomed to their base room. Babies and Toddlers use the main dining hall during breakfast time. Breakfast is available from 8.00am until 8.45am and comprises of a variety of cereal, fruit and a drink of milk or water. We encourage the children to sit down together to enjoy their breakfast although some children may prefer to play for a while before settling down.
- After breakfast time the children have access to a vast range of resources and activities, all designed to support their development in line with our continuous provision. Children can play with their friends, or alone, with support of their key worker and other nursery practitioners. Outdoor play is accessible throughout the day in the playground and forest area.
- A light healthy snack is available mid morning. Children have the opportunity to help themselves to their snack at a time that will not interrupt their learning and play.
- Lunch comprises of two courses and is served around 11.45am. This is prepared by our onsite Chef. All diets are catered for and the food is prepared daily. Children are encouraged to serve their own food to promote independence, gaining life skills.
- After lunch, children continue with their play and learning, interacting with their peers and staff. Throughout the day children can access quiet and calm areas where they can rest. Children are offered a sleep when required.
- A light afternoon tea is served at 3.45pm.





Early Years Foundation Stage (EYFS) and Continuous Provision

1. **Every child deserves the best possible start in life and the support that enables them to fulfil their potential.** Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.

   A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

2. **The Early Years Foundation Stage (EYFS)** sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

3. **The EYFS seeks to provide:**
   - Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
   - A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
   - Partnership working between practitioners and with parents and/or carers
   - Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

4. **The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare.**

   The learning and development requirements cover:
   - The areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings
   - The early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
   - Assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)

5. **The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.**



OVERARCHING PRINCIPLES

6. **Four guiding principles should shape practice in early years settings.**

   These are:
   - Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
   - Children learn to be strong and independent through positive relationships
   - Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
   - Importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

The Early Years Foundation Stage (EYFS) curriculum concentrates on the following seven areas:

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:
- Communication and language
- Physical development
- Personal, social and emotional development

Providers must also support children in 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



Continuous Provision Curriculum

Daily Routine

Heuristic Play **PSED, UTW, PD, EAD, Ma, C&L**	Children participate in daily Heuristic Play sessions. Heuristic play (use of everyday objects) provides the opportunity for children to be curious and explore and involves sensory exploration of 'everyday items. Having open ended objects for play stimulates innovation, creativity and imagination.
Registration **Lit, PSED, C&L, Ma, PD, UTW**	Children self-register their attendance. They practice writing their names, recognise their names, count how many children are present – how many boys / girls, who is absent etc. Children consider how they are feeling today? And are encouraged to share their news. Babies recognise their face in photos, sing welcome / hello songs etc.
Play to Learn Cross Curricular - all 7 Areas of learning **C&L, PSED, PD, Lit, Ma, UTW, EAD.**	Based on the Loose Parts Play, Curiosity Approach and In the Moment Planning. Activities focus on child's interests and learning needs both Indoors and outside. Key to this is the continuous provision- literacy / mathematics / role play / construction / sensory / physical play / expressive art and design / gardening areas. Children also develop their understanding through science, technology, engineering and mathematics (STEM). Children relish during experimenting. Children make use of open ended – loose parts play – enabling them to create representational play and make sense of the world
Snack and Meal times **PSED, C&L, PD, Ma, UTW** Morning snack: between 9.45 – 10.30am Lunch: around 11.45am Afternoon snack: 2pm Afternoon tea: 3.30pm Evening snack: 5pm	Meal and snack times are family like / social occasions. Children set the table, self-serve and pour their own drinks, they help clear away, and staff sit with children. Lunch tables are attractive and homely with table cloths, flowers, etc. These activities support children's self-regulation, independence and self-esteem as they take responsibility for their environment.

AREA OF LEARNING KEY:

C&L – communication and language
PD – Physical Development
PSED – Personal, social & emotional development
Lit – Literacy
Ma – Mathematics
UTW – Understanding of the world
EAD – Expressive arts & design

Early Literacy & Mathematics **Lit, C&L, PSED, UTW, Ma, PD, EAD**	Children develop their speaking, listening and understanding throughout the day. Practitioners take opportunities to reinforce phonic knowledge through activities – e.g. going on a sound hunt / listening walk, letter hunts, give children lots of opportunities to practice their writing / mark making indoors and outside. Opportunities provided to support mark making in all areas of play are provided. Tools and vocabulary throughout the day provides for mathematics learning and development.
Yoga / Baby Yoga **PD, PSED, EAD, C&L, UTW**	Short sessions daily, teaching mindfulness; body stretching and physical awareness, co-ordination and balance. Yoga practice encourages a curiosity around the body and awareness of feelings.
Story and Rhyme times **Lit, PSED, UTW, EAD, PD, Ma, C&L**	Frequently, throughout the day. We believe that good singers become good talkers. Children access inviting cosy book / reading areas with cushions, rugs, throws, where they can engage in conversations and quiet reflections. Songs and rhymes are a cornerstone of language development, positive interaction and early learning in childhood.
STEM Activities Cross Curricular- all 7 areas of learning **C&L, PSED, PD, Lit, Ma, UTW, EAD**	Children take part in experiments, explorations and investigations – including baking and cooking activities each week – great for literacy and maths. Loose parts play and 'tinkering tables' provide opportunities for curiosity and exploration.
Physical Challenges Indoors and outdoors. **PD, PSED, C&L, UTW**	Everyday children access activities promoting upper body strength and physical exertion, they use climbing ropes, obstacle courses and balancing challenges. Children plant, nurture and care for a wide range of plants, herbs and vegetables in the outdoor garden. The children access the forest area developing risk taking skills.

For more information on our continuous provision please visit out website

www.radmoornursery.co.uk

The Baby and Toddler Room



The Babies and Toddlers are based within one room. The room has a central barrier which allows controlled mixed play. The room is large and airy, allowing for plenty of space for young babies and toddlers to play, crawl, explore and develop. Low pieces of furniture are used enabling the environment for the children.

A variety of resources are available for the babies and toddlers to enjoy various experiences of sight, sound, smell and touch which are all important in a child's development. Resources are carefully selected and readily available to stimulate and assist in your child's early year's development. Through continuing observations, the activities are planned around the children's likes and interests.

A home from home environment is provided where the children's individual needs are met. Heuristic play had a large part in encouraging the children to be curious and explore.







Orange Group

As the children continue to develop they move from the Toddler room to Orange group. Orange Group is a separate room, continuing the feeling of being in a secure base with their key persons. The children enjoy free flow to the outdoors.

The children learn through play and are encouraged to make their own choices. Staff support the children in both planned and child-initiated activities. Independence and self care skills are encouraged, supporting children with their toilet training, hygiene routines, oral health and their transition to pre-school.





Pre-School

Our Pre-School provides the children with the opportunity and experiences to further develop their confidence and independence. They form strong relationships with their peers as well as the staff. Many opportunities take place encouraging and developing social interaction between the children. Children are encouraged to become engaged with role play, using their imagination.

Pre-School provides a secure environment allowing the children to develop the skills required in preparation for School. Children will learn and develop skills essential for their future. Self care skills and oral health are promoted through activities such as supervised toothbrushing, independent toileting and learning self help skills such as fastening coats and putting shoes on.





Outside

The large outdoor play area, with its safety surface provides a fantastic opportunity for your child to explore, socialise, exercise and take their learning experiences outdoors. The wooden playhouse with its upstairs cabin captures the imagination of the young children where storytelling and role play take place. The covered shelter also allows activities to be carried out in all weather.

The playground has a grassed area where the children love to help with the gardening, digging, planting, watering the plants and watching them grow. The fascination of finding bugs under stones and looking at them through a magnifying glass, playing in the mud kitchen, sand pit and Nursery Quarry area all provides the opportunity for continued learning through experiences.



The Nursery Forest area is situated behind the playground. The children enjoy Den building, planting, playing on the rope and tyre swings and exploring this nature area. Our forest area provides many opportunities for learning and exploration. The children are able to access wellington boots and all in one rain coats to ensure the rain does not stop any fun!

The nursery makes use of the College Sports Hall which offers additional space for more challenging exercise. We also visit a range of local facilities including two local parks, the Museum, Library and the Leisure Centre Swimming Pool. The Nursery make use of outside organisations to enrich the children's' learning such as Raptor Rescue and Zoo Lab. We have visits from people in the local community such as police officers, fire fighters and sports coaches.

We are always looking to use external organisations to enrich the learning opportunities.

Mealtime



Healthy eating is paramount to your child's well-being and we encourage your child to enjoy mealtimes. We use positive approaches to encourage good table manners. Meal and snack times are family like social occasions. Children set the table, self serve and pour their own drinks. The staff sit down and socialise with the children during meal times and then together they clear away.

Menus are regularly monitored and changed according to the season to ensure that all children are given a varied diet of fruit and vegetables. If your child has any specific dietary requirements then please discuss this when registering and we will work towards meeting your child's dietary needs. The Nursery Chef is happy to meet with parents/carers to discuss their child's needs.

The children sit with their peers to enjoy mealtimes and socialise with their friends and staff. All meals are prepared and cooked by our fully qualified Chef onsite. As much food as possible is sourced from local producers and suppliers here in Loughborough or the surrounding counties. Fresh drinking water is available throughout the day.

- A full day includes breakfast, lunch and tea.
- A morning session includes breakfast and lunch.
- An afternoon session includes tea.
- Snacks are provided throughout the day.



Partnership with parents



We work closely with our families for the benefit, wellbeing and development of your child. We use an electronic system called Family to support this partnership. Each day we record information such as meal logs, nappy change times, sleep times and a brief outline of what your child has enjoyed during the day. Parents can access this information through registering with the 'Famly app'. This also gives you the opportunity to share information with us about your child of things they have been doing at home.

You will have the opportunity to meet with your child's 'Key Person' on a one to one basis throughout the year to discuss their continuing development. One to one meetings provide the opportunity to discuss your child's learning and development and overall well-being. This is also an opportunity for you to raise any questions that you may have. Regular satisfaction surveys are sent home to obtain parent / carer feedback. We welcome all feedback to ensure our care is that of the highest standard possible.



Policies & Procedures

Nursery Policies & Procedures are reviewed regularly and updated as required. These are available to view in the foyer.

Fees & Funding

Please see the nursery website for the current fees and our funding policies.
https://www.radmoornursery.co.uk/childcare-costs-funding/



For further information

Please contact us and we will be more than happy to help.

Tel: **01509 515456**

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