Session Arrangement (Ratios)

The ratio of staff to children is always correct. There is a required minimum of four members of staff to 24 children present each morning, however it is our aim to have 5 staff members present, in order that we can implement quality focused and additional differentiated activities, designed to support the children's learning and development.
We have help from bank staff to cover any staff absences, in the event we do not have sufficient staff to operate effectively.
We are committed to supporting students from a wide range of schools and colleges; therefore, present at some sessions, there may be students working alongside the staff and children; however, students are not included in ratio.

Our sessions are carefully planned to encourage, support and provide our children with plenty of opportunities to learn through meaningful playful experiences. A careful balance of adult led, and child led activities ensures that our children make suitable progress in their learning and development, whilst having the freedom to explore and make independent choices.

The team works closely to provide a safe and stimulating environment, for all children, sessions are arranged to offer an extensive range of experiences and activities in order to continue to develop the emotional, physical and intellectual development for all the children left in our care.

We are committed at the setting, to promoting learning and development through the Early Years Foundation Stage. We work alongside Norfolk County council and OFSTED to ensure we are delivering a good quality service to the community.

Staff meet regularly to discuss the needs of the children within the group and activities and sessions are planned accordingly. At each session we aim to ensure that children have access to a wide range of resources, to promote learning both indoors and outside.

'Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.'
Development Matters, DFS

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