2024

Pumpkin Patch Nursery Management plan for children in the outside space

21 St Botolphs Road, Worthing. West Sussex. BN11 4JS

Worthing

Pumpkin Patch

Nursery & Forest School

pumpkinpatchnursery.com

Introduction

Pumpkin Patch Nursery is located at 21 St. Botolphs Road, Worthing and has a maximum capacity of 90 children. We wish to increase the capacity to a total of 120. There are daytime nursery facilities for babies, toddlers and pre-school age children. The operating hours are 8am to 6pm Monday to Friday. There is a large garden with neighbouring residential properties to the north (A large Victorian property converted to flats with a communal rear outside space) and to the west (end of terrace house). As we occupy a corner plot there are no immediate neighbours to the South and East. The garden is enclosed to the west with 6'6" acoustic fencing, to the north by a 5ft brick wall.

The children will spend the majority of time indoors, although, barring 'exceptional' weather conditions, regular access to outdoor play areas will be made available to the children. Restrictions on timings (using the garden from 9am-5pm only) organised and supervised outdoor activities with dedicated out door leaders will reduce possible noise disturbance to local residences. The large nursery building also acts as a partial barrier to noise.

In the past twenty + years of the nursery's operation there have been no noise complaints from neighbours.

Benefits

The increase in nursery places would directly benefit the community and economy of the area. New jobs will be created which will benefit the local economy as well as providing high quality childcare in the community. Pumpkin Patch has six nurseries, four of which are outstanding providers including this Worthing nursery.

Nursery Location

Pumpkin Patch Nursery is located in a residential area which also has a large variety of care homes and other local businesses. There has been a day nursery on this site for nearly 30 years.

The Outside Provision

The outdoor provision is led and maintained by our Outdoor Pedagogical Leader and is organised to engage children using their interests in the natural environment. Our Outdoor Leader has had extensive training in supporting and teaching children in the natural environment.

We operate a free flow system to the garden where the staff support the children and move between the inside and outside spaces according to the numbers of children. The garden is organised with a range of activities which include opportunities for the children and staff to relax and carry out quieter activities such as our investigation area, soft pillows with books, water and sand play, mud kitchen, bug hotel, small world play, painting and messy play as well as spaces to move and explore. We also use the local area to extend and support our outdoor provision. This includes the beach, the local park and an off-site location we use for our Forest School program.

Alternatives to the Garden

We will also manage numbers in the garden by offering alternative outdoor activities including walks to local amenities such as the beach and the park or taking children to the forest on Thursday mornings. We offer other alternative indoor activities in the morning such as yoga or movement and music sessions. We stagger sittings for lunch, sleep and snack times which all help to reduce numbers in the garden.

We have a clear vision and commitment to quality outdoor provision which results in meaningful interactions with high levels of engagement. When children are inspired and engaged in creative activities the noise levels are lower. We think it worth noting that the exterior spaces at our nurseries are regarded as outside learning and discovery environments rather than a 'playground' that you may find in a primary school for example. The behaviour of primary school children in the classroom compared to the playground can be stark. At Pumpkin Patch (and would hope in the majority of early years settings) the behaviour of the children and the noise levels should be no different whether inside or outside. Our large outside space offers opportunities to play, learn and discover in the natural environment which is enormously important.

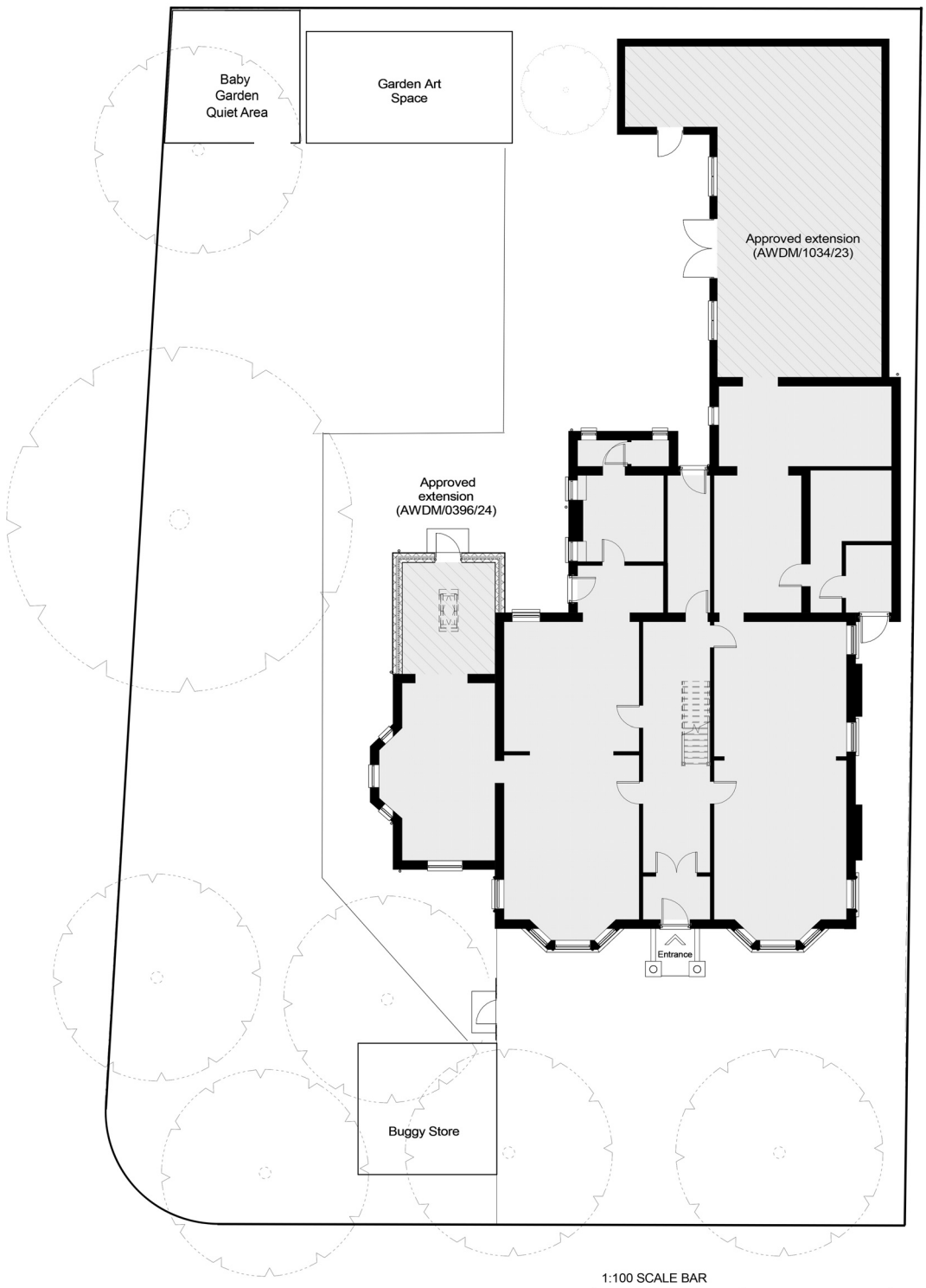
Results of our sample survey

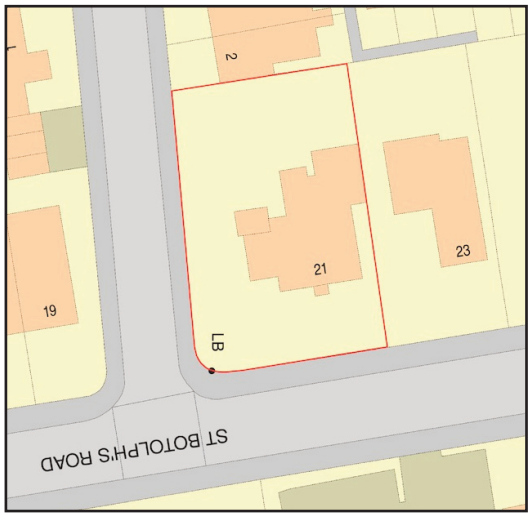
	Number of children in garden at 90 spaces	Number of adults in garden at 90 spaces	Number of children in garden at 120 spaces	Number of adults in garden at 120 spaces
9-10am	18	5	23	7
10-11am	40	8	44	9
11am - 12pm	44	9	44	9
12-1pm	16	4	20	5
1-2pm	18	5	24	7
2-3pm	38	8	44	9
3-4pm	38	8	44	9
4-5pm	12	3	15	4

Area of Concern	Objective	Action	Action by	Review
Number of children in the garden at any one time	Limit the number of children in the garden to 44 at any one time.	At busy times we can implement a wristband system. Each room will be given a number of wristbands that they can allocate to children wishing to go outside, the baby room will have a maximum of 6 babies outside at any time and the remaining 39 wristbands will be divided between the pre-school and Kindergarten	Manager	09/24 Notes *Including the outdoor management in circle times with the oldest children has had a great impact on the management of the wristband system in the garden and children managing noise levels
Overcrowding- large numbers engaged in the same activity	Noise intensity and duration considered when planning layout Area for energetic, boisterous and large group play away from nursery boundaries Smaller spaces created for quiet, reflective and small group activities such as story-telling, small world play and gardening along the perimeter Storage sheds placed along boundaries to provide a buffer The play house has been removed from the boundary fencing and will be replaced with a composting area. Site plan created and adapted due to the implications of siting a noisy activity next to the perimeter fence.	Site plan to be adapted to zone garden according to objectives stated	Owners	09/24 Introduction of a baby garden in the far corner has removed older children gathering in this area
Bike play- noise	Bikes and trikes will be maintained properly as squeaky wheels cause noise. Rubber wheeled bikes and trikes will replace noisier options. Bikes and trikes will only be used on the artificial grass to reduce noise Planned Bikes and Trikes activities. Rather than removing bikes and trikes altogether, work on developing the quality of the children's bike play. For example, build it into role play, which will enhance learning as well as noise levels	Caretaker to regularly maintain bikes and trikes New bikes/ trikes purchased to have rubber wheels Bikes and trikes will be planned for in the curriculum	Caretaker Staff	9/24 Replacing the soft flooring with artificial grass has reduced noise from bikes
Noise penetrating boundary fencing	2.4m acoustic fencing on the north and west boundaries	Owners/ Caretaker	Owners/ caretaker	9/24

Children's behaviour- noise outside	Children's groupings outside - The highly trained staff are best placed while working outside to continually monitor noise levels of individual activities. A high level of engagement by a larger group does not always lead to increased noise, however the staff are instructed to ensure children are engaged in meaningful outside activities throughout the day and will intervene where a child(children) are making excess noise due to lack of direction. Through group times and education children will learn about noise levels and how to manage their own noise levels. Activities will be planned to give the children a good reason to keep noise levels down. For instance, taking them outside to listen to birdsong, going outside quietly so they do not scare the birds away. Outdoor story and snack times encourage times to listen. Very noisy activities such as music sessions will be sited indoors	Manager	Owners/ caretaker	9/24 Staff discussed this at recent inset day, how to re-direct children to other activities/move indoors to have some quiet time when struggling with behaviour outdoors
Staff noise	Potentially noisier activities such as music sessions will be sited indoors The nursery has a behaviour management policy and staff conduct policy that clearly states that staff must address the children calmly, quietly and at the child's level. This is only breached in cases where the safety of the child is at risk. (please see attached policy) Management and senior leaders continually monitor staff performance against the nursery policies and any breeches are dealt with without delay. This forms part of the staff's initial induction and ongoing performance management.	Manager		9/24 Discussed at inset day, ensuring staff travel to the children rather than raising voice across garden.

This action plan will be reviewed yearly as part of our policy on noise management. Any noise complaints will be addressed and the action plan adopted accordingly





Worthing

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Garden Plan

4(P) Children's Wellbeing in the Nursery

Well-being is a broad term that covers how you feel about yourself and your life. It encompasses the physical, emotional (and mental), social and spiritual areas of a person. Under the Early Years Foundations Stage (EYFS) this is covered in the children's personal, social, emotional development and physical development, both of which are prime areas of learning and development.

Physical well-being covers everything physical to do with the body:
- Growth and development
- Moving and keeping physically fit
- Caring for personal health (e.g. washing, cleaning teeth, etc.)
- Eating a balanced and nutritious diet
- Rest and appropriate sleep patterns.

Mental and emotional well-being includes:
- Acknowledging, expressing and coping with feelings and emotions
- Thought processes
- Reducing stress and anxiety.

Social well-being includes:
- Relationships
- Family (close and extended)
- Friends
- The feeling of belonging and acceptance
- Compassion and caring approaches.

Spiritual well-being can cover the following:
- Value and beliefs held
- Personal identity and self-awareness.

Children's physical well-being is supported through our carefully planned curriculum programme which supports all types of gross and fine motor play both inside and outside. We provide nutritionally balanced meals for the children and support our staff to make healthy choices in regards to their physical health.

Personal hygiene is supported in children of all ages, explaining the reasons for hand washing, tooth brushing and other routines.

Children are provided with quiet and calming areas for rest, sleep and relaxation. This supports both their physical and mental well-being. We support children to make strong attachments with their key person as well as forge relationships with their peers in order to support their social well-being. We offer opportunities and resources for children to play singly, in pairs, small groups and large groups to support this area of development.

Children's mental and emotional well-being are supported. We provide a safe environment that allows for caregiver to child co-regulation. This practice supports the process of children building the capacity for self-regulation, through providing activities in which children are able to recognise and express their emotions, including emotional literacy. This enables us to provide support for children who may be experiencing big emotions they cannot cope with just yet, including sadness and over-excitement. We support children's developing self-regulation through carefully planned activities and resources, modelling calming strategies, naming and talking about feelings and by providing opportunities for children to practise their self-regulation skills.

Staff use the Promoting positive behaviour policy to ensure a consistent approach.

Staff are able to recognise when a child may need support with their emotions and will provide this one-to-one or in a small group, whichever is more appropriate. Teaching children to recognise and manage their emotions at a young age helps support foundations for doing this throughout their life.

This policy was adopted on	Signed on behalf of the nursery	Date for review
01/08/2024	Arris Shanahan	01/08/2025

5a. Promoting Positive Behaviour

EYFS: 3.2, 3.52, 3.53

At Pumpkin Patch Nursery we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and that of others around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Supporting and developing self-regulation and empathy as appropriate to stage of development
- Have a named person who has overall responsibility for behaviour management.

The Manager will:

- Advise and support other staff on behaviour issues
- Along with each room leader will keep up to date with legislation and research relating to behaviour
- Support changes to policies and procedures in the nursery
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

When children behave in unacceptable ways:

- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking
- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We recognise that there may be times where children may have regular occasions where they lose control and may need individual techniques to restrain them. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents
- We do not single out children or humiliate them in any way. Where children use unacceptable behaviour they will, wherever possible, be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff will not raise their voices (other than to keep children safe)
- In any case of misbehaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide how to handle a particular type of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
- We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate

- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with inappropriate behaviour in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the nursery. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist
- We support children in developing non-aggressive strategies to enable them to express their feelings
- We keep confidential records on any inappropriate behaviour that has taken place and keep parents informed.
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances, we may remove a child from an area until they have calmed down.

Anti-bullying
Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

At our nursery, staff follow the procedure below to enable them to deal with challenging behaviour:
- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out
- Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour
- We will ensure that this policy is available for staff and parents and it will be actively publicised at least once a year to parents and staff.
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society.

This policy was adopted on	Signed on behalf of the nursery	Date for review
01/08/2024	Denise Franklin	01/08/2025