

Welcome to Horns Drove Community Childcare



Bakers Drove, Rownhams, Southampton SO16 8AD Tel: 02380 737207

Website: www.hornsdrove.uk email: enquiries@hornsdrove.uk Registered

Charity No. 1112355 OFSTED EY 345454



HORNS DROVE

community childcare

We really are thrilled to welcome you. We understand that beginning pre-school can be a daunting and overwhelming time, not just for the children, but for their parents, carers, and families too. We want to do everything in our power to ease this transition, so we have created this document to provide you with more information about Horns Drove and how we will collaborate with you to provide individual care and education to best support your child.



HORNS DROVE
community childcare



Contents

5. Our Approach to Care, Learning and Development
 - Children's Emotional Wellbeing
 - Our Pedagogy Teaching Practice)
6. The Early Years Foundation Stage (EYFS)
 - Supporting Children with SEND
 - Children's Development and Learning and EYFS Principles
7. How We Support Learning Across the EYFS Areas
8. Communication and Language
9. Physical Development
10. Literacy and Mathematics
11. Understanding the World
12. Expressive Arts and Design
13. Our curriculum
15. PSED (Personal, Social, and Emotional Development)
16. Observations and Assessments
 - Next Steps and Ongoing Observations
15. How Parents and Carers Take Part
 - Opening Times
17. Breakfast, After School and Holiday Clubs
- 18-19. Starting at Horns Drove and our Daily Routine
20. What to Bring to Pre-School
21. Lunch boxes and Safeguarding your children
22. Who are Horns Drove, and how is it managed?

Children's emotional well-being is paramount



Children need to feel safe, nurtured and valued, and to understand and express their emotions to those around them. We want our children to build the skills and confidence to be able to develop and maintain strong, meaningful, trusting and responsive attachments with people around them.

To be able to label, understand and express their emotions, recognising that their voice needs to be heard. At Horns Drove, children's emotional well-being is our paramount concern. We work to build unique and meaningful attachments with each child and their families. A familiar and trusting environment is crucial for being able to provide the best care possible.

Our Pedagogy at Horns Drove.

At Horns Drove Community Childcare, we aim to instil a love for learning in all our children's hearts. By creating an environment that nurtures them as individuals, teaches them confidence and self-worth, and fosters their natural desire to play, children will have the foundations to continue their learning journey with curiosity and passionate engagement. Play is therefore at the heart of our activity planning; by providing children with an environment that supports their natural desire to play, we are equipping them with the skills and resources to explore their world, develop their own ideas, and deepen their understanding of themselves as unique individuals.

We work to promote children's sense of autonomy, confidence and independence, and to nurture their overall development and wellbeing. When children begin to view themselves as individuals, they gain a sense of control over their environment, which fosters confidence, independence, critical thinking and positive social skills.

To nurture each child as an individual, and to promote their own personal development, we must have a deep, meaningful and holistic understanding of their own needs, abilities, interests, desires and so on. Therefore, at Horns Drove, we aim to create an environment that has, as its first priority, the individual educational needs of all children at the setting. By ensuring that these needs are known, understood and catered for, we can create an enabling environment for all children that we care for, that can provide the best possible care and education for each child.

SEND

Every child develops at their own pace. We do not push children to reach set milestones at set stages; we nurture each child's individual ability to support their progression at their own rate, considering their own needs, abilities and interests. Our provision is centred around supporting individual educational needs. Some children may benefit from additional support with external agencies, e.g. speech and language therapists, portage, etc.; we are here to support you and your child through this journey. Recognising any potential developmental or emotional needs at the earliest opportunity and coordinating the most appropriate support for your child. We will tailor the environment to meet everyone's needs. Our environment caters for a wide variety of learning styles, and as we learn about and work with your child, we can implement strategies or measures necessary to best support them.

Children's development and learning

Each child at Horns Drove has a named key person. This key person will be assigned before your child begins their journey with us, and they will be the initial source of familiarity and attachment for your child as they settle into pre-school. This primary attachment creates a secure base for the child as they ease into the new environment, and they will then be able to use this as a template to create attachments with other staff and children at the setting. This key person is also responsible for observing, documenting and monitoring your child's development, and sharing this with you.



The Early Years Foundation Stage

Provision for the development and learning of children from birth to five years is guided by the Early Years Foundation Stage (EYFS). Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage*:

'*A Unique Child*' - Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. '*Positive Relationships*' - Children learn to be strong and independent through positive relationships. These are modelled to

children by consistently demonstrating respect, kindness, and active, responsive listening.

'Enabling Environments' - 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. We provide for a range of ages, so each activity and interaction is tailored to the individual needs and abilities of each child. Children benefit from a strong partnership between educators, parents and/or carers.

'Learning and Development' - Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

How we provide for learning and development

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting help children to continue to do this by providing all the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Learning and Development comprise:

Prime Areas

Personal, social and emotional development.

Physical development.

Communication and language.

Specific Areas

Literacy.

Mathematics.

Understanding the world.

Expressive arts and design.



For each area of development, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the 'Early Learning Goals'. Our curriculum is shaped around these goals, and every activity we offer is thoughtfully planned to support at least one area of learning and development.

Communication and language

The development of spoken language underpins all 7 areas of learning and forms the foundations for language and overall cognitive development. At Horns Drove, each interaction the children have with staff and their environment is tailored to support individual communicative development, considering the child's age, ability and experience of the English language. Staff's deep and meaningful understanding of the capabilities and learning styles of each child is crucial for creating this enabling environment. For example, by narrating children's play and repeating children's language whilst adding new vocabulary, children are supported to expand and enrich their vocabulary and ability to communicate.

Our activity planning runs in two-week cycles. Each fortnight's activities are themed around a specific book, which is read with and to the children frequently throughout that period. This repetition allows the children to become familiar with new language and how to use it in context, and provides a framework for play and communication that they can become familiar with and confident in. We encourage the children to retell stories using the books that they're familiar with. We ensure to revisit these books and ideas throughout the term, so that their previous learning is continually embedded and extended.

All activities provide an opportunity to develop rich communication and language skills. Staff are trained in how to observe children and scaffold their play and language, without interrupting or stopping their play. Children are praised for sharing their ideas, and through careful questioning and prompting, their ideas are elaborated and supported. These interactions promote more complex thinking, which is essential for the development of communication and language skills.

At Horns Drove, we understand that behaviour is communication. There is a reason for all behaviour, and when we begin to dissect and analyse it, we may begin to understand how the child is feeling, what they're trying to achieve or what they're trying to communicate. This is a crucial step for supporting the child's well-being and overall development, as it creates a valuable opportunity to demonstrate to the child that their needs will be met and how to help them develop effective communication. Instead of suppressing or shaming behaviours, we aim to understand their root cause and provide the child with the support they need.



Physical development

Promoting good physical development in early childhood provides the foundation for happy, healthy, active living, which supports overall well-being. During Horns Drove week, we aim to provide children with opportunities consistently and continuously to explore their bodies, to understand their own ability and to challenge themselves. We provide children with opportunities for challenge according to their age and individual ability, to promote continuous building of strength and development. By observing and scaffolding their play, children's physical abilities are appropriately challenged with supervision. We also praise and encourage children for challenging themselves.

Our outdoor provision encourages engagement with their natural world, and by providing a limited number of plastic/single-use materials, we are allowing the children to think critically and creatively, whilst enhancing their physical development. For example, open-ended resources, such as blocks, big stepping stones, guttering, etc., encourage building, climbing, jumping, providing a good source of risky play. To support holistic physical development, we rotate resources, e.g. ride-on toys, hula hoops, sports equipment, etc. As our setting is adjacent to the school's field, we maximise use of the wider outdoor area and surrounding woodland, allowing children rich engagement with their environment whenever the weather permits. These experiences promote strength, balance, spatial awareness and energetic expression, appropriate for all ages.



Our indoor provision incorporates many tools to encourage the development of manipulation and control through exploring different materials and resources.



Our craft area is set up as a continuous provision, so that children are free to engage with different materials and develop their fine motor skills, such as grasping, holding, squeezing, brushing, etc. We provide the children with differentiations of the same tool to make provisions for different abilities, e.g. loop handle scissors and regular scissors.

We encourage independence in all areas of learning; mealtimes, dressing, putting on shoes, intimate care, etc., are all valuable opportunities for encouraging physical development as children learn to do these things independently. The staff use their holistic knowledge of the child to appropriately support and challenge them, according to their age, understanding and physical ability.

Literacy

At Horns Drove, we aim to instil a genuine love of reading into all the children that we care for. To have a lifelong love for reading means having more opportunity to be curious, literate, to develop complex thinking, to exercise mindfulness and to continually learn and expand understanding in so many areas of development. At Horns Drove, we promote fascination with literacy through engaging storytelling, singing, rhyming, and encouraging active participation with stories through activities, play and interaction. When adults provide uninterrupted attention and active listening to a child's ideas, the child is supported to find awe and wonder in the exploration of stories and written words.



The older cohort, or those with a more complex understanding, may begin to understand the five main concepts about literacy: that print has meaning, it can have different purposes, that English is read from left to right, the names of parts of a book and page sequencing. Understanding these concepts promotes an independent interest in an exploration of books before the child can read.

These children may be beginning to write some letters and recognise words with the same initial sound. When children are showing these developments, they are supported and appropriately challenged, so that their development is continued and extended without pushing them too far and discouraging their engagement.



Mathematics

The early years are a crucial time to incorporate familiarity with basic mathematical concepts, so that children have enough basic understanding and confidence to excel mathematically as their learning journey progresses. Through continuous playful and engaging interactions which have mathematics embedded, we can encourage excitement and love for mathematical learning. We aim for children to have a confident

understanding of the numbers 1 to 10, and to be able to explore relationships between these numbers.

We incorporate loose parts as often as possible throughout the setting, and we are continually building on these resources to expand opportunities for mathematical exploration. For instance, when it is modelled to children, how to count a group of similar objects, they are likely to use this through their play. Open-ended natural resources such as shells, pebbles, corks, etc., provide a valuable vehicle for encouraging counting and exploring numbers.

Our continuous provision provides opportunity for development of mathematical skills; each time the resources are rotated, we ensure that there are always shapes, numbers, colours, sorting, etc. available for the children to explore independently. When it is modelled on children how to compare properties of objects through adult-led activities (e.g. comparing sizes, textures, etc.), they can develop an interest in recognising patterns and relationships and can develop perseverance and persistence when exploring the world independently.

Understanding the world

Children making sense of their physical world and community is crucial for building engagement with their environment, building important real-life knowledge and providing an opportunity to enrich their vocabulary. This understanding begins from birth; in early years, by encouraging children to explore materials, engage with nature, to understand cause and effect and so forth, they begin to develop an understanding of differences, and develop an interest in exploration and curiosity. As children develop, this exploration expands, allowing children to use all their senses in physical exploration of the natural world. By encouraging discussion about what children hear, see, smell and taste, they can develop a purposeful interaction with their environment.



Every opportunity to engage with parents, families and the wider community, to incorporate different ideas, real-life concepts and specialist knowledge/resources to maximise children's understanding of the real world. For example, if staff know that a parent works for the ambulance service, they may liaise with them about bringing in an ambulance for the children to see. These experiences build on the children's cultural capital and foster their understanding of our diverse world. At Horns Drove, we promote the fundamental British values, which include tolerance of those of different faiths and beliefs. To have a meaningful understanding of our world is to understand that our society is culturally, socially and ecologically diverse. To develop this understanding,

we engage meaningfully and purposefully with parents and families to understand their backgrounds, beliefs, cultures, and so forth, and make every effort to reflect this in the environment. Visual prompts are represented in different languages to create an understanding of cultural and ethnic differences.

Real-life resources are incorporated into the environment whenever possible. Objects which are reflective of their home life and expand their understanding of others' home lives allow them to feel trusted with 'adult' resources, boosting their confidence to engage with their environment and explore things that they do not yet understand.

Expressive arts and design



Children are born with innate imagination and creativity. It is crucial to their overall development to give children opportunities to understand, develop and express themselves with this imagination and creativity. By providing children with frequent opportunities to engage with the arts, investigate different textiles and use all their senses to explore their environment, their ability and willingness to express themselves creatively is nurtured.

Enabling children's creativity and imagination allows them to develop resourcefulness and teaches them how to respond to different stimuli in their own way. It is therefore crucial that children's responses are noticed and encouraged to support them in developing confidence and resilience.

Providing children with opportunities to be creative in their own way helps them to build focus and independence, and a willingness to explore their world. At Horns Drove, a wide range of creative tools and materials are available as continuous provision, to facilitate creative expression in line with individual preferences, abilities and learning styles. Children are praised for creating and entering their own imaginary worlds, and adult support is offered with sensitivity to extend and embed their ideas without disrupting or discouraging them.



OUR CURRICULUM

Autonomy, confidence, independence, and nurturing

Communication and language

We want our children to gain and be able to use language to support them to communicate their wants, needs, desires, ideas, opinions and boundaries. To have the language structure to elaborate on their own ideas, allowing that understanding and exploration of themselves and the world around them to thrive.

PSED

Children's emotional well-being is paramount. Children need to feel safe, nurtured and valued. We want our children to build the skills and confidence to develop and maintain strong, meaningful, trusting and responsive attachments with the people around them. To be able to label, understand and express their emotions to people around them, understanding that their voice is important and needs to be heard. When children understand this, they feel safe, fostering the natural desire to explore their world in .. .

Physical development

To build the muscles, skills and coordination required to develop a healthy body and mind, nurturing their social and emotional well-being. We want our children to develop the strength, stability and balance to engage with their peers and their environment, indoors and outdoors. The development of fine motor skills supports children's control, precision and enthusiasm to express themselves creatively.

Mathematics

To develop the foundations of mathematics, giving children the building blocks to grasp a deep and complex understanding as they grow older. We want our children to gain a confident interest in mathematics so that they are willing to engage and persevere as their learning journey progresses.

Literacy

We aim to instill a genuine love for reading, not only to encourage growth of vocabulary and communication development, but to facilitate self-reflection and mindfulness skills. Reading is a valuable opportunity to promote all of these skills; therefore, literacy is threaded throughout our provision.

Understanding the world

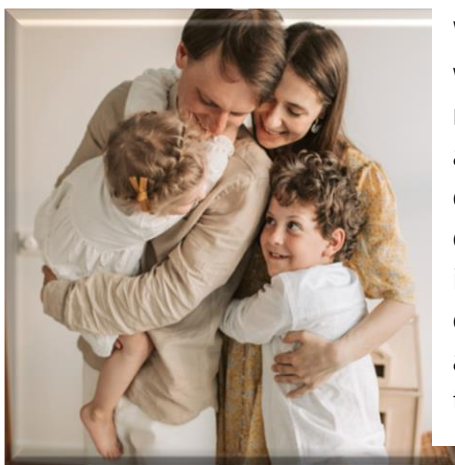
Experiencing a range of rich authentic engagements with their real physical world and community allows children to build a knowledge of their diverse world and environment. We want to build the children's cultural capital, reflecting different cultures, beliefs, religions and perspectives.

Expressive arts and design

We want our children to gain a love for exploring their environment through a variety of textiles, using all their senses to appreciate different stimuli and experiences. We want to continuously show the children a world of expressive arts and design to build their self-expression, vocabulary and ability to communicate creatively.

PSED (Personal, Social, and Emotional Development)

Creating a strong, secure attachment with the children at Horns Drove Community Childcare is our paramount priority. To build an environment where each child feels seen as an individual, feels respected, and that their voice has value, is to lay the foundations for meaningful, responsive attachment. Children who do not feel wholeheartedly safe and nurtured, or those who can sense a crack in the reliability of their environment, miss out on valuable learning opportunities, as they are unlikely to have the security and confidence to explore their environment. Children have a hierarchy of needs; development of secure personal, social and emotional skills is necessary before children can begin to learn phonics and mathematical concepts.



We maintain close, honest and open communication with children's families to foster trusting and valued relationships. This is crucial for safeguarding children and creating the best environment for their individual developmental needs and progression. When a child's journey begins at Horns Drove, the settling-in period is a crucial time to allow the child to be eased into the transition at their own pace. Listening and responding to the child's cues is our top priority to promote their well-being.

At Horns Drove, through each interaction and activity, children are taught emotion recognition, and learn how to feel, label and express each emotion in an honest yet proactive way. When children learn how to express themselves, they can communicate their needs in an effective way and begin to understand that they are a dynamic individual whose feelings matter. We provide the children with consistency, to allow them to learn cause and effect between the way they express their emotions, and the impact this has on their environment. Through sensitive direction, children can learn how to self-regulate, which equips them with emotional intelligence, resilience and perseverance. We differentiate language and complexity according to the age and understanding of each child, to give them appropriate tools to understand themselves.

As children begin to explore new attachments and friendships with their peers, it is essential that they can gain the necessary social skills to facilitate these relationships; positive attachments in early childhood lay the foundations for building and interpreting later relationships. As children begin to view others as separate people, it is vital that staff model and teach children how to play with others; empathy, consideration, sensitivity, problem-solving, and teamwork are all vital to fostering the development of these new relationships. It is equally important that children are taught to set their own boundaries, giving them the ability to control their environment and tell others when they want them to stop. This is vital for current and future overall development.

Process check at age 2

The Early Years Foundation Stage requires that we supply parents and carers with a short-written summary of their child's development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 and 36 months. Your child's key person is responsible for completing the check using information from ongoing observations carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Next steps

We work with parents and carers to identify areas of development for your child, which inform them of their next steps. These are realistic, achievable targets that are tailored to your child to support and direct their development. These are monitored and updated in accordance with your child's development, and new 'next steps' are implemented to provide a balanced approach to challenging your child, whilst supporting their own pace of progression.

Observation and assessments

We assess how young children are learning and developing by observing them. We use information that we gain from observations of the children to understand their progress and where this may be leading them. We believe that parents know their children best, and we will ask you to contribute to the assessment by sharing information about what your child likes to do at home and how you, as parents/carers, are supporting development.

Every 6-8 weeks, your child's key person will make a detailed observation of your child's development and submit this through Family. These help us to build a picture of your child's progress and are a good time to reassess their next steps.



At the end of each week, we upload a shared post on Family to all our families, summarising the events of the week.

This is a great opportunity to be involved with your child's educational journey and to see specific activities and learning outcomes that they have worked on during that week. We will also make suggestions about how to continue the week's learning at home, allowing the children more opportunity to embed their new knowledge, and to feel pride in sharing their learning with their families.

How parents/carers take part in the setting

Our setting recognises parents/carers as the first and most important educators of their children. All our staff see themselves as partners with parents/carers in providing care and education for their children. There are many ways in which parents/carers take part in making our setting a welcoming and stimulating place for children and parents/carers, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff
- interacting with posts on Family (our digital program), regarding updates, weekly posts, etc.
- donating resources- we often reach out to families to request resources such as junk modelling, to support our activity planning, and to endorse our commitment to sustainability.
- taking part in events and informal discussions about the activities and curriculum provided by the setting
- building friendships with other parents/carers in the setting

Opening times

Our setting is open from 7:45 am to 6 pm every working day. Our sessions are broken down as follows:



Breakfast club

The breakfast club is available for children of all ages, and it is run every morning. We offer a selection of cereals, toast, crumpets, etc. We can tailor breakfast according to the dietary needs of your child. Please speak to a member of staff or email enquiries regarding more information and prices of these sessions.

- | | |
|----------------------|--------------------------------|
| 🚦 8:30 am - 9.00 am | - Early start session |
| 🚦 9.00 am - 12.00 pm | - Morning pre-school session |
| 🚦 12.00 pm - 3.00 pm | - Afternoon pre-school session |
| 🚦 9.00 am - 3.00 pm | - Full pre-school day |
| 🚦 3.00 pm - 6.00 pm | - After-school club. |

After-school club

is available to all children aged 2-11. We run a variety of activities appropriate for all ages- please speak to a member of staff or email enquiries@hornsdrove.uk regarding more information and prices for these sessions.



Holiday Club

It is open during all school holidays for ages 2-11. We provide a light morning and afternoon snack and ask parents to provide a healthy packed lunch. Our outdoor area is packed with bikes, trikes, pushchairs, ride-on cars, and a wide variety of play equipment, giving children endless opportunities to move, explore, and have fun. There's always plenty to do, whether they're racing around, role-playing, or simply enjoying the fresh air. With opportunities for outdoor play, imaginative learning, and social interaction, our Holiday Club is the perfect place for children to relax and enjoy their time off school.

Children enjoy a wide range of fun and creative activities, with access to our spacious outdoor area featuring:

- A mud kitchen and kitchen garden
- A playhouse, sand and water play
- An open playing field with plenty of space to explore, play, and make new friends



Starting at Horns Drove



To settle your child into Horns Drove, we offer at least two settling-in sessions before your child's official start date. These sessions are usually up to an hour long, and they allow you and your child to become familiar with the setting, routine and staff. You will meet your child's key person, and they will talk you through the general running of the setting, and you can ask any questions that you may have.

The key person will walk you through your child's 'All about me' document, which records important information relating to your child and the specific care that they require, including medical conditions, allergies, preferences, likes and dislikes and so on. We will also ask you to send a picture of your family after this session, so that we can put this on our family tree before your child starts with us.

During these settling sessions, according to the contentment of the child, you may wish to leave them here for a short period during the session to ease the transition. It is a crucial time to sensitively introduce your child to the new environment, so it is essential that your child is not pushed too far during these early stages. Please see our 'settling in' policy for more information.

Daily routine

We will tailor our daily routine to meet the specific needs of your child. If there is something that your child struggles with, or has a particular aversion to or preference for, you can speak with your child's key person, and they will implement any measures possible to suit your child.

- ✚ 9 am – children settle in for the day. Prior to children arriving, we set up activities on each table as an invitation to play. These will focus on our book theme of the week and will target specific areas of development.
- ✚ 9:30-11:30 – Free flow play. The door is open for children to play outside for most of the day, enabling the children to be able to access indoors and outdoors as they desire. This door is open for most of the day, for children to be able to access indoors and outdoors as they desire. Weather permitting, the door may be opened a little later to allow children the opportunity to have a snack, nappy change, etc., before getting their waterproof clothes on.
- ✚ 9:30-10:30 – snack time! Snack operates on a free-flow basis, meaning that children can come for a snack during this time as and when they like. We rotate a menu which we share with families through the Family platform. Please see our policy regarding snack times for more information.

- ✚ 11:30-12 – tidy up time, and then the children have group time. We separate the children into the older and younger cohorts and carry out focused, adult-led activities, focusing on an area of development for the group.
- ✚ 12-12:30 – lunch time. The room is organised for lunchtime, and we play calming music to maintain a restful atmosphere whilst the children are eating. Please see our lunchtime policy for more information.
- ✚ 12:30-2:30 – free flow play. Activities are again set up on tables and outside to provide invitations to play. Adult-led activities are offered to the children, e.g., small-group games, cooking activities, and gardening.
- ✚ 2:30-2:50 – Tidy up time, and the children get ready for group time. We follow the same structure and routine as the morning group time but focus on a different area of development.
- ✚ 2:50-3- home time! The children get their shoes on and sit at the table for a snack, whilst parents are invited in at the

Our messy play area



What to bring to pre-school!

We ask parents to provide a backpack for their children, full of everything they may need throughout the day. This stays at pre-school on a peg outside with the child's name label on. We have created a checklist of things to bring to pre-school, so that your child is well prepared for all eventualities!

Items	✓
<p>A water bottle</p> <ul style="list-style-type: none"> - We encourage water rather than juice. We will fill up bottles as and when needed throughout the day, but we can only refill them with water, as per EYFS requirements. 	
<p>A packed lunch</p> <ul style="list-style-type: none"> - (We provide the morning and afternoon snack). We ask parents to provide an ice pack in their child's lunchbox to prevent anything from becoming spoiled. 	
<p>At least 3 changes of clothes</p> <ul style="list-style-type: none"> - including socks. We ask parents to prepare their child for messy play! 	
<p>Any comfort toys that your child may want or need, e.g., a dummy or blanket.</p>	
<p>Nappies/wipes</p>	
<p>Welly boots</p> <p>These can stay at the setting or can be taken home daily.</p>	
<p>A pair of slippers</p> <ul style="list-style-type: none"> - to stay at the setting. These help to create a home away from home! 	
<p>A labelled sunhat and suncream</p> <ul style="list-style-type: none"> - weather permitting. We provide sun cream, but if you would like your child to have a specific brand, then please provide it in their bag with a named label. 	
<p>Any medication they may need</p> <ul style="list-style-type: none"> - Please see our medication policy for more information regarding your child's medical needs. Any medication that stays at the setting will be stored in our medication cabinet, and we will ask you to sign a form for its storage. 	

Lunchboxes

At Horns Drove, we promote healthy eating in line with EYFS requirements. We request that you provide a balanced, nutritious packed lunch for your child. Please visit the sites below for more information on healthy eating guidelines and the safe preparation of food for your little one. We are a nut-free setting, so please no nuts or nut-based products (e.g. Nutella, hazelnut crepes, peanut butter, etc.).

[Early Years Foundation Stage nutrition guidance](#) [Help for early years providers: Food safety](#)

Ideas for lunchboxes



Safeguarding children

Our setting has a legal duty to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure that people looking after children are suitable to fulfil the requirements of their role and help to protect children against the likelihood of abuse in our setting, and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents/carers ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies, when necessary, to help families in difficulty. Please see our safeguarding policies and procedures for more information.

It is our paramount concern that your child feels safe, secure and happy at pre-school. The initial transition into a new setting can be an overwhelming and upsetting time for children, so we are committed to doing everything in our power to ease this and to make it feel as comfortable and natural as possible. We will work with parents and carers to settle in at the child's pace, offering tailored sessions during this transitional period. Please see our policies on settling in for more information.

Safe place

About Horns Drove

Who Are Our Volunteer Directors?

Horns Drove Community Childcare is run by a small team of volunteer Directors from our local community, Faye, Julie & Alex. They help guide the preschool, make sure we're running safely and smoothly, and support the long-term development of the setting. Our directors aren't based on site day-to-day, but they are always happy to hear from families. If you ever need to contact them, you can email enquiries@hornsdrove.uk and your message will be passed on to the Board.

Policies

All our policies can be found on our website, www.hornsdrove.uk. Please speak to a member of staff or email enquiries@hornsdrove.uk regarding any queries relating to our policies.

Famly is an all-in-one digital platform that helps us stay connected with you throughout the day. Through the Famly app, you'll receive real-time updates about your child's meals, activities, learning experiences, and photos. You can also make breakfast, after-school, and holiday club bookings directly through the app and check your account at any time, giving you a simple and secure way to stay on top of everything.



YOUR TEAM

2026

HORNS DROVE
community childcare

Nikki - Manager

Lily -Deputy Manager

Louise- Senior Practitioner

Pooja -Senior Practitioner

Barbara- Practitioner

Mary-Senior Practitioner

Keeley - Senior Practitioner

Amaya- Apprentice

Oli - Apprentice

Ami - Practitioner

OFSTED 2026 RATING



HORNS DROVE
community childcare

Bakers Drove, Rownhams, Southampton SO16 8AD Tel: 02380 737207

Website: www.horndrove.uk email: enquiries@horndrove.uk

Registered Charity No. 1112355 OFSTED EY 345454