

Vision Statement

**“Proud to care for children in a safe, happy, stimulating environment
where moving forward together matters”**

At School House Nursery we aim to continuously build on our existing good reputation and continue to move the nursery forward; both as a day care setting providing outstanding care and education to the children in our care and as a successful business. Our vision is positive and ongoing, always striving to reach excellence in all the nursery provides.

We believe all children have the right to reach their full potential and with the foundations of skilled practitioners who deliver activities in line with the Early Years Foundation Stage Curriculum all children will leave the nursery enriched.

Our vision is long term and is an ongoing process which involves committee, staff, parents and inevitably the children.

Aims of the Nursery

- To provide a friendly, happy, safe, and caring environment where children can learn at their own pace through the use of a variety of resources and fun and stimulating activities.
- To ensure that the care of the children is the priority of all the carers and that each child is respected as an individual taking into account their individual needs. We put the welfare and happiness of our children first at all times.
- To cater for all areas of your child’s development, such as emotional, physical, social and intellectual.
- To provide a full and well planned curriculum and ensure we provide the highest standard of pre-school education.
- To encourage children to become independent and provide a gentle and safe introduction to an educational setting to build the child’s confidence and help the transition between nursery and school.
- To ensure that parents/carers are treated with courtesy and understanding at all times and that queries and complaints are dealt with promptly.
- To work in partnership with parents/carers and keep parents/carers informed of their child’s development and well being at all times.
- To ensure that our service is in accordance with the latest standards for care and education.
- To promote equal opportunities for all nursery children, parents/carers and staff and not discriminate on the basis of gender, race, culture or disability.

About the Nursery

School House Nursery opened in 1992 and operates from the converted Victorian Head Teacher's house in the grounds of Sandwich Infants School. It is a very popular Nursery and serves the local area and surrounding towns.

There are four airy rooms filled with a variety of stimulating resources, two on the ground floor and two on the first floor accessed by stairs. There is also a large safe garden full of exciting play equipment.

It is run by a Management Committee made up of parents and senior staff members and operates as a non-profit making charity with all the funds being invested back into the nursery for the benefit of the children.

The qualified and experienced staff work with the children in small groups. They provide a wide variety of well prepared activities each day to help the children to gain knowledge and experience as they play.

School House Nursery offers full-time and sessional day care to children aged 2-5 in a cosy family setting for approximately 51 weeks of the year. The Nursery also provides a Before/After School Club and School Holiday Club for Infant age children (4-7).

The nursery publishes a newsletter for all parents. It is full of information about what is happening at nursery. It is a very important part of the communication between the nursery staff, committee and parents.

The Nursery aims to cater for all individual needs and any reasonable steps would be taken as required by the Disability Discrimination Act to allow access to the Nursery for all children, parents/carers and staff.

We are a member of the Pre-school Alliance. The nursery is OFSTED inspected and approved. Please go to www.ofsted.gov.uk or ask the Nursery Manager for a copy of our latest excellent OFSTED report..

For details about how to find us please refer to the map and travel section of this prospectus.

Activities

The Nursery provides a wide variety of stimulating activities for the children ranging from junk modelling and painting to simple cooking and mini beast hunts in the garden to name but a few.

The children have 2 planned activities a day led by a member of staff responsible for working with the group. The rest of the day is taken up with music/singing, story time, indoor and outdoor play using the wide variety of nursery resources, which are rotated and changed daily. On a Friday morning a qualified music teacher comes in to the nursery and takes both groups of children. She does both basic music up to De Capo music where the children make their own music from stories.

Activities are planned by each keyperson using the Early Years Foundation Stage Curriculum. Staff also record and monitor each child's progress by collecting evidence to produce a portfolio of what the children have achieved and experienced during their time at School House. Observations and photographs of the children are key to this portfolio and this is given to the parents when these books are completed.

Unique Stories are also written up for each child and parents receive three of these a year. This working document gives parents the opportunity to contribute to their child's learning and share their likes and habits with their keyperson.

The nursery aims to demonstrate through activities a respect for all ethnic origins/racial groups, genders, religions, cultures, linguistic backgrounds and abilities. Children of both sexes are positively encouraged by staff to participate in all activities.

The children are supported in developing their potential at their own pace and the child's happiness and welfare comes first at all times.

Key persons

Children are grouped according to age for part of the day. The Tadpoles are our 2-3 year olds and the Frogs are our 3-4 year olds. Each group has a full-time qualified leader and each child has a key person. We believe that the key person plays a crucial role during your child's time at nursery.

Prior to a child beginning at the nursery parents are encouraged to attend a meeting with their child's key person to discuss any concerns and share information they feel is relevant. This is also an opportunity for your child to meet his or her key person.

Parents are encouraged to liaise with their child's key person on all matters concerning their child's well being. Parents are able to book appointments to discuss their child with their key person by calling the nursery and arranging a mutually convenient time.

Simple records of the children's development are kept. These are completed by the key person to track individual children's progress and give an overview of the child's development.

The Nursery holds an annual Open Evening, at which parents are invited to discuss their child's progress with their key person.

Admissions

If you wish to put your child's name down for a place at School House Nursery please call in at the nursery, call the Nursery Manager on 01304 615250 or send us a message via email/our website. Your child will be put on the waiting list and you will be contacted as and when a place becomes available. More detailed information about our admission policy and procedure are included at the back of this prospectus.

Most of our new intake starts in or around September but we do sometimes have new starters at other times in the year, space permitting. Children must be two years old or above on starting nursery but can be placed on the waiting list at any age.

Deposits

At the time of application parents of all new nursery children and also new before and/or after school care children are required to give a £100 deposit. £25 of this deposit will be kept by the nursery to cover administration costs and the remaining £75 will be refunded when the child leaves the nursery, provided that all bills have been paid and due notice has been given.

The £100 deposit will be returned in full, if the Nursery cannot provide the sessions required. Please note however that if requested sessions are offered following application but you decide not to take them up, then the full £100 deposit will be kept.

Children with Special Needs and English as an Additional Language provision

The Nursery has policies for accepting children with special needs and has a Special Educational Needs co-ordinator.

Parent/carers are asked to discuss fully any needs your child has with the nursery staff so that we can arrange to have extra staff and equipment available as required.

If parents/carers need translators when attending meetings with staff please contact the Nursery Manager and she will arrange this service.

The Nursery's Special Needs and English as an Additional Language policies are included at the back of this prospectus.

Food and Drink

During term time a hot and nutritious meal is available to all children staying for lunch at the cost of £2. This is provided through a company called Whole School Meals. www.wholeschoolmeals.co.uk/menus

Menus are changed seasonally and are displayed on the kitchen door.

Lunch money should be paid in advance and separately from nursery fees. Lunch money envelopes are available from the nursery.

If your child will not be at nursery please can you phone the nursery before 9.15 or else a lunch will be ordered for you.

Packed lunches may be brought in if preferred.

Children staying after 4pm such as those in the After School Club are asked to bring in a packed meal for their tea.

The hot lunches are not available during the school holidays and parents/carers are all asked to provide a packed lunch for their children during the holiday periods. Parents are reminded of this on the nursery notice board and through the nursery newsletter.

All snacks, such as drinks (milk or water), fruit and vegetables, are provided by the nursery.

The Nursery aims to cater for children with any special dietary requirements. Parents should inform the nursery of any that relate to their child.

A request is made that no nut or egg products are supplied in packed lunches, to help protect any children with allergies

Nursery Fees and Sessions

A deposit of £100 is required at the time of application (£25 of which is an administration fee, the remaining £75 will be refunded when the child leaves the nursery, provided that all bills have been paid and due notice has been given).

£3.25 per hour; reviewed annually. Fees are paid in advance, monthly by invoice.

The nursery is open approx. 51 weeks of the year, Monday to Thursday 8am - 6pm and Friday 8am - 4pm. The main sessions are 9am to 12noon, 12noon – 3pm and 1pm to 4pm. Morning children can extend their session to 4 hours and stay for lunch until 1 pm if there is sufficient space. Afternoon children can start their session with lunch at 12noon if there is sufficient space. The only stipulation is that children stay for a minimum of 3 hours. Full time children can opt to stay from 8 am to 6 pm each day.

The Nursery is registered for 3+ Early Years Funding, which can be used to claim for the first 12.5 hours of nursery care. This is due to be extended to 15 hours from Sept. 2010. Early Years Funding does not cover half terms and school holidays; full fees apply. Funding does now cover the whole school term and these dates are published in the nursery newsletter and written on the nursery notice board.

4 weeks notice of leaving is required. If less notice is given, then the Nursery will charge for any lost income during the notice period.

Before and After School Day Care

A deposit of £100 is required at time of application (£25 of which is an administration fee, the remaining £75 will be refunded when the child leaves the nursery, provided that all bills have been paid and due notice has been given).

£3.25 per hour; reviewed annually. Fees are paid in advance, monthly by invoice.

A limited number of Before and After School care places are available for Infant School aged children (priority is given to ex-nursery children) at the following times;

Before School: Every weekday 8am - 9am

After School: Monday – Thursday 3pm - 6pm, Friday 3pm - 4pm

4 weeks notice of leaving is required. If less notice is given, then the Nursery will charge for any lost income during the notice period.

Extra one off sessions

There are sometimes extra sessions available during the week for current Nursery and Before/After School Club children. To check availability and book extra one off sessions parents should contact nursery to ask when sessions are available or call the nursery before 9 am on the day the session is required.

Extra sessions booked should be paid for on the day.

During the school holidays there are often sessions available for Infant School age children. Parents should contact nursery prior to the holiday to check availability and book extra sessions.

Collection

If parents/carers fail to collect their child on time and all named emergency contacts are unavailable we reserve the right to contact the relevant Social Services Department for advice and assistance.

Holidays

Holiday dates are always published in advance in the parent newsletter and posted on to the nursery notice board and website. The Nursery will be closed for approximately one week at Christmas and on all other Bank Holidays. Payment is required for the remaining 50-51 weeks of the year even during holidays and periods of illness. Payment is not required for Bank Holidays.

Management Committee

The Management Committee, made up of volunteer parents, works closely with the nursery manager and staff in running the nursery. The names and positions of responsibility held by individual committee members are published regularly in the nursery newsletter.

If you wish to contact the Management Committee concerning any matter, please email schoolhousenurserysandwich@yahoo.co.uk or leave your name and telephone number with the Nursery Manager and a member of the committee will contact you as promptly as possible.

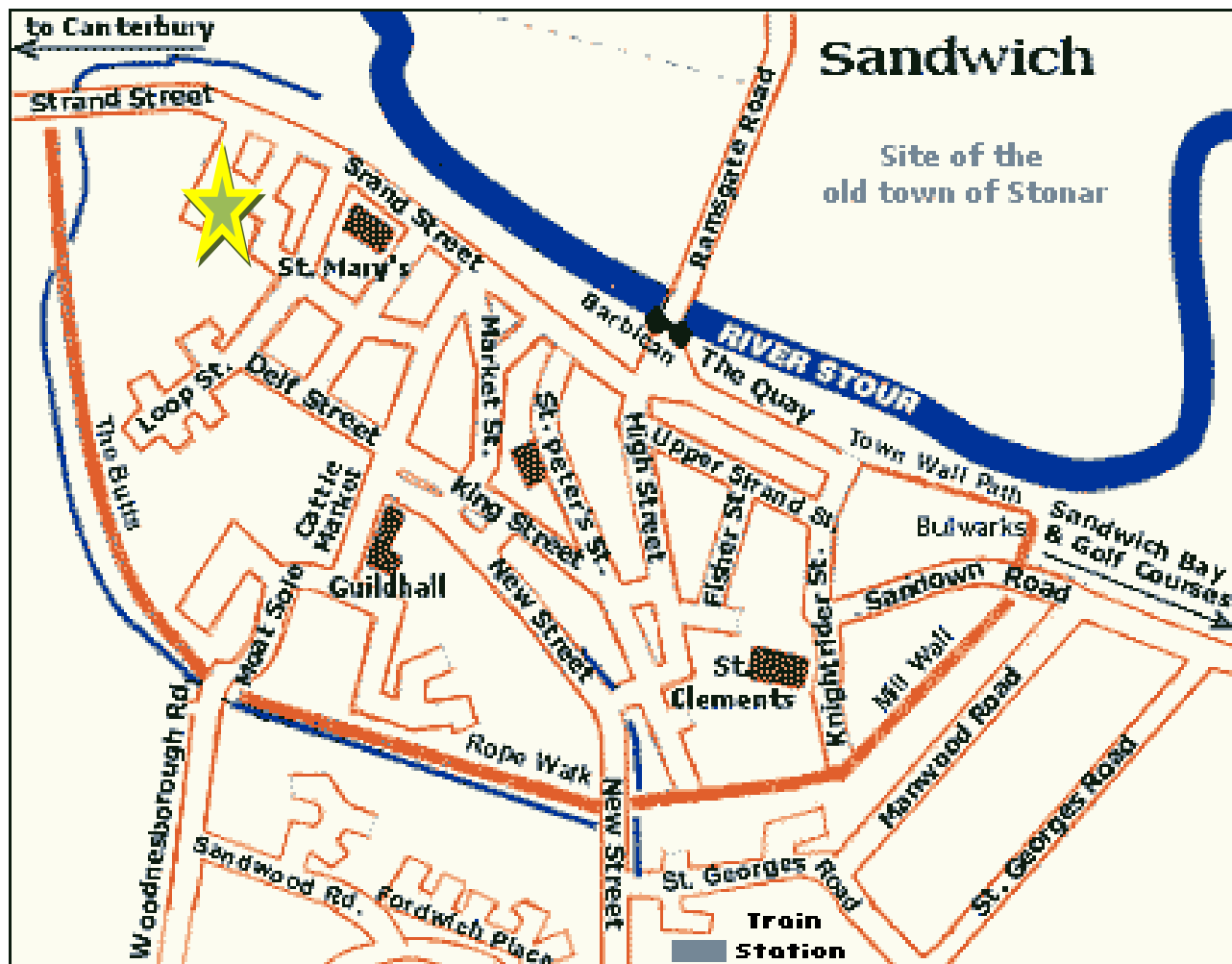
Our fundraising sub-committee organises fundraising/social events for the nursery. If you would like to help on either committee please contact the Nursery Manager.

Nursery Staff

We have a highly qualified, dedicated and caring staff team who each have different areas of responsibilities within the nursery. We are all first aid and child protection trained and CRB checked.

<p>Debbie Weatherall – Nursery Manager</p> <p>In 1993 I was awarded BTec National Diploma in Nursery Nursing at Canterbury College. I then continued to study at higher level and in 1996 I obtained a Bachelor of Arts with honours in English and Applied Social Sciences from Christchurch College. I then put all my theory into practice and have worked at School House since June 1996. In 2007 I gained Early Years Professional Status. I have a food-handling certificate.</p>	<p>Management of Nursery</p> <p>Health and Safety</p> <p>Child Protection</p>
<p>Gemma Mercer – Deputy Manager (part time)</p> <p>I obtained BA (Hons) with QTS in 2002 from Canterbury Christ Church University College. I achieved subject specialism in Art and Numeracy. I taught at a school in Broadstairs for 18 months in the Reception Class before I joined School House Nursery in April 2004.</p>	<p>Keyperson Frogs</p> <p>SENCO</p>
<p>Ashleigh Edwards – Deputy Manager (part time)</p> <p>I studied at Thanet College for 2 years and obtained a BTEC National Diploma in Early Years. I started at School House Nursery in March 2005. I have a foundation certificate in Food Hygiene. I am starting an NVQ level 4 qualification this year.</p>	<p>Keyperson Tadpoles</p> <p>SENCO</p>
<p>James Bowman – Senior Nursery Assistant</p> <p>I originally achieved the diploma in Childcare and Education before furthering my studies at Canterbury Christ Church University attaining the degree in Early Childhood Studies with Psychology. During this time and since I have worked in various settings before joining the team at School House Nursery in 2006.</p>	<p>Keyperson Frogs</p> <p>Behaviour management</p>
<p>Christina Scullin - Nursery Assistant</p> <p>I studied at Thanet College for 1 year and then started work at a nursery in Deal where I worked for 3 years. I started at School House Nursery in April 2008. I am starting an NVQ level 3 qualification this year. I am also fully qualified in gymnastics and trampoline coaching.</p>	<p>Keyperson Tadpoles</p>
<p>Alex Archer – Nursery Assistant (part time)</p> <p>I started working at School House at the beginning of May 2008. Since starting work for the nursery I have completed an NVQ level 2 in childcare.</p>	<p>Keyperson Frogs</p>
<p>Sarah Marsh – Nursery Assistant</p> <p>I studied at Canterbury College for two years where I gained a Level 3 CACHE Diploma in Child care and Education. I started working at School House in November 2008.</p>	<p>Keyperson Tadpoles</p>

How to Find Us



Parking and Travel

Parking space is very limited in front of the nursery and School Road is very narrow so we ask all parents/carers dropping off or picking up their children by car to park in Strand Street or Gazen Salts car park

For information about taxi/mini cabs call

Sandwich Cars on 01304 617424

Silver Cars on 01304 620222

For information about local bus services call

Stagecoach on 08702 433711

For information about local train services call

National Rail enquiries on 0845484950

We are very proud of our nursery and believe it is a happy and safe place for our children. We also strive to ensure we attain the highest standards in all areas of pre-school education and put the children's welfare first at all times. Here are some comments about what pleases parents about the nursery;

Very welcoming kind of family atmosphere. (Small groups of children nice building) My child feels looked after.

When staff open the door to greet the child there is always a welcoming smile. This attitude from the staff is continuous throughout the day.

My child is happy here and he is always willing to go.

It is a happy and safe environment for the children.

My child appears to enjoy going and comes home with thing he has learnt.

Our child settled immediately. We also like the way that senior/experienced staff seem to know them in a short period of time i.e. interests/favourites.

Friendliness of the staff. Delia is new to the nursery school and is very willing to come, she is always happy when I collect her and is full of all she has done.

Friendly staff and atmosphere.

My daughter is very happy at nursery. The routine of the day is very good and staff are approachable.

My child is happy there and has made friends he will go to school with. The staff have been particularly encouraging with his potty training.

I like the atmosphere, I like the structure and organisation and compared to other local nurseries School House is far more friendly and professional.

The popularity of the nursery speaks for itself.

I think there isn't much to improve it is a wonderful nursery.

Additional Information

If you have any questions about any information in this prospectus please email schoolhousenurserysandwich@yahoo.co.uk or telephone the Nursery Manager on 01304 615250.

For more information on the Foundation Stage go to www.qca.org.uk or www.dfes.gov.uk

For more information on Birth to three Matters framework go to www.surestart.gov.uk

For Ofsted inspection reports go to www.ofsted.gov.uk

The information in this prospectus is subject to change by the Management Committee without notice.

School House Nursery Daily Timetable

Time	Activity
8.00am-9.00am	Free Play – toys are rotated daily from the nursery's large and varied selection and each room offers different play opportunities.
9.00am-10.20am	Frogs and Tadpoles divide for free play as well as set activities. Frogs upstairs and Tadpoles downstairs. Snackbar for all children takes place during this time.
10.20am-11.00am	Children outside
11.00am-11.40am	Frogs and Tadpoles divide for uninterrupted play. Frogs downstairs and Tadpoles upstairs.
11.40am-11.55am	Story, music, singing time in keyperson groups.
11.55am-12.00pm	Wash hands.
12.00pm	Morning session ends
12.00pm-12.30pm	Lunch. A hot meal option is available for children during school term time. Alternatively packed lunches may be brought in.
12.30pm-1.30pm	Outside Play. There are a variety of everyday objects for the children to play creatively with, water and/or sand, ride on vehicles, a variety of play and climbing equipment; a large playhouse and a variety of other toys are available and rotated.
(1.00pm	Afternoon session starts.)
1.30pm-2.40pm	Children divide for free play as well as set activities. Frogs upstairs and Tadpoles downstairs. Snackbar for all children takes place during this time.
2.40pm-3.00pm	Story, music, singing time in keyperson groups.
3.00pm-4.00pm	Free Play inside and/or outside. The toys in the nursery are rotated daily from the nursery's large and varied selection and each room offers different play opportunities. In the garden there are a variety of every day objects for the children to play creatively, water and/or sand, ride on vehicles, a variety of play and climbing equipment, a large playhouse and a variety of other outdoor toys are available and rotated.
4.00pm	Afternoon session ends. Friday – day ends final pick up
4.00pm-4.25pm	Television time - age appropriate and supports the nursery curriculum.
4.25pm-4.30pm	Wash hands
4.30pm-5.00pm	Afternoon tea. Parents are asked to send in a packed meal with their child.
5.00pm-6.00pm	Free Play inside and/or outside. The toys in the nursery are rotated daily from the nursery's large and varied selection and each room offers different play opportunities. In the garden there are a variety of every day objects for the children to play creatively, water and/or sand, ride on vehicles, a variety of play and climbing equipment, a large playhouse and a variety of other outdoor toys are available and rotated.
6.00pm	Day ends final pick up.

School House Nursery Policies

The nursery has policies covering a wide range of subjects including settling in, medication, sickness, complaints procedure to name a few. A list of current policies is included below. The policies are reviewed on a rolling programme by the staff and management committee and amended in response to legislation, changing nursery procedure and staff training and development. The policy book is displayed in the nursery and is available for parents to see at any time. Parents are encouraged to read the policies when their child joins the nursery. During the year relevant policies are published in the nursery newsletter.

- 5.1 Admissions
- 5.2 Child Protection
- 5.3 Behaviour Policy
- 5.4 Complaints
- 5.5 Confidentiality
- 5.6 Contracting Parents
- 5.7 Equal Opportunities
- 5.8 Fire
- 5.9 Food and Drink
- 5.10 Health and Safety
- 5.11 Payment of Fees
- 5.12 Noise
- 5.13 English as an Additional Language
- 5.14 Outings
- 5.15 Parental Information
- 5.16 Partnership with Parents
- 5.17 Photography
- 5.18 Play
- 5.19 Religious Festivals
- 5.20 Sun Protection
- 5.21 Self Esteem
- 5.22 Smoking
- 5.23 Special Educational Needs
- 5.24 Staff Appraisal
- 5.25 Staff Numbers
- 5.26 Stress
- 5.27 Work Experience
- 5.28 Working Together and Showing Respect for Staff and Children
- 5.29 Staff Training
- 5.30 Procedures for Answering the Door and for the Collection of Children
- 5.31 Procedures for Ensuring Supervision of People without Police Checks
- 5.32 Procedures for the Induction of New Staff to the Nursery
- 5.33 Settling into Nursery
- 5.34 Procedure for Uncollected Children
- 5.35 Early Years Foundation Stage Curriculum
- 5.36 Maternity
- 5.37 Special Leave Policy
- 5.38 Staff Holiday
- 5.39 Outdoor Play
- 5.40 Missing Child

05-06-2009

Early Years Foundation Stage Curriculum

Personal, Social and Emotional Development

Dispositions and Attitudes

1. Shows an interest in classroom activities through observation or participation.
2. Dresses, undresses and manages own personal hygiene with adult support.
3. Displays high levels of involvement in self-chosen activities.
4. Dresses and undresses independently and manages own personal hygiene.
5. Selects and uses activities and resources independently.
6. Continues to be interested, motivated and excited to learn.
7. Is confident to try new activities, initiate ideas and speak in a familiar group.
8. Maintains attention and concentrates.
9. Sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion.

Social Development

1. Plays alongside others.
2. Builds relationships through gesture and talk.
3. Takes turns and shares with adult support.
4. Works as part of a group or class taking turns and sharing fairly.
5. Forms good relationships with adults and peers.
6. Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.
7. Understands that people have different needs, views, cultures and beliefs that need to be treated with respect.
8. Understands that (s)he can expect others to treat her or his needs, views, cultures and beliefs with respect.
9. Takes into account the ideas of others.

Emotional Development

1. Separates from main carer with support.
2. Communicates freely about home and community.
3. Expresses needs and feelings in appropriate ways.
4. Responds to significant experiences, showing a range of feelings when appropriate.
5. Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others.
6. Has a developing respect for own culture and beliefs and those of other people.
7. Considers the consequences of words and actions for self and others.
8. Understands what is right, what is wrong and why.
9. Displays a strong and positive sense of self-identity and is able to express a range of emotions fluently and appropriately.

Communication, Language and Literacy

Language for Communication and Thinking

1. Listens and responds.
2. Initiates communication with others, displaying greater confidence in more informal contexts.
3. Talks activities through, reflecting on and modifying actions.
4. Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or actions.

5. Uses language to imagine and recreate roles and experiences.
6. Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.
7. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words.
8. Speaks clearly with confidence and control, showing awareness of the listener.
9. Talks and listens confidently and with control, consistently showing awareness of the listener by including relevant detail. Uses language to work out and clarify ideas, showing control of a range of appropriate vocabulary.

Linking Sounds and Letters

1. Joins in with rhyming and rhythmic activities.
2. Shows an awareness of rhyme and alliteration.
3. Links some sounds to letters.
4. Links sounds to letters, naming and sounding letters of the alphabet.
5. Hears and says sounds in words.
6. Blends sounds in words.
7. Uses phonic knowledge to read simple regular words.
8. Attempts to read more complex words, using phonic knowledge.
9. Uses knowledge of letters, sounds and words when reading and writing independently.

Reading

1. Is developing an interest in books.
2. Knows that print conveys meaning.
3. Recognises a few familiar words.
4. Knows that, in English, print is read from left to right and top to bottom.
5. Shows an understanding of the elements of stories, such as main character, sequence of events and openings.
6. Reads a range of familiar and common words and simple sentences independently.
7. Retells narratives in the correct sequence, drawing on language patterns of stories.
8. Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.
9. Reads books of own choice with some fluency and accuracy.

Writing

1. Experiments with mark-making, sometimes ascribing meaning to the marks.
2. Uses some clearly identifiable letters to communicate meaning.
3. Represents some sounds correctly in writing.
4. Writes own name and other words from memory.
5. Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed.
6. Attempts writing for a variety of purposes, using features of different forms.
7. Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
8. Begins to form captions and simple sentences, sometimes using punctuation.
9. Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences.

Problem Solving, Reasoning and Numeracy

Numbers as Labels and for Counting

1. Says some number names in familiar contexts, such as nursery rhymes.

2. Counts reliably up to three everyday objects.
3. Counts reliably up to six everyday objects.
4. Says number names in order.
5. Recognises numerals 1 to 9.
6. Counts reliably up to ten everyday objects.
7. Orders numbers, up to ten.
8. Uses developing mathematical ideas and methods to solve practical problems.
9. Recognises, counts, orders, writes and uses numbers up to 20.

Calculating

1. Responds to the vocabulary involved in addition and subtraction in rhymes and games.
2. Recognises differences in quantity when comparing sets of objects.
3. Finds one more or one less from a group of up to five objects.
4. Relates addition to combining two groups.
5. Relates subtraction to taking away.
6. In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting.
7. Finds one more or one less than a number from one to ten.
8. Uses developing mathematical ideas and methods to solve practical problems.
9. Uses a range of strategies for addition and subtraction, including some mental recall of number bonds.

Shape, Space and Measures

1. Experiments with a range of objects and materials showing some mathematical awareness.
2. Sorts or matches objects and talks about sorting.
3. Describes shapes in simple models, pictures and patterns.
4. Talks about, recognises and recreates simple patterns.
5. Uses everyday words to describe position.
6. Uses language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.
7. Uses language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.
8. Uses developing mathematical ideas and methods to solve practical problems.
9. Uses mathematical language to describe solid (3D) objects and flat (2D) shapes.

Knowledge and Understanding of the World

1. Shows curiosity and interest by exploring surroundings.
2. Observes, selects and manipulates objects and materials. Identifies simple features and significant personal events.
3. Identifies obvious similarities and differences when exploring and observing. Constructs in a purposeful way, using simple tools and techniques.
4. Investigates places, objects, materials and living things by using all the senses as appropriate. Identifies some features and talks about those features (s)he likes and dislikes.
5. Asks questions about why things happen and how things work. Looks closely at similarities, differences, patterns and change.
6. Finds out about past and present events in own life, and in those of family members and other people (s)he knows. Begins to know about own culture and beliefs and those of other people.
7. Finds out about and identifies the uses of everyday technology and uses information and communication technology and programmable toys to support her/his learning.
8. Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques and adapting her/his work where necessary.
9. Communicates simple planning for investigations and constructions and makes simple records and evaluations of her/his work. Identifies and names key features and properties, sometimes

linking different experiences, observations and events. Begins to explore what it means to belong to a variety of groups and communities.

Physical Development

1. Moves spontaneously, showing some control and coordination.
2. Moves with confidence in a variety of ways, showing some awareness of space.
3. Usually shows appropriate control in large- and small-scale movements.
4. Moves with confidence, imagination and safety. Travels around, under, over and through balancing and climbing equipment. Shows awareness of space, of self and others.
5. Demonstrates fine motor control and coordination.
6. Uses small and large equipment, showing a range of basic skills.
7. Handles tools, objects, construction and malleable materials safely and with basic control.
8. Recognises the importance of keeping healthy and those things which contribute to this. Recognises the changes that happen to her/his body when s/he is active.
9. Repeats, links and adapts simple movements, sometimes commenting on her/his work. Demonstrates coordination and control in large and small movements, and in using a range of tools and equipment.

Creative Development

1. Explores different media and responds to a variety of sensory experiences. Engages in representational play.
2. Creates simple representations of events, people and objects and engages in music making.
3. Tries to capture experiences, using a variety of different media.
4. Sings simple songs from memory.
5. Explores colour, texture, shape, form and space in two or three dimensions.
6. Recognises and explores how sounds can be changed. Recognises repeated sounds and sound patterns and matches movements to music.
7. Uses imagination in art and design, music, dance, imaginative and role-play and stories. Responds in a variety of ways to what (s)he sees, hears, smells, touches and feels.
8. Expresses and communicates ideas, thoughts and feelings using a range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.
9. Expresses feelings and preferences in response to artwork, drama and music and makes some comparisons and links between different pieces. Responds to own work and that of others when exploring and communicating ideas, feelings and preferences through art, music, dance, role-play and imaginative play.

Statutory Framework for the Early Years Foundation Stage

The Welfare Requirements:

- Safeguarding and promoting children's welfare
- Suitable people
- Suitable premises, environment and equipment
- Organisation
- Documentation

Policy 5.13 English and an Additional Language

Introduction and Aims

We aim to ensure that School House Nursery's commitment to Equal Opportunities is met and to empower the nursery staff in partnership with the child's parent/carer to identify and respond to the needs of children for whom English is an additional language, in order to secure for these children full access to the curriculum.

A multilingual nursery is an enriching experience for all concerned

The staff are asked to follow simple steps to help the child integrate in to nursery life.

- Find out about the child's country of origin.
- Speak his/her name regularly and positively.
- Smile at the child frequently for reassurance.
- Include him/her in the life of the class but not to pressure him/her if they do not wish to participate.
- Allow the child time and space to observe what is happening and give importance to listening.
- Try to reinforce simple, consistently worded commands visually, through mime, demonstration and or pictures.
- Use key phrases in the home language
- Have the daily routines of the nursery explained in the child's home language.
- Welcome the parents to share activities with the child.
- Choose themes to help child settle in such as home, journeys and myself which all provide opportunities to involve the pupil and to draw on their experiences.
- Use resources to reflect a child's background e.g. maps, cookery, books etc.
- Do not worry if the child seems unresponsive. It will take time before he/she feels confident enough to make oral responses – it may take as long as two terms.

Resources

The following criteria are followed when selecting resources to support a child who is developing and acquiring language;

- They should relate to a child's experiences
- They should always provide positive images
- They should value cultural diversity
- They should contain repetitive language
- They should encourage participation
- They should provide interest and challenge.

EAL Procedure

When a child with English as an Additional Language joins the nursery the following steps are followed.

- Find out about the child's home language from the parent. Making sure you know what language/s the child speaks.
- If needed – provide an interpreter for at least the initial meeting with the parent to ensure all information that needs to be shared both ways is understood.
- Dfee material is available in different languages (0207 925 5000) and may be of use.
- Enquire about the child's language development in their home language. To gauge development.

- Work along side the parent especially during the settling in period. Use gestures and open body language to aid communication and understanding.
- Provide as many 'Language bridges' as possible – for example ask parents for some key words in the home language. Write them down phonetically to help pronunciation.
- Encourage parent/carers to explain aspects of the setting and daily routines to the child in the home language. E.g. where the toilets are, when meals are eaten and where etc.
- Ensure a range of opportunities for the child to engage in speaking and listening with peers and adults are made available.

Monitoring the Development of Children with EAL

As with all the children in the nursery the staff plan for individual needs in language and literacy and through observation they monitor the children's development.

- Keep an open dialogue with the parents about the child's progress and development in the home language.
- Observe the child joining in with other children but using non-verbal means to convey meaning.
- Child may go through 'silent' period for a few weeks in a new setting.
- Observe the child watching his/her peers and copying their actions
- Observe the child imitating and echoing what others say. E.g. enjoying the repeated lines of a song or rhyme.
- Use of a few words beginning to occur especially for significant or favourite things.
- Picking up phrases and repeating as one word e.g. me-wanna-do-it or siddown-food-time.
- Children will often choose their home language when playing with other speakers and want to write in their home-language.
- Preferring stories as means of trying out skills in English.
- Mixing two languages in the same sentences to convey meaning is a common occurrence.
- Being able to converse with children in English but understanding more than they can say verbally.

05/06/2009

5.23 Policy on Special Educational Needs (SEN)

Introduction and Aims

We aim to provide all children with a broad and balanced learning environment that is committed to the integration of children with Special Needs. Our philosophy is that all children should have the opportunity to develop to their full potential along side other children in a caring and safe educational setting.

We aim to provide a learning environment suitable for all children, to do this the nursery follows guidelines, set in conjunction with the Early Years Development Partnership (E.Y.D.P.).

We aim to identify any difficulties a child may have and to work with the child and their parents or carers to address those difficulties.

Admission and Integration

School House Nursery encourages parents and children to come and visit the staff and setting prior to the child starting at the nursery. During this visit the parents and staff discuss ways in which we can meet the child's individual needs. This helps with the child's integration in to the nursery and also makes the whole process less frightening for the child.

The parents/carers are also asked to outline any special or additional needs their child may have on the nursery's registration form. We use both this form and discussion with the parents to help us in supporting the needs of the children in our care.

School House Nursery has a Special Educational Needs Co-ordinator or SENCO, **Gemma Mercer and Ashleigh Edwards**, who liaises closely with the Area SENCO Development Officer,

The SENCO helps us to;

- Identify any difficulties a child may have.
- Identify any children with Additional Educational Needs (also known as Talented & Gifted or AEN)
- Develop our SEN and AEN strategies and plans of action.
- Keep parents and carers in touch with their child's progress.
- Review the SEN policy annually.
- Keep in touch with any relevant outside agencies who can help.
- Keep up to date with Special Education Needs and Additional Educational Needs matters.
- Keep up-to-date with Dfes and LEA SEN code of practice and initiatives.

Inclusion of Parents, Carers and Families

We at School House believe that a good working relationship with parents is paramount to the development and education of every child. We welcome parents/carers guidance and knowledge because they know their child best and

We encourage parents/carers to feel welcome to come in to the nursery to discuss any concerns they might have. Arrangements can be made for private discussions at a mutually convenient time.

We always discuss with parents/carers beforehand when we wish to contact another professional about their child, unless there are concerns about Child Protection

Identifying SEN and Taking Action

- We observe the progress of all the children and note any child who seems to be having difficulties in any area of learning. This including difficulties in concentrating and behaving.
- We also recognise and support children who have Additional Educational Needs in the same way.
- We record all the children's progress and share it with parents/carers regularly through discussion with parents/carers and through Open Evenings and the yearly reports.
- If we feel that a child needs something additional or different from our usual provision, we discuss this with the parent/carer and prepare an Individual Educational Plan (IEP) outlining clear targets for that child.
- We review the IEP at least once a month with the parent/carer.
- We plan ways in which parents and carers can also support their child's progress at home.
- At every stage and wherever practically possible, the child will be involved in the assessment process and his/her views sought.
- If we all feel that the child is still experiencing difficulties or his/her needs are not being adequately met we can request further support and advice through external agencies such as the LEA's support professionals. These could include one or more of the following, Early Years support teacher, educational psychologist, specialist health visitor, speech or language therapist.
- The SENCO will liaise with the external support professionals in drawing up an IEP and planning suitable strategies.
- The SENCO will organise review meetings with external professionals, parents/carers and the key worker to monitor progress.
- If the child's needs remain so substantial that they still cannot be met, the SENCO, after discussion with the parent/carer and external professionals will request the LEA to carry out statutory assessment. The SENCO will co-ordinate all reports, review meetings notes and submit these to the LEA with the relevant paperwork.

Planning Support for Children with SEN

We endeavour to provide an inclusive environment and plan for children with SEN by;

- Ensuring that our long, medium and short-term planning for all the children also contains approaches and activities for ensuring the progress of those children who have SEN.
- Differentiating our activities so that they are achievable by all children and that all children experience success and gain confidence.
- Allocating a key person to each child in order to monitor the child's progress and learning.
- Adapting our materials and teaching styles to help children with different individual needs

Monitoring of the SEN Policy

- We monitor this policy annually by the SENCO, Nursery Manager and Chair of the Management Committee
- We circulate it to all parents and carers annually.
- We monitor the progress which children with SEN are making.

- We talk with the children about how they feel about their setting and play.

Training

All staff attend regular training courses through the Early Years Childcare and Development Partnerships Forum.

Our SENCO attends regular SEN training courses each year. She shares up-to-date information and ideas with the nursery staff regularly through staff meetings.

We have a range of information on SEN and support services available in nursery. Parents should ask their child's key worker if they wish to see/borrow any of them.

Nursery Premises

School House Nursery is located in the grounds of Sandwich Infants School in the old school master's house, a 2 storey Victorian building.

The nursery is laid out in a way that promotes easily defined areas which enables us to use the building in a flexible way for the wide range of activities we offer.

The nursery is fortunate to have a large garden with areas for ride on toys and a climbing frame on a soft play surface as well as a play house and is an invaluable learning resource for all the children.

Transition

When a child makes the move to school a transition report is written and this, along with relevant progress reports, plans and assessments, IEPs and records of reviews are sent to the school or next setting.

The SENCO liaises with other settings if a child with SEN attends more than one.

Complaints

If parent/carers are concerned about any part of the SEN provision or process they should speak in the first instance to their child's key person.

If they feel that the matter is not resolved they should ask to speak to the nursery SENCO who will report back with in a week, and also provide a next line of contact if the matter has not been resolved to mutual satisfaction.

25/11/2009

5.1 Admissions Policy

School House Nursery has waiting lists for both September and year round admissions. The lists are managed by the nursery staff.

Pupil numbers are strictly regulated so that the maximum legally permitted is not exceeded.

Admissions are in line with the DfES Code of Practice. Priority is given to 3-4 year old children where staff to children ratios, availability of places and waiting list order permit.

The Admissions Policy is part of the Nursery Prospectus, which is sent to all interested parents who contact the Nursery. The aim is to promote fairness, understanding and transparency of the Nursery admissions process in line with the Nursery's equal opportunities policy. All individual applications are considered and any reasonable steps would be taken as required by the Disability Discrimination Act to allow access to the Nursery for all children, parents/carers and staff.

The Admissions Policy has been established where the majority of places are allocated for September intake. The minimum age to attend the Nursery is 2 years old.

Admission Priority Guidelines

September entry:

- 3-4 year olds
- Current School House Nursery Children
- Waiting list order
- Families with children at School House Nursery
- Applications for full time places
- Nursery age children have priority over After School Club children

Year-round entry:

- 3-4 year olds
- Waiting list order

Waiting List and Admissions Procedure

When a prospective parent/carer contacts the Nursery, staff should:

- Take note of the child's name, date of birth, name, address and phone number of parent/carer and any other relevant information on an Enquiry Form.
- Inform the parent that usual intake of new children takes place in September but that there is also a short-term waiting list for vacancies that arise within the Nursery throughout the year.
- Find out from the parent when they would like their child to start at the Nursery. Ask if they wish to be added to the short-term waiting list or the waiting list for the following September or both.
- Explain that the details taken will be passed added to the relevant list and explain that the nursery will contact the parent/carer when a place becomes available (short-term) or with an application form for September sessions (around Easter time).
- Send the parent a prospectus.

Short-term waiting list

The nursery staff should deal with any vacancies that arise during the year and contact the appropriate person from the short-term waiting list. Sessions should be offered to people on the

waiting list in strict order. If no one on the list is eligible then spaces will be advertised within the Nursery to current children.

September Intake

Around Easter time the nursery staff should:

1. Send all new parents/carers on the September waiting list a letter asking them to complete and return an Application Form by a specific date. All new parent/carers must include a £100 deposit, which will be returned if places required can not be given. If places requested are allocated then £25 of this deposit is kept by the nursery to cover administration costs. The remaining £75 will be refundable when the child leaves the nursery providing all fees are paid and due notice is given.
2. Send all current parents/carers a letter asking them to complete and return an Application Form by the same date as above if they wish to increase or change sessions for their child from September.
3. Send a letter to current parents of the Nursery children who will be leaving the Nursery for school plus any current "before and after school" children to see if they are interested in "before and/or after school" places from September. All new parent/carers must include a £100 deposit, which will be returned if places required can not be given. If places are allocated then £25 of this deposit is kept by the nursery to cover administration costs. The remaining £75 will be refundable when the child leaves the nursery providing all fees are paid and due notice is given.
4. Produce a chart showing sessions with current children marked on.
5. Place returned forms in waiting list order.
6. According to the Admission Priority Rules assign children to sessions on the chart. If first choice requests cannot be accommodated move onto second choice requests. If these cannot be accommodated contact parents by phone to see if they would like to be considered for any other sessions.
7. Once all the sessions have been assigned complete the second page of the application form and return the bottom section to the parents with a suitable covering letter. Parents will be contacted within 6 weeks following the closing date for applications.
8. For any children not able to be accommodated as per their request write an individual letter and indicate what, if any, sessions are still available. Return their deposit if applicable.

Nursery Registration Form

Prior to a child's attendance at the Nursery, parents/carers must complete a Nursery Registration Form.

Deposits

All new children are required to give a £100 deposit at the time of application. If places are allocated then £25 of this deposit is kept by the nursery to cover administration costs. The remaining £75 will be refundable when the child leaves the nursery providing all fees are paid and due notice is given.

Retained Places

- Should a Nursery place be allocated for the September intake but the child does not attend for some reason e.g. awaiting second birthday, the place may be retained for the child until they attend Nursery by full payment of interim fees.
- Parents of before/after school care children are required to pay full fees throughout the academic year (i.e. including school holidays except the summer holiday) as a retainer for their child's place. The nursery may be able to provide holiday care as an extra service.

Priority for current children at the nursery

Please note, September places that are given to current School House Nursery children is done so under the condition that these children will remain full fee paying children until 31st August of that current year. This is because of the priority given to these children when allocating places. If children do not remain full fee paying until this date their deposit will be kept and we will not be able guarantee a place for that child in September. You may contact the nursery at this time to go back on to the waiting list. No priority will be given as your child will no longer be classed as a current child.

Appeals

In the event that any parents/carers are unhappy with decisions made under the Admissions Policy they can appeal to the Nursery Management Committee. The chair will appoint a second committee member to review the decisions. After the review has been completed the committee member responsible for the admissions process and the additional committee member will explain the decisions made to the parents/carers concerned.

04-06-2009

5.2 Safeguarding Policy and Procedure

Policy Statement

At School House Nursery we are committed to safeguarding children in our care.

Every child's welfare is paramount.

Our setting works with children, staff, parents and the wider community to ensure the safety of children and to give them the best start in life.

At School House Nursery we are committed to respond promptly and appropriately to all incidents which may be a concern and work with statutory agencies in accordance with the procedures set by HM Government "what to do if you are worried a child is being abused" (DFES 2006). The Nursery has a duty to be alert and aware that abuse in all forms does occur in our society. Our fundamental responsibility is the well being and welfare of the children in our care.

We appreciate that it is a sensitive issue but it is part of our duty to act quickly and responsibly in any instance. We also have a legal responsibility to report any concerns or suspicions of abuse to the Local Authority. Under the Children Act 1989 (section 47 (1)) and 2004 it is the Authorities' duty to investigate.

It is a legal requirement to follow procedures laid out by Kent Safeguarding Children Board.

The Nursery staff have a separate in-depth child protection procedure, which must be followed correctly and we ensure that all staff keep up to date with current legislation through training, review of publications and through liaison with outside agencies. Our child protection procedure forms part of this policy and is available for all parents/carers to read at the nursery.

At School House Nursery we:

- Ensure that children are never placed at risk while in the care of the Nursery Staff.
- Work in partnership with parents and external agencies.
- Ensure that confidentiality is maintained at all times.
- Update staff awareness of child protection issues.
- Regularly review and update this Policy.

At School House Nursery the designated member of staff responsible for Child Protection is Debbie Weatherall and Michelle Giles is the named committee member.

Child Protection Arrangements at School House Nursery

At School House Nursery all staff and committee members have an enhanced Criminal Records Bureau check as soon as they start their employment. Whilst any member of staff is waiting for this clearance staff are not left on their own with any child nor do they see to any child's intimate care (SHN Policy 5.32).

New staff receive child protection training on induction and read, understand and are able to identify and follow the procedures set out by the nursery's child protection procedure for staff.

The nursery has a visitors book for all visitors to the nursery to sign and date. All visitors to the nursery are guided around the setting by the manager or another member of staff and would never be left unattended whilst on the premises.

School House Nursery has a written policy on the Collection of Children (SHN Policy 5.31) which sets out the procedures that staff follow and adhere to in accordance with "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" (DFES February 2005).

04-06-2009