



Introductory Information for Parents & Carers



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Contents Main Policy & Procedures (Manual available at setting)

Please Note: Our full Policy & Procedure Manual is available at all times to Parents and Carers at the setting, and paper or electronic copies of any part can be provided on request. (Contents listed at the end of this Information pack; some translation can also be arranged.)

Our Aims and Guiding Principles

Mission Statement:

It is the nursery's aim to create a happy and healthy safe environment, in which we provide opportunities for activity, play and learning designed to meet the needs of individual children from 2.3 yrs to 5yrs for their personal, physical, social and educational development, using the Early Years Curriculum and Guidelines together with the Montessori materials and method.

We are committed to Equality, Diversity and Equal Opportunity within the school children, parents and staff, without discrimination with regard to ability, race, creed, colour or orientation.

(The word parent is used throughout but denotes parent or other adult with parental responsibility).

We are Registered with Ofsted (Unique Reference Number: EY367578), and we promote best practice in care and education for under 5's. We aim to fulfil the requirements for best practice in Early Years Foundation Stage provision, through our structure of the developmental / learning environment and activities according to these guidelines, together with continuing professional development of staff. Information for parents and carers about the Early Years Foundation Stage can be obtained at: www.foundationyears.org.uk

We work within the guidelines and standards of the Early Years Service Partnership of LB Hammersmith & Fulham, and therefore also facilitate the government grant funding available to parents for qualifying age children of 3 & 4.

We accept children from 2.3 to under 5 years old, and we are registered for 46 places, including up to no more than 20 Under Three's at any one time. Parental involvement and contribution is supported, with reporting made formally by Key Adults to parents every term, and informally on a day to day basis as and when appropriate, and always within a week when requested by parents at other times. Parents can arrange to observe their child from time to time in the school. Parent Teacher meetings are held once a term. There is a Complaints Policy and procedure outlined in the Policy Manual, and on our Notice Board.

Manager and Staff

We provide a local neighbourhood nursery school, the Manager of the school is the Registered Provider, and has appropriate teaching qualifications with over 25 years experience in local nursery provision and management, always as part of the team working with the children and staff on a daily basis.

It is the policy of the nursery that all essential staff will be appropriately qualified and experienced for their age group responsibility (according to the Level required by Ofsted for the age group responsibility), and to maintain this with continuing professional development in order to meet the National Standards at all times. There is an induction period of two weeks for new staff members, and a probationary period of one month for all new members of staff.

Staff are managed by supportive Supervision by the nursery manager, with opportunities provided for Development and Training, also via Appraisal. Staff meetings are held at least three times a term, and the manager is available on a daily basis as part of the team for continuing Support and Assessment of needs.

Staff Recruitment

The manager is responsible for ensuring that all staff, volunteer and placement students are suitable for the post, and meet the National Standards guidelines, also facilitating Criminal Record Bureau Checks, which will be renewed every 3 years.

Job Descriptions & Person Specifications for all level posts, and Job Application Forms are used for our recruitment process.

References for all potential staff, volunteers and students will always be sought and followed up for confirmation.

Advertising

Advertising posts available at the school may be through the local Children's Information Service who produce a bi-monthly early years bulletin, Jobcentre Plus, local or appropriate colleges, local newspaper, childcare publications, local library, word of mouth, and on the Montessori website. The school itself is advertised by a sign outside the premises, in local publications, leaflet distribution to local services and generally, via the H&F Children's Services, and by word of mouth.

Structure and Organisation: Hours / Terms

Nursery opening hours are 9am to 12.30pm Monday to Friday, and to 3pm on Wednesdays (optional). The nursery will be open for 3 terms a year, each with one week off for half term. Children can attend from the age of 2.3 to 5 yrs. Children who are still going to be under 3 for the whole of their first term may be able to attend four mornings a week for one term only by arrangement (depending on academic year stage start), as preparation for full attendance at nursery school, the fees for which will be charged on a pro rata basis. From the second term or if over three either during a child's first term with us or before starting, all children attend 5 mornings a week. This provides the consistency needed to settle in fully, and enables us to build on their learning and development with continuity.

Fees

Fees will be as determined from time to time, usually increasing in September and we will always give a full term's notice of any fee increase. There is a discount of £150 per term for the oldest child's fees during the time that two or more siblings are both attending every morning, and also for those attending more than one afternoon session (whenever available) as well as all 5 morning sessions.

We will be participating in the Early Years Service Partnership via LB Hammersmith & Fulham, thus able to facilitate the funding available for parents of age qualifying children. The nursery will need to see an original Birth Certificate or Passport of the child in order to process this.

We accept Employee Childcare Vouchers (or HMRC Scheme) and will register with new providers of Childcare Vouchers as advised by parents in order to facilitate this; we are currently registered with several Childcare Voucher Providers.

Registration and Admission

Initial Application of children for entry to the nursery usually needs to be made in advance of the planned term of arrival, first by Application Form, available via website or by email request. This initial process does not guarantee a place, but informs the nursery about the child's details and consists of an application for a place. Parents will be told immediately at that stage whether there is a place available, or the status of their application and a visit can be booked. The Registration Fee can be paid after the visit if preferred. The Applications list follows date order together with the order of ages of children for offers of places in the first instance, and as the places offered need to be taken up by the given deadline, places will be given to those who then confirm acceptance during that time. Once a place is offered, the Deposit and Registration Fee are required in order to accept secure the place, which is then non-refundable if the place is not taken up. The deposit is deducted from the final term's fees if a full term's notice of leaving the nursery has been received in writing. All fees are payable by the end of each preceding term. Full Terms & Conditions of Registration are written in detail on each Invoice, for signed agreement.

Registers

Visitors sign in and out of a visitor's log, kept out at the nursery. Staff, volunteers and students are signed in and out of an attendance register. The Register of daily attendance of children is kept at the school, where attendance is recorded by date and times in and out. In addition, we keep a register

upstairs of children in on each day. If anyone previously unknown to the school is collecting the child on any day, there is a daily Going Home Sheet for the parent to fill in, letting us know the name and role of the person collecting.

Contact details are kept at the nursery of parents and carers of all children attending, as given on the detailed full Registration Forms. Anything not kept locked at the nursery school premises is kept securely at the nursery school administration office.

Ratios

The ratios of staff to children will be as directed by Ofsted at the time and according to the age groups attending, as an average across the numbers and ages of children attending. This ratio is currently 4:1 for the under 3's and 8:1 for those over 3. Whenever available, supernumerary staff may be present. Children will always be accompanied to the toilets. Safety, security, health and the wellbeing of the children will always be of paramount importance.

Groups / Key Person:

Children are grouped and have designated Key People / Teachers who have particular responsibilities for the children allocated to them such as record keeping and reporting to parents, as well as helping the children to settle in and providing a secure attachment for each child.

They are also responsible for the Welfare & Safeguarding of the children assigned to them, and for helping families to obtain specialist professional support where emerging educational special needs or disability may indicate this.

A list of these groups and their Key Person will be emailed to parents / carers prior to starting.

The groups each consist of a mixed age group where possible, and are not kept separate from each other in terms of activity or learning, so that the children will all socialise and bond together at the setting. Mixed age groups are beneficial for both the older and younger children.

Monitoring / Observations/ Assessment / Planning / Profiles / Portfolios. Children are Observed on a continuing basis so that staff in general and key adults specifically can Monitor Progress and Assess each child's needs individually, which leads to and informs the Planning for achieving desirable outcomes and stages of development. This also enables Record Keeping and Reporting for parents, staff, Ofsted, and the Early Years Service, in terms of future Profiles. These will be kept in a folder for each child, as an individual Progress Report which contains planning, examples, copies and photos of the child's development & progress.

The Rooms and facilities

The main room is one large area, c 140sq metres, with the shelves of material and equipment set out across the room. The Outdoor area has artificial grass providing a safe and healthy ground space. Safe and attractive outdoor equipment, toys and activities are varied with a selection set up each day before the children go out, on our new soft artificial grass surface, so that children can go out every day during a session, generally whatever the weather!

There is a room downstairs that all Groups of children may use from time to time, as the whole premises are available exclusively the nursery during opening hours. Each group will use that room at least once a week for an hour or so with their Key Person, for project work or similar.

There is a Disabled Toilet available.

Storage: There are large cupboards at each end of the Hall, one with deep shelves for teachers' equipment and additional materials, and the other has space for stacking tables and chairs as well as other larger items, both cupboards also have double storage cupboards above them. These cupboards are lockable and suitable for items to be kept out of child reach such as cleaning fluids, paperwork and other supplies. There is space downstairs for storage of equipment for outdoor play, taken out every day. Other facilities include a kitchenette and low children's sink in the Hall itself, use of a separate kitchen, 6 toilets and 6 washbasins for use of staff and children. Steps, child toilet seats and toddler potties are also provided.

The Learning & Developmental Environment: **Relationships / Development / Learning / Play / Creativity**

The philosophy, activities and equipment provided in the school facilitate opportunity to explore the **Principles of the Early Years Foundation Stage Framework** i.e. the Principles that underpin effective practice in the Care, Development and Learning of young children:

Learning and development covers the 7 key areas of learning within the Early Years Foundation Stage (EYFS), which are:

- **Social and Emotional development (Prime Area) – also Personal Development**
- **Communication and Language (Prime Area)**
- **Physical Development (Prime Area)**
- **Literacy (Specific Area)**
- **Mathematics (Specific Area)**
- **Understanding the World (Specific Area)**
- **Expressive arts and design (Specific Area)**

Areas of Learning & Development as above, consist of 3 Prime Areas and 4 Specific Areas. The Prime Areas cover the knowledge and skills which are the foundations for children's school readiness and future progress, and which are applied and reinforced by the Specific Areas. Where they have close links with National Curriculum subject areas – particularly literacy and maths for example, they form a baseline for the Curriculum.

We are committed to implementing the main context and the unfolding detail of this plan, as a whole and in its focused areas. In our Planning and Guiding we aim to reflect the main characteristics of teaching / learning:

- Playing & Exploring
- Active Learning
- Creating & Thinking Critically
- Behaviour and Attitudes

There are **17 Early Learning Goals for Ongoing Formative, and Summative Assessment**.

The Progress Reports and Planning for each child are shared with parents & carers, and later with their Year 1 teacher where required, ie during June for children with us who reach 5 by August 31st, and with the local Council on request in the format of the required Profile.

We will reflect the **17 Learning Goals**:

- Listening & Attention
- Understanding
- Speaking
- Moving and Handling
- Health & Safe Care
- Self Confidence & awareness
- Managing Feelings and Behaviour
- Positive Behaviour
- Making Relationships
- Reading
- Writing
- Numbers
- Shape, Space and Measures
- People & Communities
- The World
- Technology
- Exploring & using Media Materials
- Being Imaginative

English as an additional language: Providers take reasonable steps to assess needs and skills

The Overarching Principles are:

- Every child is a **Unique Child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **Positive Relationships**
- Children learn and develop well in **Enabling Environments**, in which their experiences correspond to their individual needs and there is a strong partnership between practitioners and parents / carers
- **Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special needs and disabilities.

Cultural Capital:

During the Early Years between birth and five years, it is important to build strong foundations that will make a real difference to a child's future. **Cultural Capital** is about giving children the best possible start to their early education and future success. As part of promoting this process we use the EYFS curriculum and the Montessori philosophy, developmental guidelines and full range of equipment (educational programmes) to enhance the experience and opportunities available to children, particularly the most disadvantaged, as these materials / activities are tailored to be experienced through the Senses, so with best accessibility across all age ranges and children's varied abilities. Children arrive at their early years settings having had a variety of different experiences in their learning and play so far and from diverse backgrounds. For example this might show in the range of vocabulary or skills, so that we are assessing from the start how we can make all the difference for children. We endeavour to help them to experience the awe and wonder of the world in which they live, through the seven areas of learning and the supportive Montessori method based on the same principles, including giving the child the confidence of becoming a "World Citizen", feeling responsible and enfranchised embarking on their own future and within the world around them. **Cultural capital is** about preparing children with the knowledge and skills for what comes next. Both the Early Years guidelines and the Montessori principles concur that this is vitally important to give full **advantage** during the early years because what children learn in the first years of life will stay with them forever.

Educational Curriculum, Learning & Vocabulary: Intent, Implementation and Impact:

We aim to provide a **secure** and **consistent educational curriculum experience** that prepares for all areas and subjects that children will encounter when they start school. This is clearly accessible in its full range to the children every day, which they can access freely and with the guidance and support of their Key workers and team as a whole. This is **implemented** through the equipment and activities provided. They serve the purpose of supplying consistency, and contain the natural steps within their design to build further on the knowledge and skills they children are gaining. The Montessori range together with complementing and additional materials give an outlet for work that is natural to children, being also **progressive and cumulative**. They also enable us to introduce all **subjects** in this way. This has a highly **effective impact** on the children as they can consolidate each level while then building the next, made to be engaging and attractive, also to use directly through their own **senses**. For example once children have learnt the phonetic sounds and recognition of letter forms, they can put these together to build words and then to deconstruct them leading to reading. The sensorial way of learning the letters & sounds lead easily on to being able to write them (having traced the sandpaper letters over time while practising their sounds they are absorbed into the **muscular memory**), and to awareness / recognition of letters in the environment.

Similarly with Mathematics children can learn the numerals in the same way, tracing sandpaper numerals, naming and recognizing them. They will be using additional materials designed for understanding of quantities with the numerals, and of sequencing these, so building on each level to bring further ability to add, subtract and use the skills they have in order to learn the next.

We recognize the importance of children being actively involved in their activities, this is what makes it their 'work', bringing **concentration and absorption with understanding**, also through being encouraged to repeat this process which they enjoy and allows consolidation.

The consistency and **Sensorial design of the materials** mean that children of all abilities can easily use them to their own capacity. Montessori found that as she worked primarily with disadvantaged children, also mixed capacity and age groups, the materials she had designed were ideal for all children to follow their natural instincts for how we all learn in the early years, bringing best **outcome**.

Vocabulary: Children in our setting experience and enjoy a **high level of vocabulary**, they have many opportunities to develop their understanding of Language and their own Communication,

through the various subjects we introduce them to, and the many ways used to facilitate conversation and freedom of expression.

We help to give the children words for **Feelings**, assisting **Emotional Literacy**.

Freedom of Movement: This is an important Montessori principle. As the children are allowed freedom to move about the room and choose their work / activities, this allows them to make best use of the full range available, to make friends and conversation. It is a natural way for them to be enhancing their Physical Development over the whole session.

Personal Development: Children are given a Key Person from the beginning, who will chat to the parents / carer and read their "All About Me" forms in order to build up a knowledge and rapport with the children and form a bond to make the children feel secure.

We will be risk assessing while supporting challenge, encouraging healthy attitudes and lifestyle and helping children to settle securely. We offer a full and rich experience of children's lives across the world, showing that however diverse there are still the same principles such as Homes, Families, Communities, Foods, Beliefs etc that unite us all, they are a Unique Child yet also part of a whole world family going through the same things albeit in different ways (the Montessori "World Citizen"). They develop and build on the **British Values** of Tolerance, Respect, Right from Wrong, Treating equally, Helping others for example. We help them to process their **feelings** to bring about **Wellbeing**.

Behaviour and Attitudes: We support **Positive Behaviour** in children both through example from the adults and in consistency of treatment at the setting, which will be fair and encourage their thoughtfulness by talking through and explaining issues that arise. This fosters self confidence so they will happily explore and learn, thinking through and problem solving as they go.

If they are engaged and concentrating on a series of activities children will naturally feel fulfilled and led to behave 'well'. Of course there are also times when they will struggle in their reactions to or treatment of others, in which case we would explain what is happening and how they can understand or do things differently, this being done according to their age or ability to listen and maintaining a positive view for the child of themselves and maybe bringing about any change in their behaviour. At parent / carer meetings we will ensure there is consistency between the setting and home in our methods of enhancing good behaviour and promoting the child's Wellbeing through consistency.

Record Keeping: Observation, Assessment & Planning, Outcomes

The full Progress Report Files are partly Formative and Summative, they are maintained on Forms to be completed primarily by each child's Key Person on a regular basis. These assist us to make provision to follow up on individual phases of development and to note achievements and areas for focus.

These are made available to and shared with parents, and are part of our reference for reporting to parents on our monitoring of each child's developmental Profile.

We also make reference to these records and monitoring sheets at Staff Meetings, in order to discuss each child as an individual, also keeping in mind the overlap of areas and phases together with the equal importance of each of these.

The records on these Forms will include the following:

First Name of Child / Date of Birth / Key Worker / Date & Observation / Planning / Activity / Next Steps

Also, at age 24 to 36 Months a separate Summary of Development will be provided to parents / carers, focusing on the 3 Prime Areas. A targeted plan will be developed where there are any apparent needs or concerns. Where special educational needs or disability may emerge, other professionals will be consulted, in order to contribute support to the child's future learning and development.

Ongoing Formative Assessment: Children are Observed on a continuing basis so that staff in general and key workers specifically, together with parents & carers, can Monitor Progress and Assess each child's needs, which leads to and informs the Planning for achieving desirable outcomes and stages of development.

Further guiding philosophy is based on the Montessori method of education, and the Long Term Plan of this Nursery is based on the way the Montessori developmental activities fulfil and can be categorised under the EYFS.

Materials and Equipment:

These are accessible to the children on low double sets of shelves that close together, and can be wheeled around the room and opened by adults setting up the room. Each of these contains a cross section of the category / phase related materials for children to be able to reach and access for themselves.

This is so that children in groups are not restricted to particular age related equipment and toys, allowing more potential for stage related choice of activity. They all have freedom of movement to select and use the full range of materials around the room that are appropriate for their stage and interest.

Thus by not isolating the 'subject related' activities and equipment on shelves and in the room, this will reflect the main principle of more holistic phase related opportunities for development.

There are toys and play areas as well as Book Corners, Painting and Creative Play, and for Practical Life everyday activities such as sweeping, washing etc.

Art & Creativity

There is daily opportunity for painting, drawing, modelling, cutting and other art / creative activities.

Project Work

Project work is an important feature of the school, and is based on Cultural Life, i.e. on the diverse cultures and external world areas of universal interest to children, as well as seasonal and topical projects.

Music & Movement

There are times for music, movement, action games, nursery songs and rhymes every day. Once a week we have a specialist full music & activity session, contracted to provide this at the school.

Story Time

There is a story time every day.

Circle Time

Child participation, songs, language and confidence development.

Morning Snack and Lunch

There is a Snack Table provided for children to help themselves during the morning to water and fruit if wanted, and a group break time when they have milk or water and share fruit and salad vegetables that we ask each child to bring, this may be followed by a plain biscuit (rich tea) or rice cake for example provided. Children can bring birthday cakes or other foods to share but there is a strict 'no nuts' policy in case of allergy.

Cooking & Food: The children do Cooking at the nursery, either eating the food prepared at the time, or taking it home later, the emphasis is very much on Healthy Eating and fostering nutrition awareness in the children. Those staying for afternoon school bring a packed lunch and a drink; a fridge is available for the perishable part of packed lunches to be placed in named food bags. Please let us know of any foods you would like your child to avoid, whether for dietary or faith reasons, so that we can ensure this takes place and make all staff aware in writing. A Notice of any dietary

requirements is also displayed by the food preparation area in school.
We are a Nut Free environment.

Events: There are three main events during the year, a Nativity at the end of the Autumn Term; an Easter Hats mini parade or Easter Egg Hunt at the end of the Spring Term; and a mini Sports Day in the Summer Term, Parents, Carers & Grandparents are invited to these.
Parents & Carers are also invited in to Circle Time twice a week to read to the children, or for example to demonstrate a musical instrument, show a pet, help with cooking and outings, a variety of other activities and all suggestions welcome.

Ofsted Visits

Parents will be informed of all announced Ofsted visits on the school Notice Board, as soon as we are informed of them, and will be invited to make contributions. All Ofsted Reports will be made available to parents, online, and to others on request once we have received it. Copies of the current Ofsted Report will be kept at the nursery and administration office.

A Typical Morning for a child attending the school

9am Child arrives at the school and is greeted, takes off coat etc and is greeted by Key Person / Teacher to settle in with others, often first selecting activities such as drawing or colouring in, cutting and sticking, puzzles, or other. Then gradually choosing learning and play activities, Montessori Cycles of Activity, both individually with Key Person, and with other adults; they have their Break or Snack during the course of this Work Cycle.

11.15 Put on coats, boots etc if needed 11.25 Outdoor Play

Once a week we have someone from Diddi Dance leading a one hour session for the children, half from 11.15 to 11.45 while the others play outside, then swapping at 11.45 for the other half group.

Also once a week we have the same routine with Kidslingo who do French and music / activities.

(This is included in the fees)

12 Story / Circle / Songs / Topic Time

12.30 Collected from school

Afternoon School

This is designed as an extension of the morning school, with different activities or projects each week, rather than a second session of school, and will generally be attended by a smaller group of children, currently on Wednesdays to 3pm.

Settling Children In

We want children to feel happy, safe and secure at school, and for parents to be reassured about their child's wellbeing. In order to help children to settle in gradually to their new school, and for parents to be confident about this, we encourage parents to visit the school again during the term before their child is due to start by prior arrangement with the manager, with their child and spend some time familiarising themselves with the teachers, the routine and the environment. Once children start their first term, parents may want to spend the first 15 minutes or so with the child at school from time to time as needed. Children may bring a favourite toy or blanket. At any time during the term, parents can arrange to come in and observe their child, or simply spend time with them at school, to maintain awareness of the child's environment at school, and for parents and children to enjoy sharing the school experience.

Contacting the Nursery

Parents of children already attending may contact the school during session hours by phoning or texting the manager's mobile school phone (no email during nursery hours): 07501724578. Usually a

message will need to be left, the manager checks regularly for messages and will return calls as soon as possible. Alternatively, out of school hours, or for all enquiries the school office number: 020 7381 8717 should be used, or an email can be sent to the school email address: jacquie@bishosparknurseryschool.co.uk

Uncollected children

Children attending morning sessions only who are not collected by 12.30 can wait with us for a short time but it must be noted that the premises are then used by other groups. It is obviously not good for children to be collected late, as they become tearful and anxious, as well as being tired by then. For children being collected at 3pm, they will have had a long day and need to go home on time. As we are in shared premises, usually being used straight after us by other groups, we all need to be out of the room promptly.

If children are collected late more than twice, we will speak to the parent to ensure this does not become a regular occurrence and that preventive measures are put in place by the parent.

In cases of lateness we will first call the parents, and then if necessary the named emergency contact. While waiting for the child to be collected if there is no afternoon school that day, we will need to use the room which is downstairs on the school premises. In the event of very excessive lateness and no contact being possible with the emergency contacts after several attempts, Social Services may need to be called to assist with the childcare, as we will no longer have access to our usual facilities.

Missing Children

We would like to reassure parents and carers that close supervision of the children is of paramount importance nursery, during outdoor play and on Outings. While school is in session, we have sole use of the whole premises known as the Church Hall, including Upper Hall, Lower Hall, all lavatories, kitchen, lobby. The entrances and gates are kept locked shut, and a Bell has to be rung for visitors to be admitted into the building, who are then signed in & out by time. However, in the extremely unlikely event that a child at the school goes missing, all staff are to remain at the school while the Police are called. The parents will be called. The Attendance Register will be checked against the children in the school. All doors and exits will be checked and the premises searched. Records of that day's attendance regarding children, staff and visitors will be provided to the Police. Only once the Police have given clearance will any staff or children leave the premises, and investigation would proceed.

The outdoor Play Area is locked in with two gates, prior to children going out to play, and they are then closely supervised by the required ratio of staff. If a child goes missing during Outside Play, an immediate search of all premises will be instigated. The group will convene while the Attendance List is checked against children, and staff will go into the school with the children, apart from the School Manager who will remain outside to search and meet the Police.. The Police will be called. The parents will be called. All staff and children will remain at the school until cleared by the Police to leave. Records of Attendance will be provided to Police, and investigation would proceed.

On school Outings, all children wear their distinctive blue check smocks, and an Outing Attendance Register is compiled before setting off, and is checked once immediately before the Outing takes place, during the Outing itself, and again before setting off to return to School. Staff are aware of their particular groups so will each be checking on these during the whole outing. Again in the very unlikely event that a child goes missing while on a School Outing, the manager / owner of the Outing venue will be alerted, and Police will be called. The whole group will be gathered and the Outing Attendance Register will be checked against the children on the Outing. The parents will be called. Only once the Police give clearance will the group allowed to do so, return to the school. The School Manager will remain at the site to assist the Police, and provide records of Outing attendance. Investigation would proceed.

Mobile Phones and Cameras: Staff mobiles will be switched off or to silent, and mobile phones are not used during session times.

One of the school contact numbers is the Manager's work mobile (07501724578) to provide a text or call facility for parents & carers.

No mobile phone cameras are used at the setting; the only camera that will be used is the nursery provided camera, which is taken to the school office to be recharged and downloaded by the manager / owner. All photos are sent away digitally for printing by the manager / owner only, and are routinely then deleted, also regularly deleted by the photo printing company. The photos printed are only used in the Confidential Individual Progress Reports, which are given to the parents when their child leaves the nursery.

Smoking: Should we have any Staff who smoke, this will not take place on the premises, or during the session times even in a staff break.

Toilet Training

Children are often on the brink of full potty/toilet training when they come to us as they are over 2.3, but of course they will still vary as to their readiness to arrive at nursery in pants only. We will support and help to progress from the stage each child is at when they start at the nursery, so long as the parents / carers have ensured that the child has the basic training at home first, and understands the use of a potty or loo with booster seat with adult assistance.

We provide a comfortable potty at school and we ask you to provide nappies in your child's bag if necessary, together with a change of clothes.

We provide a happy and healthy environment, which children are happy to attend, and where they will flourish and learn.

We engage with all children and parents warmly, and are always open to suggestions about the quality and scope of service we provide.

There are anonymous Provider Evaluation Questionnaires provided for parents and carers to let us know their thoughts and suggestions for continuous improvement.

List of some Activities (or referred to as 'exercises') included in the school curriculum

Materials for developing spatial awareness, bricks, stacking toys, geometrical shapes etc to sort, name and build with

Materials to develop the senses, for experimenting and working with sounds, smells (ie matching smelling bottles), taste, visual and touch exercises.

Dressing, folding, and fastening exercises Sweeping, washing, assisting with food preparation

Greeting, conversation, social experience

Learning, play and acting out in the areas of greeting, conversation, language, vocabulary, memory, singing, story and drama.

Musical experience, listening and creating

Movement, exercise, dance and drama

Physical development exercises and opportunity for dexterity and fine & large motor skills

Role play toys relating to the home, family and outside world. For example Dressing Up, 'shop' toys, dolls etc, and child size 'housework' toys

Books Jigsaws Painting Easel Cutting, sticking, modelling Drawing and colouring

Project material, as topical or seasonal, or cultural, nature, geographical

Materials for learning language and literacy, such as sandpaper letters, moveable alphabets for creating words, sets of beginners reading books to follow and take home for practice, using the Phonetic & Phonics schemes.

Materials for Numeracy and Problem Solving, for example learning numbers, counting, quantity, adding, subtracting, geometric shapes, number games & sorting, sequencing.

Religious and Cultural Education, Bible Stories & multi faith / multi cultural awareness.

Outside Play: Examples are Tubes, balls, toy pushchairs, toy trucks, skittles, toy cars, trikes, sand / water, balancing beams etc. We provide Outdoor Activities that will extend and mirror the indoor environment as much as possible; this is incorporated within the overall Planning.

CONTENTS of MAIN POLICY & PROCEDURE MANUAL, Available at setting (and electronic or paper copy of any part on request; translation can be arranged):

Policy & Procedures Implementation: Reviews / Evaluating Outcomes Application / Registration Form

Weekly Attendance Forms, Children, Staff, Visitors

Going Home Sheets (If with different adult)

Staff Details Form & Personnel Information Update Discussion with Parents Form

Parents as Partners Policy

Confidentiality

Data Protection Policy

Complaints Procedure / Suggestions

Investigating Formal Complaints

Complaints Record Form

Additional Learning Needs & Opportunities Statement & Policy

Case Conference Form

Health & Safety Statement

Health Information Form

Medication Policy & Sun Cream Policy; Medication Form

Exclusion Policy

Infectious Diseases Procedure & List Notifiable Diseases

First Aid

Accidents Procedure and Accidents & Near Miss Form

Accidents / Incidents Outside Nursery Premises Form

Missing Children

Equal Opportunities Statement

Disability Access Plan (& See Equal Opps File); and Disability Statement

See Equal Opportunities File for Equal Opportunities Audit Plan, Template Forms

Behaviour Management, Positive Behaviour, Expectations, Consistency, Wellbeing

British Values Policy

Outings Risk Assessment Form

Outings Consent Form and Outing Attendance Sheet

Safeguarding, inc Key Person & FGM Policy

Prevent Duty Policy

Responsibility/Supervision/Mobiles/Cameras/CRBChecks/1:1 Staff Supervision

Form/Physical Intervention & Form / Data Protection Policy & Data Form Risk

Assessment Policy, incl Policy on Daily Indoor & Outdoor Risk Assessment

Guidelines on Good Recording

Transition Policy

Smoking Policy, Alcohol & Substance

Fire Evacuation Procedure printout

Staff Induction, Appraisal & Training, Health & Safety Highlights re Staff

Fire Risk Assessment Form

Master Risk Assessment Lists & Forms

Evaluation Survey Form used for Quality Assurance

Recruitment Policy & Forms related to Recruitment Procedure

Job Description and Person Specification Montessori Teacher

Job Description and Person Specification Nursery School Teacher

Job Description and Person Specification Nursery Assistant

Job Description and Person Specification Occasional / Peripatetic

Job Application Form; Recruitment Monitoring Form

Work Placement Student Policy

Guidelines for Staff, Supervision: Development & Learning Requirements, Appraisal