

HAZELDENE NURSERY



**Nursery Policy
Written September 2019**

APPROVED BY THE DEVELOPMENT COMMITTEE ON 12TH NOVEMBER 2019

TO BE REVIEWED SEPTEMBER 2021

Education at Hazeldene Nursery : **intent**

- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.
- The curriculum is coherently planned and sequenced. It builds on what children know and can do, providing appropriate challenge towards cumulative knowledge and skills for their future learning.
- The Nursery has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, our curriculum is designed to be ambitious and to meet their needs.

Education at Hazeldene Nursery : **implementation**

- Children's personal, social and emotional development is well considered, including whether they feel safe and secure, stimulated and happy.
- Staff are responsive when children need comforting, and provide support appropriate to the individual needs of the child
- Children benefit from meaningful learning across the curriculum.
- Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children.
- Leaders provide effective support for those teaching outside their main areas of expertise.
- Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
- Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.

Education at Hazeldene Nursery : impact

Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way.

Children demonstrate their attitudes and behaviours through the key characteristics of effective learning:

- playing and exploring
- active learning
- creative thinking and thinking critically.

Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on.

By the end of Reception, children achieve well, particularly those children with lower starting points. The % of children reaching a good level of development is likely to be in-line or beyond national and local results.

Pupils with SEND achieve the best possible outcomes.

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

At Hazeldene School, children are invited to join the Nursery class in the term after they turn three. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life, and in joining our nursery to have a smooth transition into Foundation stage.

We endeavour to ensure that children "learn and develop well and keep healthy and safe." We aim to support children in their learning through "teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life." (Statutory Framework for the EYFS 2012)

The EYFS is based upon four principles:

- A unique child - developing resilient, capable, confident and self-assured individuals.
- Positive relationships - supporting the children in becoming strong and independent.
- Enabling environments - where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing - An acknowledgement that children learn in different ways and at different rates.

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Hazeldene Nursery. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs

of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

Welfare

It is important to us that all children in our Nursery are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all our children.

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At Hazeldene Nursery we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012. We understand that we are required to:

- promote the welfare and safeguarding of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.

- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Child Protection

We are committed at Hazeldene Nursery to creating an environment in which children are safe from abuse and in which any suspicion of abuse is responded to promptly and appropriately. The well-being of children in our care takes precedence over any other consideration. It is the clear responsibility of all those involved in the nursery to adopt good practice throughout their work.

In order to achieve this we will:

- Seek to work in partnership with parents, carers, and other agencies to promote good practice in the area of child protection.
- Update any changes in child protection policy and practice under guidance from the designated staff in the school. Endeavour to ensure that all staff have access to appropriate child protection training, supervision and support in order to implement this policy effectively and with the minimum of stress.
- Plan and organise the nursery so as to minimise situations where the abuse of children may occur.

The nursery has adopted the following safe caring practices for each play activity to minimise situations where abuse of children could occur:

- Parents will be fully informed of the activities their child will participate in, through planning placed inside the classroom and on the website, including staffing arrangements.
- Staff will not spend time alone with a child unnecessarily and will only do so with the knowledge and consent of senior staff/head teacher.
- Staff will be made aware of their role, area of responsibility, and person to whom they are accountable within nursery as part of their training.
- Staff must respect children's privacy and dignity particularly when providing intimate care, e.g. toilet assistance and changing. Such assistance should only be given with the full consent and understanding of the parents.

- When a child tells an adult about possible abuse, his or her statements should not be dismissed or ignored. The adult should attend carefully to what the child wants to communicate, taking account of the child's age and stage of development, and allow the child to say what he or she wants to say without being drawn into detailed questioning. The staff members will then inform a member of the safe-guarding team as soon as possible.

Hazeldene Nursery will always seek to work with families in a clear, positive and open way, bearing in mind always that the welfare of the children is our paramount concern.

Confidentiality

Hazeldene Nursery recognises that children and parents have a right to expect that confidentiality be maintained.

To ensure that all those working in early education can do so with confidence, we will respect confidentiality in the following ways:

- Parents will have ready access to the files and records of their own children, but will not have access to information about any other child.
- Staff will not discuss individual children, other than for the purposes of curriculum planning, with people other than the parents or carers of the child.
- Information given by parents/carers to staff at our nursery will not be passed on to other adults without permission.
- Issues relating to the employment of staff will remain confidential to the people directly involved with making personnel decisions.
- Any anxieties or evidence relating to a child's personal safety will be kept in a confidential file at the head teacher's discretion.
- Students on courses involving visits to the nursery will be advised of the confidentiality policy and will be required to respect it.
- Parents must be consulted before referral to other agencies if there are concerns about a child's development.

Positive Relationships

At Hazeldene Nursery we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- An information evening for parents in June where they receive the Nursery Prospectus which highlights, uniform and informs the parents of the schools vision and aims.
- An opportunity to talk to the Nursery team and representatives from other areas of school life, .eg SLT, Friends of Hazeldene and the Care Club and Foundation.
- Asking parents to complete an admissions form, a medical form and write a synopsis about their child including their likes, dislikes and any concerns they may have.
- Asking parents to sign permission slips for visits out of school, photographs of their child for assessment purposes.
- Encouraging parents to talk to their child's teacher if there are concerns.
- Inviting parents to attend informal meetings providing information about other areas of the curriculum, eg Early Reading, Maths and Phonics.
- Talking to parents about their child before their child starts in our school.
- Inviting all parents to an induction meeting during the term before their child starts nursery and a parent consultation evening during the first half term of the child's nursery year in order to detail how their child has settled in those early weeks.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, celebration assemblies.
- Providing parents an opportunity to celebrate their child's learning and development by completing "magical" moments which inform planning and provision.
- Acknowledgement that parents can ring school to contact staff or the Foundation Leader.
- Providing a quiet and confidential area where parents are able to discuss any concerns.

Equal Opportunities

All members of the Nursery are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Equal Opportunity

Hazeldene Nursery ensures that no child is excluded or disadvantaged because of ethnicity, religion, culture, family background, disability, gender, home language, special educational needs, or ability. Our nursery also ensures that all children feel secure, included and valued.

How we achieve these objectives:

- By talking to the parents about the child's ethnic, religious and cultural heritage and experiences at home.
- By using this information when planning and carrying out activities within our nursery.
- By ensuring that familiar experiences are used as starting points for learning.
- By addressing these objectives when planning, setting up and altering rooms, outdoor areas, displays and equipment within our nursery.
- By inviting parents in to share their special religious ceremonies with the children.

Staff also aim to create an environment that encourages a positive attitude to learning by:

- By keeping the nursery environment free from any discriminatory practice or stereotypical images.
- By valuing the local community and environment as a source of learning opportunities.
- By using displays, resources and equipment that reflect the community in which the children live as well as the wider world.

At Hazeldene Nursery staff ensure they plan:-

- Activities relating to a wide range of religious, ethnic and cultural festivals.
- Visits to different places of worship and cultural centres.
- To tell stories, listen to music and look at pictures and videos from a range of cultures and religions.
- Role-play activities that reflect a variety of cultures.

- Discussions with and between the children about the similarities and differences in their experiences and the reasons for those similarities and differences.

Staff will ensure that all children are given support to participate in activities, experiences, visits and discussions. They should ensure that all children are listened to carefully and with respect.

Hazeldene Nursery will carefully consider the need for equality of opportunity when planning activities and experiences. When necessary staff will modify activities or provide additional equipment or materials to ensure children are not excluded.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning folders.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Medication

- If a child is receiving prescribed medication our Nursery will follow the guidance laid down in the whole school policy. All medications will be kept in a safe place out of reach of children.
- Cuts or open sores, whether an adults or children, should be suitably covered e.g. dressing secured with adhesive tape. (Check for allergies on admission form.)
- The Nursery should ensure that the first aid equipment is kept clean, replenished and replaced as necessary. Sterile items should be kept sealed in their packages until needed.

- Allergies that children have are recorded and kept safe in the Nursery. Activities that include for making are risk assessed on a daily basis.

First Aid Box (In the First Aid room). A separate First Aid Box is kept in the Nursery setting.

A fully equipped first aid box should be readily available at all times and contain the following:

- Disposable gloves
- Sterile dressings
- Bandages - crepe, cotton and triangular
- Blunt ended scissors
- Adhesive tape

Drugs must not be stored, e.g. aspirin, paracetamol or antiseptic cream.

Illness

- Parents are asked to keep their children at home if they have any infection.
- Parents should inform our nursery as to the nature of the infection so that staff can alert other parents, and make careful observations of any child who seems unwell.
- Parents are asked not to bring into the nursery any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack.
- When a child is ill, absent or goes home early from Nursery or takes a holiday, no refund will be permissible.

Curriculum

Learning and Development

There are seven areas of learning and development of which three are "prime areas," and four "specific areas." The prime areas are

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are

- Literacy
- Mathematics

- Understanding of the world and
- Expressive arts and design

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child.

"Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1." (Statutory Framework for EYFS 2012)

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Hazeldene Nursery we support children in using the three characteristics of effective teaching and learning. These are;

- **playing and exploring** - children investigate and experience things, and 'have a go';
 - **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
 - **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- (Taken from statutory framework for the EYFS 2012)

Religious Education and PSHE is also taught in the reception classes in accordance with the New RE Framework.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for the Reception Year.

Key Person

At Hazeldene Nursery we have three Key workers: the Nursery Manager, and both Nursery TAs. All children in the Nursery are assigned a Key Worker when they enter the Nursery. This is to enable parents to have a clear member of staff to contact in the mornings and after collection. We do not run a Key Person system in the Foundation Year. Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Assessment

At Hazeldene Nursery, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement,

interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers. At the end of the EYFS (the end of the Reception Year), staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers and the end of the Reception Year.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our whole School safeguarding policy.

Health and Safety

At Hazeldene Nursery there are clear procedures for assessing risks which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework 2012, at Hazeldene Nursery we undertake:

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer." At Hazeldene Nursery a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day." (Statutory framework for EYFS 2012)
- Fresh drinking water is available at all times.
- Children's' dietary needs are recorded and acted upon when required.
- Each classroom has a snack and sink area that can provide healthy snacks and drinks.
- A first aider is accessible at all times and a record of accidents and injuries is kept. As of April 2018 we have 7 members of staff in the Nursery that hold

the relevant paediatric first aid certificate. In Foundation Year, there are 3 members of staff that hold the relevant paediatric first aid certificate.

- All accidents that occur in the Nursery are recorded in a Nursery accident book and a copy is given to the adult collecting at the end of the daily session.
- If a child bumps their head whilst attending the Nursery, the Nursery Manager will call the parent to make them aware and give the option for the parent to come into school to check on their child.
- An appropriate First Aid kit is kept within the Nursery.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use. There is one mobile phone in the swimming pool area in order to meet the welfare requirements of a child that may need urgent medical attention.

Risk Assessment Policy:

Hazeldene Nursery has a separate Risk Assessment Policy (See EYFS and Nursery Risk Assessment Policy), this details the outside environment, the access points and security, equipment, bikes and scooters, sand, water tray and mud play. Staff carry out daily risk assessments on the outside and indoor environments.

Safe Sleep

If a Nursery child falls asleep while attending the Nursery, auditory supervision by the Key Person will happen at all times. The Key Worker will visually check on a sleeping child every 10 minutes. Steps will be taken to keep the child from becoming too warm. Any Nursery child falling asleep will rest on a specific and approved surface.

Signing in/out Visitor record

- Parents are asked to provide a 'password' when collecting their children. Staff will telephone parents if a collecting adult does not know the password.
- An adult is assigned to the post of safe-guarding the door and gate when all children are being collected or are coming into Nursery.
- Individual sheets are kept daily on the children's attendance and signed by the adult dropping off and collecting.

Healthy Eating

Snack time is an integral part in the social life of Hazeldene Nursery. It is also a time to reinforce children's understanding of the importance of healthy eating.

We hope to achieve this by ensuring that:

- All snacks provided are nutritious, avoiding large quantities of fat, sugar, salt, additives, preservatives and colourings.
- Children's medical and personal dietary requirements are respected.
- Snacks are planned in advance and food offered is fresh, wholesome and balanced.
- A multi-cultural diet is offered to ensure that children from all backgrounds encounter familiar tastes and that all children have the opportunity to try unfamiliar foods.
- The dietary rules of religious groups and also of vegetarians/vegans are known and met in appropriate ways.
- If a main meal is offered, the following elements are included:
 - protein for growth
 - carbohydrate for energy
 - essential minerals and vitamins in raw foods, salads and fruits
- Milk provided for children is whole and pasteurised.
- The Healthy Eating policy and snack menus are shared with parents.
- The charge for daily snacks provided at Hazeldene Nursery will be added to invoices.

Snack Routines

- Ensure that children wash hands before snack.
- Use soap or liquid soap under warm running water (less than 60C).
- Tables should be washed with detergent or disinfectant spray before snack.
- Cups and plates should be sterilised weekly.
- Drying cloths should be changed frequently and washed at a minimum of 60C.
- Chopping boards should be cleaned with hot soapy water or disinfectant solution.
- All snacks provided should be nutritious and due attention paid to children's particular dietary requirements.
- Be aware of allergies - especially nuts, eggs and dairy products.
- Cooking activities with children should provide healthy, wholesome food, promoting and extending the children's understanding of a healthy diet.
- Home-prepared food should not be eaten in the nursery unless there are exceptional circumstances, e.g. child has a food allergy or a packed lunch is prepared by parents for their own child's consumption.

- Parents should be made aware of this policy and advised to buy food from a reputable shop if they wish to provide food for the children, e.g. for parties etc.
- Aprons should be worn for food preparation and baking. (used only for this purpose)
- Adults should not walk about with hot drinks or place hot drinks within reach of children.
- Kettles should be used with great care and supervised at all times.
- The Nursery Manager and Nursery TAs are all hold the relevant Food Hygiene Handling Certificate and this is displayed in the Nursery.

Hygiene

- Hands should be washed after using the toilet.
- A large box of tissues should be available and soiled tissues disposed of hygienically.
- Spillages of blood, vomit or body fluids refer to whole school policy.

Outdoor play

- Fences and gates should be secure at all times.
- Keep outside sand pits covered when not in use.
- Climbing equipment should be used with appropriate safety surface underneath. (bark/rubber tiles)
- Ensure that children do not pick berries or fungi that they find.
- Outside play areas must be checked for broken glass or other dangerous litter.
- Children to be supervised during outside play in the Nursery at all times by an adult.

Equipment

- Equipment should be checked regularly and dangerous items repaired or discarded.
- The layout and space ratios should allow children and adults to move safely and freely between activities.
- All dangerous materials, including medicines and cleaning materials, should be stored out of reach of children, preferably in a locked cupboard.
- Children should not have unsupervised access to kitchens, cookers or any cupboards storing hazardous materials.
- Fires/heaters/electric points/wires and leads should be adequately guarded.
- Large equipment should be erected with care and checked regularly.
- Equipment offered to children should be developmentally appropriate, recognising that materials suitable for an older child may pose a risk to younger, less mature children.
- Safety mats should be used under and around climbing equipment.

- A safe storage place should be available for parents/helpers bags - they may contain pills, lighters etc.
- Clean water should be provided in the water tray for each session.
- Clean and replace sand regularly.
- Change playdough frequently.
- Wash toys, dressing-up clothes and play equipment regularly.
- Be aware of babies visiting the nursery and make sure that small pieces of equipment are out of reach.

Transition

From Nursery to Foundation

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- During the summer term parents are encouraged to help their children put a scrapbook together. It is used during the Autumn term to support transition and to inform planning and to provide assessment.
- The children are invited to two separate visits to their reception class. One of these visits is without parents.
- Foundation staff will visit parents and children in their home settings.
- The children will have opportunities to visit their classrooms prior to joining Foundation to ensure a smooth transition.

Admissions:

Here at Hazeldene Nursery, we hope to see many of our children transition into Hazeldene Lower School. However, we cannot guarantee a place will become available to your child in the whole school on them completing their Nursery time with us.

Even though your child has spent their Nursery time with us, transition into Foundation, will still depend on the current criteria: numbers of children applying to attend the school, the catchment area your family lives in, and siblings currently within the school. In the school year your child turns 5, they will be unable to remain in, or join our Nursery unit and parents will need to apply to join our Foundation unit or another school of your choice.

Behaviour Management

Children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Our nursery will strive to achieve this by:

- Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed at the nursery and explained to all newcomers, both children and adults.
- All adults at the nursery will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- All adults will try to provide a positive role model for the children with regard to friendliness, care and courtesy.
- Adults in the nursery will praise and endorse desirable behaviour such as kindness and willingness to share.
- Staff will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- Staff will reinforce positive behaviour through sending home positive messages via Dojo comments to parents.

When children behave in unacceptable ways:

- Physical punishment, such as smacking or shaking, will be neither used nor threatened.
- Children will never be sent out of the room by themselves.
- Techniques intended to single out and humiliate individual children such as the "naughty chair" will not be used.
- Children who misbehave will be given one-to-one adult support in seeing what was wrong and working towards a better pattern.
- Where appropriate this might be achieved by a period of "time out" with an adult.
- In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.
- In any case of misbehaviour, it will always be made clear to the child in question that it is the behaviour and not the child that is unwelcome.
- Adults will not shout, or raise their voices in a threatening way.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- Recurring problems will be tackled by the whole staff, in partnership with the child's parents, using objective observation records to establish an understanding of the cause.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs.
- Occasionally when unacceptable behaviour has occurred, staff may need to take action for the child's own safety, or that of others.

- Staff should try to involve parents to promote and reinforce positive behaviour.
- A reward system may help, e.g. using stickers.
- With a particularly difficult child it may be useful to concentrate on the positive and use praise to reinforce good behaviour.
- Keep parents informed when a child has been good and build on this positive image with child and parent.

Structure of the Nursery

Opening Times & Fees

- The nursery is open from Monday to Friday Term-time only. We also offer 30 hours funding if eligible. The Nursery sessions run as follows:

Morning	8:15am - 11:45am
Lunch	11:45am - 12:15pm
Afternoon	12:15pm - 3:15pm

- Children are entitled to 15 or 30 hours funding depending on their eligibility, from the term after they turn 3 years of age.
- Any additional sessions are £12.50 per session
- As well as the additional session charge any 1:1 supported pupil will be charged for the cost of their 1:1 staff for any additional sessions booked, including lunch time support.
- A snack is provided for your child/ren at each session at a cost of £0.20* per session.
- Lunch sessions are £2.25*

*These fees are reviewed every Academic Year

Induction of volunteers

Volunteers into the Nursery, must also have DBS clearance. Volunteers, under no circumstances, will not be left alone with the children but may support groups under the direct supervision of the Nursery Manager.

Welcoming visitors

It is assumed that visitors to the nursery with a professional role, i.e. the School Nurse or members of the police already have relevant clearance but the office will endeavour to check this before admittance is granted and a note made of anyone entering without clearance.

Monitoring Arrangements

This policy will be reviewed and approved by Foundation Leader, Headteacher and Governors every 2 years.

At every review, the policy will be shared with the governing board.

September 2019

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework. Procedures can be found within the whole School Policies listed below.

Statutory policy or procedure for the EYFS	Where can it be found? (Please see website)
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy Health & Safety
Administering medicines policy	See Administering Medication Policy Administering Medication
Emergency evacuation procedure	See Emergency Evacuation Policy Emergency Evacuation Plan
Procedure for checking the identity of	See Visitors to school and

visitors	DBS policies.
Procedures for a parent failing to collect a child and for missing children	See uncollected Children policy. Uncollected Children
Procedure for dealing with concerns and complaints	See complaints policy Complaints Procedure

Monitoring arrangements

This policy will be reviewed and approved by The Governing Body every 2 years.

Written September 2019

Review date September 2021