



**Welcome  
to  
Greenview Nursery  
Parents' Handbook**

## **Welcome to Greenview Nursery**

Choosing the best start for your child is one of the most important choices you will make. At Greenview your child is special, not only to you but also to us. We value the qualities that make your child unique and aim to foster their individual interests and strengths.

Our Nursery aims to encourage children to flourish individually and put in place the foundations for lifelong learning through organised play and exploration. It is a priority for our key workers within the Nursery to provide a place of warmth, security, care and support to help the children to settle and to help prepare them for School.

We see the development and education of the children as a partnership involving the Nursery, the children and their parents and we value your support and co-operation.

In this handbook you will find information about the Nursery and answers to many of the questions most frequently asked by new parents. We have included some of our most important policies and procedures that you must be aware of, however all policies and procedures are available on request. Please ask a member of staff for more information.

We hope that you will find this handbook useful and wish your child a happy and fulfilling time as they embark upon their educational journey. We have an open door policy so please come in and look around or ask to see your child's up to date learning objectives at any time. We want to work together to deliver the best future for your child.

## **Greenview Nursery Staff**

### **Managing Directors**

Katie Walmsley  
Michelle Britch

### **Deputy Manager**

Kirsty Jones

### **Ladybirds**

Karen Richardson  
Hayley Maxwell  
Rachel Horrocks

### **Dragonflies**

Pat Wilson  
Jacqueline Jones

### **Butterflies**

### **Pre - School Teaching and Learning Manager**

Leanne Gilrane

### **Supervisor**

Gemma Thompson

## **Guidelines for Greenview Nursery**

### **Session Information**

The Nursery is open Monday to Friday between 8.00am to 5.30pm, closing only for Christmas break, national and bank holidays. The Christmas break varies every year depending on the day Christmas falls on. We will write to you every year confirming our opening times and days over the festive fortnight.

There are three daily sessions available

Morning 8.00am to 12pm

Afternoon 1.30pm to 5.30pm

Full Day 8.00am to 5.30pm

Extra hours and Lunch are available on request for an additional charge.

### **Fees 2015**

Please note - fees are applicable on Bank Holidays. There is also a £10 registration fee to cover the cost of the nursery diaries; bedding and files.

#### **Ladybirds (0-2 years)**

Full time £180.00

Full Day £36.00

Session £18.00

#### **Dragonflies (2-3 years)**

Full time £170.00

Full Day £34.00

Session £17.00

#### **Butterflies (2-4 years)**

Full time £160.00

Full Day £32.00

Session £16.00

#### **Extra Hours**

Ladybirds £5.50

Dragonflies £6.00

Butterflies £6.50

#### **Lunches**

Ladybirds £2.00

Dragonflies £3.00

## **Arrivals, Departures and Security arrangements**

Safety is of paramount concern in our Nursery. All parents and visitors must use the front door and report to the manager or a known member of staff on entry during sessions. We operate a camera and security door system with keypad entry. Please ring the bell and wait by the camera so that staff are able to identify you. We ask that you do not hold the door open for anyone else to enter or allow children to stand in the doorway holding the door. We understand that this can be awkward, but it is important that Nursery staff know which parents are on the premises and this is done via the security door system. Once in the building any medicines need to be handed over to staff and signed for, and then collected at departure; and any specific care instructions are recorded and passed to the child's key person.

The planned departure of the child will be anticipated by the Nursery assistants. No child will be handed over to anybody other than the known parent/carer unless an agreement has been made at the time of arrival. If arrangements have been made for another family member or friend to collect your child from Nursery, they must be over sixteen and have the child's security password that was approved at registration.

If a parent is delayed when bringing or collecting a child, it is helpful and reassuring for your child if the Nursery can be notified as early as possible so that arrangements can be made to look after your child. We understand that occasionally late pickups can be unavoidable. However, regular occurrences will incur a £5 late pick up fee.

Parents are asked to take great care when bringing their child to Nursery, observing all the road and safety restrictions and showing consideration to other road users and the people who live and work in the locality.

## **Payment of Fees, Holiday and Notice Requirements**

Payment of fees is due at the beginning of every week. A standing order is preferred. Any non payment of fees is subject to a £5 late charge for every week payment is not made.

If a parent wishes the number of sessions per week to be reduced and gives at least one month notice, you will only pay for the reduced number of sessions. However if you give less than one month notice, then you will pay for the original number of sessions booked.

A minimum of one month written notice is required if you wish to terminate your child's place at the Nursery. **Verbal notification will not be accepted.**

## Lunches

At each session, children are provided with snack or afternoon tea. The morning snack is a drink of milk and a variety of seasonal fresh fruit. For afternoon snack we offer a variety of healthy finger foods, such as crumpets, potato cakes, crackers and cheese, croissants and fruit loaf. An example snack menu is attached below.

Lunch is served at 11.15am in Baby Room and 12.00pm in Dragonflies and Butterflies. Children are encouraged by praise to eat their lunches and perfect their table manners. They are encouraged to use cutlery, not their fingers to eat. Special diets to accommodate medical and religious needs are provided on request. Please also ensure that any allergies are noted on your child's entry record and communicated to Katie and Michelle. Copies of nursery snack and lunch menus with any of the common fourteen allergens highlighted on them are available in reception upon request.

No other snacks should be sent with children in their bags. Dragonflies and Butterflies children should bring fresh water to nursery in a 'sports cap' bottle each day from which they are able to drink at any time. Children have free access to water throughout the day.

A sample of our menus follows.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week 1</b>	Cheese Flan, Mash & Beans. Raspberry Buns	Meat & Potato Pie & Gravy. Homemade Biscuits	Chicken Casserole.  Rice pudding	Pasta Bake & Garlic Bread.  Angel Delight	Fish, Chips & Mushy peas.  Fruit salad
<b>Week 2</b>	Soup & Sandwiches  Homemade Biscuits.	Tuna pasta Sponge & Custard.	Cottage Pie & Peas.  Fruit Salad.	Fish Pie & Vegetables.  Yoghurt.	Cheese & Onion Pie and Beans.  Trifle
<b>Week 3</b>	Pasta Bolognaise.  Fruit Salad.	Chicken & leek Pie & Vegetables.  Yoghurt	Sausage, mash, mixed veg & gravy  Angel delight	Homemade Pizza, Wedges & Beans.  Homemade biscuits	Chilli and rice   Sponge and Custard
<b>Week 4</b>	Baked Potato, Cheese & Beans. Yoghurt	Corned beef hash  Ice cream	Beef Casserole & Vegetables.  Apple Crumble.	Chicken Curry & Rice.  Chocolate Mousse.	Lasagne & garlic bread  Fruit salad



### Snack Menu & Potential Allergen Information (January 2015)

Name of Snack Ingredient	Supplier	Allergen
Hummus	Aldi – the Deli	Sesame seed paste
Cheese Triangles	Aldi	Milk
Brussels Pate	Aldi Deli continental	Pork Liver
Cooked Ham	Aldi Essentials	Pork
Breadsticks	Aldi Savour Bakes	Wheat Flour
Breadsticks	Asda	Wheat Flour; Barley Malt Extract
Wholemeal Bread	Aldi Village Bakery	Wheat flour; Barley
Pancakes	Aldi Village Bakery	Wheat; Egg; Milk
Onion Garlic and herb dip	Aldi the Deli	Egg; Milk
So malty fruit malt loaf	Aldi Village Bakery	Wheat; Barley
Sunflower spread	Aldi, Solesta	None
Cheese Spread	Asda	Milk
Cheese	Asda/Aldi	Milk
Cream Crackers	Asda/Aldi	Wheat Flour; Barley malt extract
Fruit Loaf	Asda	Wheat Flour; Wheat protein; Soya Flour
Sour cream and chive dip	Asda	Milk; Egg
Flour Tortillas	Aldi	Wheat
Wholemeal Pitta Bread	Aldi	Wheat
Croissants	Aldi, Bon Appétit	Wheat; gluten; milk
Milk Brioche rolls	Aldi, Bon Appétit	Wheat; gluten; egg; milk
Crumpets	Aldi, Village Bakery	Wheat; gluten
Sandwich thins	Aldi, Village Bakery	Wheat; soya. May also contain milk, egg, and sesame seed
Naan Bread	Aldi, Bilash	Wheat; milk
Egg Waffles	Aldi Village Bakery	Egg; wheat; gluten; lupin
Scones	Aldi Everyday Essentials	Wheat; gluten; milk; egg
Jam	Aldi Everyday Essentials	None
Fruit Teacakes	Aldi Village Bakery	Wheat; gluten; soya
Potato Cakes	Aldi, Village Bakery	Wheat; gluten
Hot Cross Buns	Aldi, Everyday Essentials	Wheat

## Absence

If your child is unwell and will be remaining at home, we ask you to follow this procedure:

- Phone Nursery, on the first day of absence on 01254 201027.
- Please inform nursery immediately of infectious diseases.

If your child is unwell during nursery hours he/she will be cared for initially by the Nursery nurses. If the child needs to be sent home the contact numbers provided by you on the Child Entry Record will be used to ask parents or relatives to collect. We do ask parents to collect children if they have three or more loose nappies, appear unwell, have vomited or have a raised temperature.

**Please do not bring children to nursery who are unwell, i.e. have been sick in the night, have a raised temperature, suspected contagious or infectious illness, undiagnosed rash, eye infections, diarrhea etc. The nursery guidelines for illness and infections are on the following page. We ask that children who have been suffering from vomiting or diarrhea are kept away from Nursery for 48hours after their last episode.**

Occasionally we are requested to administer medicine to children. We can only do this if:

- The child is fit for a busy nursery day.
- A daily signed form with detailed information about the medicine, timings and dosage is completed (Available from your key person). If you come into Nursery with any medicine – prescribed or non-prescribed – this must be signed for and handed to a staff member for safe storage.
- The medicine is in its original packaging (prescribed medicines must have the patient's name and date clearly visible on the label as when collected from a pharmacy). Decanted mixtures will not be given. The medicine must also be age appropriate - for example, if the medicine states from six months and over and your child is five months old, staff will be unable to administer the medicine. The medicine must also be within its expiry date.



## Guidance on infection control

The following guidance is taken from the Health Protection Agency, April 2010

<b>Rashes and skin infections</b>	<b>Recommended period to be kept away from school, nursery or childminders</b>	<b>Comments</b>
Chickenpox	Five days from onset of rash	
German Measles (Rubella)	Six days from onset of rash	Preventable by immunisation (MMR x 2 doses)
Measles	Four days from onset of rash	Preventable by immunisation (MMR x 2 doses)
<b>Diarrhoea and vomiting illness</b>	<b>Recommended period to be kept away from school, nursery or childminders</b>	<b>Comments</b>
Diarrhoea and/or vomiting	48 hours from last episode of diarrhoea or vomiting	
<b>Respiratory infections</b>	<b>Recommended period to be kept away from school, nursery or childminders</b>	<b>Comments</b>
Flu (influenza)	Until recovered	
<b>Other infections</b>	<b>Recommended period to be kept away from school, nursery or childminders</b>	<b>Comments</b>
Mumps	Exclude child for five days after onset of swelling	Preventable by immunisation (MMR x 2 doses)

We routinely send home any child who has or appears to have any of the symptoms listed above and advise parents to make a GP appointment.

Other illnesses have school exclusion advice and these can be easily obtained from phoning or looking at NHS Direct on [www.nhsdirect.nhs.uk](http://www.nhsdirect.nhs.uk)

### **Calpol**

If your child looks or feels unwell his/her temperature will be checked and logged. If their temperature is raised we will ring you first to tell you what your child's temperature is and we will ask if you would like us to administer Calpol. If your child remains unwell we will contact you to collect him/her. A note will be sent home in your child's daily diary confirming the dose given and the time it was administered.

## **Head Lice**

Head lice are a common problem in all nursery settings. We ask all children with long hair to have it tied back. If an infestation of lice is reported to nursery, all the children will take home a letter home alerting parents and asking them to check their child's hair.

## **Toys**

We ask that children do not bring their own toys to Nursery. When children bring in their favourite toy they can be quite protective over it, which makes it difficult for us to instill a sense of sharing and turn taking, which we do with all of the toys in the Nursery. Furthermore, great upset can be caused if a child misplaces their toy or if it breaks.

We understand that children need their comforters to aid their settling in and this is a vital part of the transition into Nursery. Once the children are settled, gradually we try to phase out the need for comforters, as children become more independent.

## **Dummies in Nursery**

At Greenview Nursery we recognise that a dummy can be a source of comfort for a child who is settling and/or upset and that it may often form part of their sleep routine.

As babies get older they need to learn to move their mouths in different ways, to smile, blow bubbles, to make sounds, to chew food and eventually talk. When babies move their mouths and experiment with babbling sounds they are learning to make quick mouth movements needed for speech. The more practice they get the better their awareness of their mouths and the better their speech will be. The overuse of a dummy may restrict these movements from taking place and therefore affect a child's language development.

The nursery aims to:-

- Discuss the use of dummies with parents as part of babies individual care plans.
- Only allow dummies for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine.
- Store dummies in children's bags to prevent cross contamination.
- If a dummy or bottle falls on the floor or is picked up by another child, this is cleaned immediately and sterilised where necessary.

When discouraging the dummy staff will:

- Have a designated place for the dummy to be stored, which the child will be aware of
- Comfort the child and if/age appropriate explain in a sensitive and appropriate manner why they do not need their dummy.

- Distract children's attention with other activities and ensure they are settled before leaving them to play.
- Offer other methods of comfort such as a toy, teddy or blanket.
- Explain to the child they can have their dummy when they go home or at sleep time.

We will also offer support and advice to parents to discourage dummy use during waking hours at home and suggest ways in which the child can be weaned off their dummy through books and stories (when appropriate).

## **The Nursery Curriculum**

At Greenview we attach great importance to the Early Years Foundation Stage, as we believe that the Early Years are critical to a child's development. The staff at Greenview are committed to providing the highest quality care and education, ensuring that all children enjoy a happy, confident start to school life. We aim to foster a lifelong love of learning, whilst supporting the children to achieve the five outcomes, which are outlined in Every Child Matters- a Change for Children:

- Staying Safe
- Being Healthy
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Well-Being

We are committed to following the themes, principles and commitments of the Early Years Foundation Stage Framework:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The Early Years Foundation Stage at Greenview supports children between the ages of birth and five years. During this stage we aim to:

- Provide a warm, welcoming, family atmosphere to ensure that each individual feels safe, included and equally valued in an atmosphere of mutual respect between children, staff and parents. The building of positive relationships is a key priority.
- Foster positive attitudes, values and beliefs to encourage children to become responsible, caring individuals within a multicultural society.

- Provide a rich, varied and stimulating learning environment with structure for teaching as well as independent learning. All children will be encouraged to explore, experiment, plan and make decisions for themselves, enabling them to learn and develop with appropriate support and challenge.
- Encourage a positive attitude and disposition to learn, promoting reflection in an atmosphere of seeing mistakes as learning opportunities.
- Help children develop confidence, independence and a positive self image.
- Further the development of each child, building on previous experiences and complementing the learning that takes place at home.
- Understand that children develop rapidly in the Early Years, physically, intellectually, emotionally and socially. We recognise that children learn in different ways and at varying rates in every area of development. Our curriculum allows us to provide a wide range of first-hand experiences to provide children with knowledge, skills and understanding appropriate for this development.
- Provide a relevant curriculum, appropriate to the age and development of each child, organised into the six areas of learning as set out in the Early Years Foundation Stage Framework:

#### *Personal, Social and Emotional Development*

We aim to provide children with experiences and support which will help them to develop a positive sense of themselves and of others, respect for others, social skills and a positive disposition to learn.

#### *Communication and Language*

We will work to develop children's learning and competence in communicating, speaking and listening, and beginning to read and write. We strive to give children the opportunities and encouragement to use their skills in a range of situations and for a range of purposes.

#### *Physical Development*

We encourage children to be active and interactive and to improve their skills of co-ordination, control, manipulation and movement; providing opportunities to use all of their senses to learn about the world around them and to make connections between new information and what they already know. We aim to support them in developing an understanding of the importance of physical activity and making healthy choices in relation to food.

#### *Mathematics*

We aim to develop children's understanding of numeracy and maths in a broad range of contexts in which they can explore, enjoy, learn, practice and talk about their

developing understanding. We endeavour to provide children with opportunities to practice these skills and to gain confidence and competence in their use.

#### *Understanding of the World*

We work to develop children's knowledge, skills and understanding which help them to make sense of the world; providing opportunities for them to use a range of tools safely, encounter creatures, people, plants and objects, in their natural environments and in real-life situations, undertake practical experiments and work with a range of materials.

#### *Creative Development*

We aim to develop and extend children's creativity by supporting their curiosity, exploration and play. We work to provide opportunities for children to explore and share their thoughts, ideas and feelings through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, design and technology.

#### *Literacy Development*

We aim to support children's emerging interest in books and begin to build on their phonic awareness. We work with children's basic mark making skills through different means such as sand and creative means before building on their skills to convey recognisable letters and shapes.

#### *Expressive Arts and Design Development*

We aim to foster their imagination through play to represent their own ideas, thoughts and feelings. Children also enjoy singing songs, making music and dance. We give children opportunities to experiment with different malleable materials and crafts to display their ideas.

### **Organisation**

#### **Curriculum**

The delivery of the curriculum to the Nursery and Pre-School children is predominantly linked through a thematic approach in line with the Foundation Stage Curriculum. The long, medium and short term planning enables broad and balanced curriculum coverage whilst incorporating each child's interests and individual needs. A balance of adult led and child initiated activities are offered both inside and outside of the classroom.

#### **Staffing**

##### *Nursery*

The child/staff ratio is one to three for babies, one to four for two year olds and one to eight for three year olds. There is a Nursery manager and a Deputy Manager.

In line with the themes and principles of the Early Years Foundation Stage, we follow a 'Key Person' system. This is a named member of staff who is personally significant to the parent and child and forges strong relationships with them. They will meet the child's individual learning and welfare needs and act as a point of contact with the parents, whilst also coordinating their observations and record keeping.

At the Nursery the key person that we assign to your child is a nursery nurse. The manager also acts as a key person, with overall responsibility for the strategic overview of each child's learning needs and requirements and as such, undertakes duties including formally discussing children's progress with parents and writing formal reports.

### Partnership with Parents

We aim to form good relationships with parents in order to provide a happy, caring and stable environment for the children and their families.

The staff at Greenview recognise the importance of working in partnership with parents and carers and the positive impact that this has on children's learning and development. We believe that parents are the child's first educators and we aim to support and augment their essential work.

We often invite parents in to support activities and share celebrations and performances. We also deliver parent forums with specific information outcomes such as reading/phonics and mathematics.

The Nursery operates a 'no mobile phones' policy and asks staff and visitors to the setting to secure their phone in a locked safe. Whilst we don't enforce this rule for parents we do politely ask that parents do not come into the setting using their phone or speaking on the phone as this can get in the way of your key person giving you feedback about your child. Thankyou in advance for your cooperation in this matter.

### Assessment and Recording

At Greenview Nursery, we understand that all children are unique. As such, their interests, development, learning and achievements are an integral part of our planning and assessment cycle. All children within the Foundation Stage are observed regularly and both the formative and summative assessments are incorporated into planning for their next steps in learning.

Assessments vary according to the age of the child and what is being assessed. Within the Foundation Stage as a whole, assessment methods include observations, discussions, class work, games and challenges. They are recorded through the 'Build 2 Simple' profile app on an iPad.

Children are tracked each term to ensure that progress is being made and that children who are not progressing are identified. This information also feeds into the environment planning.

### Reporting

#### *Feedback to children*

Children receive oral feedback immediately where possible. All children should receive predominantly positive feedback. Physical work may be annotated or marked. Stickers may be given.

#### *Feedback to parents*

We have an open door policy and parents are welcome to discuss their child's progress with staff at any time during the year. Daily contact with most parents in the morning and at home time enables swift and regular transfer of feedback. There is an initial baseline meeting with parents either during, or just after the end of, the first term after settling which allows staff to inform parents of their progress. There are also parent's evenings to support the 2 year progress check and end of term before children move to school. If needed and requested we ask parents in to discuss tracking and progress.

Within the baby room a home school diary records daily information for example toileting, eating habits and any special occurrences.

Throughout the Foundation Stage written reports are sent to parents following parents' evenings. Parents are given the opportunity to comment on these and follow up any questions. We also have a nursery Facebook page, which we encourage parents to 'like' as we use this sometimes to communicate topics and key events. A parent newsletter is sent out via email once a month.

## **Greenview Nursery Daily Elements**

### **Welcome Time**

This time provides opportunities to greet children, build relationships with the parent and to pass on information about the child.

### **Talk Time**

This provides opportunities for the child and practitioners to interact on a one to one basis or in a small group; these can be planned or spontaneous activities. These sessions are valuable to help build on the children's personal, social and emotional

development as well as their communication and language skills. Often these sessions include elements of reflection and self evaluation for child and practitioner. We ask the children what they have enjoyed and what they would like to do again and we also share what we think has gone well and could have been done differently.

### **Story Time**

Looking at books and reading stories with the children on a one to one basis or in a small group; talking about the pictures, reading text etc. Children are encouraged to select their favourite books. Story time will provide opportunities to enjoy sharing books and enjoy being together. Sometimes this activity is supported with a 'book of the week' concept or if there is a particular story the children are enjoying this may be enhanced and developed into a display and full planned topic.

### **Play Sessions**

Opportunities for the children to access a range of ongoing provision, to select their resources and decide on their own play agenda. All three rooms operate their own choosing board system to allow the children access to toys and resources that may not have been set out by the staff. The practitioners will play with the children, especially their key children, discussing and scaffolding play. Adults will also model positive play.

### **Routines**

Ongoing daily routines of the day such as nappy changing, rest times etc. We aim to make these routines relaxed times when the child and practitioner have the opportunity to interact on a one to one basis. Rest times are when the child is tired. Children should be encouraged to develop independence when appropriate.

### **Snack and Meal times**

These are social occasions where staff and children sit together to eat/drink. They encourage one to one interaction, social chat and independence e.g. feeding themselves, deciding when and what they want to eat and drink.

### **Outside Times**

We use outside as an additional classroom. Practitioners and children can observe and discuss what is seen. Children are given opportunities to spend time outside playing with a range of equipment. Adults join in with play and may also observe independent play. We take weekly opportunities to explore the community centre and have our own allotment area where the children learn to take responsibility for looking after plants.

### **Songs and Rhymes**

Singing songs, saying Nursery and number rhymes together in a group, gradually building up the child's awareness of a more extensive range of songs, Nursery and number rhymes.



### **Exploratory Play Sessions**

Opportunities for children to explore a wide range of everyday materials collected in the curiosity basket, plus sand, water, clay, paint, natural materials and more. This helps build on your child's Characteristics of Effective Learning; Playing and Exploring, Active Learning and Creativity and Critical Thinking.

### **Activities**

Practitioners observe children, identify their interests and plan the next steps. These observations form the basis of any directed adult activities. Planned activities might include sessions where the adult encourages the children to develop a range of relevant skills e.g. exploring paint using fingers, using a paint brush, introducing the concept of printing, mark making, exploring play dough etc. These may be planned because the adult has seen a need for the skills during observation. The emphasis will always be on the activity and not the finished product. The aim of the activity will usually be to support and extend the exploration of the child.

### **P.E Sessions**

On a Monday, Wednesday and Friday afternoon, the children have access to the main hall of the community centre where the children take part in P.E. sessions to help support their balance, co-ordination amongst other skills including maths, expressive arts and creativity.

### **ICT Suite**

On a Tuesday afternoon, in order to help build on the older children's learning skills ready for school, we take the oldest children in pre-school over to the ICT suite to help build on their computing skills. This helps them to introduce them to a more formalised learning experience ready for Reception. This session is linked to the skills they are building on within the pre-school classroom on the whiteboard.

### **Goodbye Times**

Opportunities to pass on information to parents about the session and to take time to say goodbye to the children. Time to build relationships and share each child's experiences of the day.

## **Special Educational Needs**

When a pupil's progress or behaviour becomes a cause for concern to their key person or management, this will be discussed and decided if further action is necessary within the Special Needs structure. Parents are always kept fully informed and included in discussions of this nature. Occasionally advice will be sought from other educational or medical professionals but only with the prior knowledge and permission of a parent. If deemed appropriate, management in discussion with the Nursery Manager, keyworker

and parents, will write an I.E.P. (individual education plan) .The plan will be regularly reviewed and updated. If the concerns are no longer relevant the I.E.P. is discontinued.

### **English as an additional language**

Children for whom English is an additional language will be supported at all times and provided within an inclusive environment which will support their mother tongue, values and beliefs. We work alongside the parents to help the children become ready for school. All children are encouraged to share their language and their experiences. We all celebrate multicultural festivals to ensure that all children experience a sense of belonging as well as learning from one another.

All staff will treat children for whom English is an additional language with great sensitivity and care and with respect to their levels of understanding. As part of the transition into Nursery, we ask all parents to share their home communication methods with us, so that we can quickly determine a child's needs during the settling in period. We find that, at this age, the acquisition of English is so rapid that such children soon access all areas of the curriculum easily. Where this is not the case, differentiation of work and support will be planned for and delivered by the Nursery staff.

### **Partnership with Parents**

Whenever possible at the beginning and end of each day, time is taken for staff to have an informal chat with parents about each child's interests and activities. This interaction with parents provides the opportunity to better understand and to expand on discussion with children. Activities can then be designed to encompass current events in each child's life e.g. new sibling, forthcoming holiday, hospital visits etc. This process is also advantageous to parents/carers and helps to increase their own sense of involvement with their child and the Nursery. We also ask that parents share with staff their child's interests from home.

Reports are sent out between the age of 2 and 3, as well as a report in the summer term prior to them moving to school. However on request you may access developmental records for your child at any time in the year.

Daily diaries are kept by Nursery nurses and are sent home in each day informing parents of the activities their child has taken part in and what they had at lunch, sleep taken and nappy changes (if appropriate).

Sometimes letters are sent out to parents for information purposes. These will be handed to you by staff or folded and placed in your nursery diary.

There is a Parents Information Board situated in the reception informing parents of the week's menu and activities. We welcome parents into the nursery to discuss matters of concern as they arise throughout the year. Please make arrangements to speak with a member of the management team if you have a query requiring some discussion. Appropriate and prompt action is taken on any concerns raised and a record of all complaints is maintained.

If a parent/carer wishes to take any complaint further, OFSTED can be contacted  
OFSTED ( Office for Standards in Education)

**Email:**

- [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

**Telephone:**

- **0300 123 1231** general number about education, adult skills, or local authority children's services
- **0300 123 4666** for Compliance Investigation and Enforcement Department

**Minicom/TTD:** 0161 618 8524. This line is for general queries, and will be open Monday to Friday, from 8.00am to 8.00pm

**Write:** Picadilly Gate  
Store Street  
Manchester  
M1 2W

## **Greenview Parent Forum**

All parents of children attending Greenview Nursery are invited to become part of our parent forum where management take the opportunity to talk to parents and form a focus group to discuss the nursery's long term and short term development plans. This gives parents the opportunity to voice their concerns and ideas for the nursery. Throughout the year, the management team also run information sessions for parents to keep them up to date on the curriculum and support them with workshops and how to support their child's learning at home.

## **Wow Moments**

We value parent's contributions from home and welcome parents to inform of us of special moments, observations and events from home which we can extend in Nursery. This can be done through the daily diaries. We also send home activities at times for you to do a home to help share the learning. We hope that you want to join in on the fun.

## Uniform

Uniform is not compulsory at Greenview Nursery. If you do choose for your child to wear uniform please label all clothing.

We ask for all parents in Pre School and Dragonflies to bring daily a named water bottle for their child which goes home at the end of each session to be cleaned and filled with fresh water. We also ask for a daily change of spare clothes, a sun hat and sun tan lotion for the warmer months. Parents are also welcome to put a pair of Wellington boots in their bag for rainy days.

## HELPFUL HINTS FOR SETTLING IN



A child's first day at Nursery is exciting but it can be upsetting for both parents and children. Parting from a child for whom you have been solely responsible for the previous two years is likely to make you feel worse than your child. Children are very sensitive to their parents' feelings; any uncertainties you feel may be noticed by your child, and will make it more difficult for you to leave them happy.

It is important that both the parent and child are comfortable with the arrangements and are prepared beforehand. This extra care taken beforehand and during the settling in period will help minimise difficulties later on. Feel free to ask lots of questions to familiarise yourself with our routines, and do let us know of any concerns or worries you might have.

In the weeks or days prior to your child starting Nursery, you can do some preparation by talking to them about some activities which they may particularly look forward to. It may also be helpful if they can join in preparing "things to bring" such as labelled uniform, water bottles, put together a bag of spare clothes. You may like to read with them children's stories that are available, which describe their favourite characters going to Nursery.

The Nursery is bound to be overwhelming with a new environment, lots of unfamiliar faces and particularly daunting for those who have not had experience of a playgroup, childminder, or some other form of care outside the home. It is good preparation, both for you and your child, if you can have a visit to the Nursery before their registered start date. Once the child has started, the initial couple of weeks should be a gradual introduction with slightly longer attendance spells as opposed to full sessions. Remember to mention to staff prior to you



leaving if there are any gestures, comforters or family words that could be used to help your child settle.



It is best to let your child know when you are leaving and reassure them that you are coming back to collect them. Slipping away when they are not looking can be very distressing to a child when they find out that you have



gone. It is also important to try and not hang around when you are leaving. It is much harder for a child to deal with the situation when you are obviously unsure or hesitant. There are likely to be tears, but usually they don't last long when they turn round and see all the



toys they can play with!



Every child is an individual and reacts differently to various situations. We recognise that parents are concerned that their child is comfortable and settled in their new environment. We welcome parents to check on their child's welfare by telephone during the session. Time is always given by staff at the end of each session to share with you any information regarding your child's adjustment, behaviour and enjoyment. By working together as a team, we at the Nursery and you, the parent can ensure that your precious child has the best possible start to their education at Greenview.

## **Transition**

We want our children to experience smooth transitions from one group to another, so that the pace and quality of learning are maintained to ensure that children continue to make excellent progress.

### **Equal opportunities and Inclusion**

All children are actively involved in the transition process and their perceptions about transition are explored and valued. Care is taken to ensure that the best conditions for smooth transitions are provided for each individual, regardless of gender, race or disability.

- Previous and key persons meet to discuss individual children's needs, progress and the curriculum coverage.
- Planning is initially based upon assessment information from the previous key person
- Transition is intended to motivate and challenge children.
- Key person allocation gives particular attention to the particular needs of the children.
- Children make visits to the new room with their current key person to then become familiar with the new environment and faces.
- When children are moving to school, every effort is made to contact their new teachers to request a visit to Nursery during the summer term to observe children in their setting and also to speak with key workers regarding each individual.
- Additional visits for children with special educational needs are made. The key person usually meets with the school SENCO to discuss a child's individual needs.

## **Equal Opportunities Policy**

Greenview Nursery is committed to providing equality for all and we take positive action to eliminate discrimination in all areas of work. We aim to ensure that every child and member of staff is given an equal opportunity to achieve their full potential. In addition each individual is entitled to learn, teach or work in a supportive environment.

We aim to do the following;

- Promote positive self-image in all children and to respect their individuality, providing for all children, according to their needs, irrespective of gender, race or any disability.
- Ensure quality of opportunity permeates the whole curriculum.

- When delivering the curriculum, ensure it contains non stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion.
- Include in resources, books, materials and equipment that are multi-cultural and non-sexist, providing positive images of all groups, including the disabled.
- Ensure the setting is sensitive to the needs of all.
- Review, monitor and evaluate the effectiveness of inclusive practices that promote and value diversity and difference.
- Acknowledge the richness and diversity of British Society and to help prepare children for their part in that society.
- Develop a positive attitude to equal opportunity by all staff, parents, helpers, students and volunteers.
- Recognise the uniqueness of every child in order to meet their specific needs and develop them to their full potential.
- Oppose all forms of discrimination. All inappropriate attitudes and practices will be challenged.
- All cultural and dietary needs will be met.

### **Admissions**

The Nursery is open to equally to all children.

### **Employment**

All posts are advertised in the local press. Internal posts are advertised on the staff notice boards. The managing directors have overall responsibility for the recruitment of staff. They are responsible for monitoring the full process and ensuring that no discrimination takes place, intentionally or otherwise. There is always at least one member of the interview panel trained in safer recruitment.

### **Festivals**

We aim to show respectful awareness of major events in the lives of our children and our society and to welcome the diversity of backgrounds from which they come. Our care and interest in every child from the day they start, enables us to share in and respect the diversity of faiths within our setting.

- We aim to acknowledge festivals which are celebrated by children/families involved in our setting and community.

- Children and families who celebrate at home will be invited to share their festival with us if they wish to do so.
- Children will become familiar with and enjoy taking part in a range of festivals, as part of the diversity of life.
- Visitors and parents will be welcomed to enhance the children's understanding of our diverse society.

### **The Curriculum**

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and learning offered to the children will be in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others. Children, parents and staff will be given equal treatment, equal opportunity to voice their opinions and equal access to resources. Positive action, especially by children, will continue to be rewarded and made known to the wider community.

We have regard to the SEN code of practice and children's specific needs are identified and catered for, following procedures detailed in the SEN policy. We aim to make reasonable adjustments to enable all children to access the curriculum and feel equally valued and supported. Liaison between the key persons, deputy and managers, local authority SENCO, with involvement of parents and external agencies where necessary, will ensure that the needs of children are met, both for support and extension.

### **Resources**

These will be chosen to give the children a balanced view of the world and an appreciation of the diversity of our multi-cultural society. Self-respect and the respect of other people will be developed. Images and words which reflect positively of diverse society will be used. Planning for and taking into account the needs of those with individual needs will remain high priority. Where reasonably possible, we will change environments and resources to meet the needs of individual children, should this be required.

### **Discriminatory Behaviour/Remarks**

Any discriminatory remarks by children, parents or other adults are unacceptable at Greenview. Understanding and overcoming prejudices will be emphasised and clarity given that discrimination is not tolerated.

### **Meetings**

We will make every effort to ensure that the time, place and conduct of information evenings, parent evenings and meetings enable the majority of parents to attend, so that all families have equal opportunities to be involved in and informed about Nursery and child progress.



## **Procedure to be in the event of a missing child**

Our procedures for the safeguarding of children in the setting and off site are thoroughly risk assessed and robust, however we are required to inform you of the procedure in place in the event of a lost child. Therefore, in the event that a Nursery nurse has accidentally lost a child either within Nursery or during an offsite visit, the following procedure will be followed.

Staff will be delegated to look for the child, ensuring that the other children are safe and remain with an appropriate number of staff. These members of staff will supervise the other children, watching carefully the area nearby in case the lost child appears. Where possible, additional staff will be called upon immediately to widen the search. A member of staff will phone the police informing them of the situation, detailing to them exactly what happened and where.

The child's parents will then be called and informed of the situation and what is being done in order to find the child. Regular contact will be made with the parents updating them of the situation.

Ofsted would be notified of the incident.

## **Procedure to be followed if a parent fails to collect a child**

There may be many reasons why a parent fails to pick up child from nursery. However in the event that this happens it is important that;

- A member of staff will try to contact the parent. There is a separate file for each child and all parents contact details are recorded. Parents are required to provide a reliable emergency contact number in addition to their own details. This must be the person who may be asked to collect the child in the event of illness or lateness of the parent.
- Staff will supervise the child whilst contact with the parent or emergency contact will continue to be attempted.
- In the event that staff have allowed 30 minutes after collection time and had several attempts to get a hold of the child's parents and emergency contacts, the local police station will be contacted to enquire about any accidents that may have occurred.
- In the event of a child not being collected after 30 minutes, if we are unable to contact the parent by phone we will contact Blackburn with Darwen Social Care Team to arrange alternative arrangements.

- When a child is registered with the nursery, the parents decide on a password for security reasons. If for some reason a parent cannot make it to collect their child and forget to tell the nursery staff that somebody else is collecting their child, then the person they have asked to collect the child must know the child's password in order to take the child home. If there are any suspicions then the parent must be called for approval.

Children collected later than the end of either their morning or their afternoon session will be charged a standard charge of £5. In the event of an emergency the parent should ring the Nursery immediately and before the session end to give alternative arrangements for the collection of their children. Please note that the person collecting your child should be over 16 years old, and either known to nursery staff or in possession of the password.

## **CONTACT INFORMATION**

Please don't hesitate to contact us if you would like any more information about our policies; practice; assessment framework; curriculum or anything else that you would like to know about that isn't covered in this handbook. This document is a work in progress and others may also benefit from knowing the answer to your questions.

Quick reminders....

Our phone number is 01254 201027

The Nursery Owners are Michelle Britch and Katie Walmsley.

Our opening times are 8am-5.30pm

Our address is Greenview Nursery, Greenfield Community Centre, Green Lane, Blackburn, BB2 4SR.

We look forward to working together on your child's Early Years' education!

Katie & Michelle