

Welcome to Alston Lane Nursery



Parent Handbook for new starters

At Alston Lane, our EYFS vision and promise to you is that we will provide a safe, nurturing and stimulating environment. The indoor and outdoor spaces are available simultaneously and offer opportunities that promote exploration, imagination, and communication! Each area is well designed to meet the needs of the children. Spending time in the natural world and enjoying our rural locality is extremely important to us.

We empower our children by recognising, supporting, and celebrating their individual achievements. By valuing our parents as the primary educators and working alongside them each step of the way it ensures that the children become confident individuals who are successful in their learning.

Dear Parents/ Carers,

We know that during the first years of your child's life you have been the best educators. With your help we hope to continue that good work and build upon the strong foundations you have laid down.

We want all our children to be happy and to settle into nursery quickly. If you have a positive approach and make sure that your child can help themselves as much as possible, then starting nursery should be a pleasurable experience for us all.

If you have any worries about your child or if there is anything you feel we should know that might affect your child's happiness in nursery, please do not hesitate to come and see us.

We are delighted that you have chosen our nursery and we will endeavour to ensure your child is happy and makes good progress both socially and academically. We hope that you, as parents, will also enjoy the time that you are connected with our school.

Yours sincerely,

Mr M FitzGibbon BA QTS, NPQH
Headteacher

Getting ready for nursery

For some, getting up early and ready for nursery may be a new routine. Getting into good routines of going to bed early and getting up early are good to establish as soon as possible.

Children need a good healthy breakfast before they start their day. A hungry child is a sleepy child and a sleepy child cannot learn well.

Here are a few things you can do to prepare them before starting nursery:

- Give them opportunities to practice taking turns and to play independently
- Teach them how to put their shoes on (Velcro is best)
- Teach them to put on and take off their own coat
- Start practising how to use scissors safely
- Support them with recognising their own name
- Sing counting rhymes
- Make sure they can open their own lunch box
- Help them to use a knife and fork
- Toilet train- so they can use the toilet independently if possible
- Read to them- foster a love of books
- And finally- get them excited for nursery!

Arrivals and Home time

All children settle into nursery life at different rates. Don't worry if your child is taking a little longer to settle into the new setting. You may also feel anxious about leaving your child. Don't worry this is perfectly normal! Try to stay positive for your child though by reassuring him/her that it is OK to stay at nursery and that you will be back.

The first nursery session starts at 9:00am and the second session starts at 12:00pm. Please see the booking form and policy for further details about timings, prices and funded hours.

A member of staff will open the door and welcome you in. We encourage the children to come in independently, carrying their belongings. This is also an opportunity to speak to the member of staff share any concerns/ ask any questions you may have.

Unless the staff ask you to do otherwise, please then leave your child and trust that the staff will settle them for you. Staff will always contact you if they feel that your child is distressed and ask you to come and comfort them.

Children who are late or absent miss valuable learning time, so we do ask that every effort is made to ensure your child attends nursery on their agreed sessions and arrives on time. If your child is ill and cannot attend, please contact the school office to inform us on a daily basis.

If someone else is collecting your child, we need to know who that person is. We have a new password system so that any unfamiliar adult, some one who is not on list, will be asked for the password you have set. This is for the safety and protection of your child.

Staffing/ Key Person

In Nursery Mrs Rooke and Mrs Patel are the class teachers and there are four teaching assistants; Mrs Harrison, Miss O'Neill, Mrs Maymon and Mrs Gavigan. Mrs Rooke is in class every day and the teaching assistants work different days throughout the week. All staff have undertaken safeguarding training as well as first aid.



Mrs Rooke (EYFS Lead)



Mrs Patel



Mrs Harrison



Miss O'Neill



Mrs Maymon



Mrs Gavigan

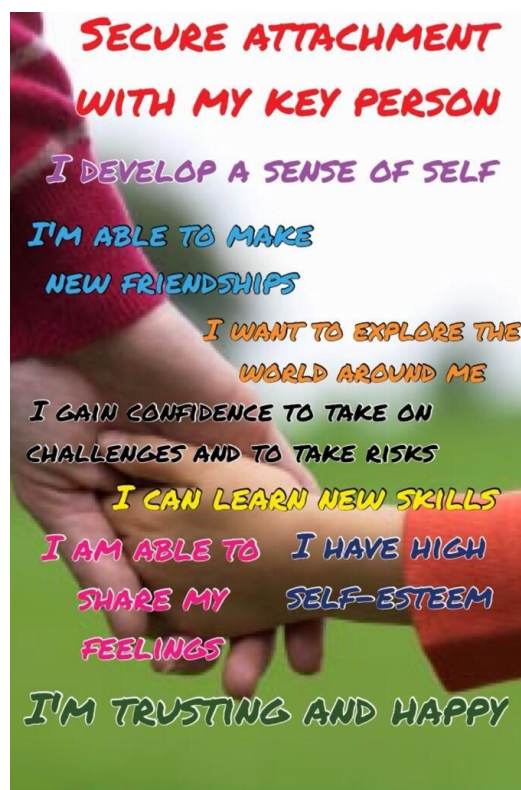
Your child will be assigned to one of these adults who will then be their key person. We try to match your child with a member of staff who works during their sessions. This will be their first key worker. If your child attends a session when their first key worker isn't working, then they have a second key worker who will support them. A lot of time is invested with both key workers during the transition period.

A key person gives you a point of contact and someone who will work more closely with your child and build up a strong attachment with them. Of course, all members of staff who are working during your child's sessions will support your child and engage with them.

What is attachment and why is it important for young children?

Attachments are the emotional bonds that young children develop with parents and other carers such as their key person. Their sense of who they are is strong. Children need to be safe in the relationship they have with parents or carers. They are vulnerable but will develop resilience when their physical and psychological well-being is protected by an adult.

Being emotionally attached to such an adult helps the child feel secure that the person they depend on is there for them. When children feel safe they are more inclined to try things out and be more independent. They are confident to express their ideas and feelings and feel good about themselves. Attachment influences a child's immediate all-round development and future relationships.



Accidents, Illness and Medical Matters

This is an age group that can have lots of bumps, scrapes and bruises. All staff members are qualified in First-Aid and are able to deal with most of the minor injuries that occur in school. You will receive a First Aid note for head injuries and staff will let you know if your child has had an accident during the day.

Sometimes we do have more serious accidents, and in these circumstances, we will make every effort to contact parents or carers. However, the welfare of the child is our first concern and it may well be necessary to seek immediate hospital treatment, whilst at the same time, attempting to contact you.

Therefore, it is vital that we are kept informed of where you can be contacted in an emergency, especially if you go out to work during the day. Please inform the school immediately of any changes that effect this information.

If your child is vomiting or has diarrhoea, it is our school policy that they do not attend school until 48 hours after the last episode of sickness or diarrhoea. This reduces the spread of bugs among the other children.

It is important that we know of any medical needs as soon as possible. For example, if your child requires an inhaler. Your doctor will supply a spare that can be kept in school which will need to be labelled with your child's name. Permission slips will also have to be signed at the school office, so that we may administer any prescribed medicines during the day.

Self-care, toilet training and sleeping

Children should be toilet trained in a manner that is consistent with their emotional and physical abilities. It is important you liaise with your child's key worker about this so that they can support your child in the correct way. The key worker will keep you informed of your child's progress. Even if your child is not toilet training you can help at home by practising washing hands and talking about how to dry hands.

Please dress your child in clothes they can manage independently (e.g. elasticated waists—not buttons or belts) and provide spare clothes in case of any toileting issues.

If your child usually has a sleep during the day then please let their key worker know as we will be flexible and work around your child's routine.

The Early Years Foundation Stage Curriculum

The Government have introduced an Early Years Foundation Stage (EYFS) to set the standards for learning, development and care for all children from birth to five years old.

The overarching aim of the EYFS is to help young children achieve the five Every Child Matters outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being.

The EYFS principles which guide our work are grouped into four distinct but complementary themes and describe how these principles can be put into practice.

A Unique Child recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships describes how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments explains that the environment plays a key role in supporting and extending children's development and learning.

Learning Development recognises that children develop and learn in different ways and at different rates and that all areas of learning and development are equally important and inter-connected.

Our aim is to use a wide range of teaching strategies that offer children new experiences, extend their skills, develop their confidence and build on existing knowledge and understanding.

There are seven areas of learning and development that are all important and inter-connected.

The three PRIME areas are:

- **Communication and Language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development** involves providing opportunities for children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.
- **Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Providers must also support children in four SPECIFIC areas through which the prime areas are strengthened and applied.

These SPECIFIC areas are:

- **Literacy** development involves encouraging children to explore a wide range of reading materials (books, poems and other written materials) to ignite their interest. They will become confident with rhyme, alliteration and initial sounds.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers and to describe shapes, spaces and measures.
- **Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

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

Three characteristics of effective teaching and learning are:

Playing and Exploring— children investigate things and 'have a go'.

Active Learning— children concentrate and keep on trying if they encounter difficulties. They enjoy their achievements.

Creating and Thinking Critically— children have and develop their own ideas, make links between ideas and develop strategies for doing things

Assessment/ Inclusion

We make observations of the children when they arrive in our school, which provides information about what your child can do. This is their baseline. Assessment is continuous and ongoing and much of it is informal. We hold parents meetings in the Autumn and Spring Term for pre-school children and an End of Year report is sent home in the Summer term.

We know all children are individuals and recognise that they arrive in nursery with differing levels of confidence and abilities. We plan for each child's individual learning requirements, including those children who need additional support or who have specific needs or disabilities. Any child who is identified as having special educational needs is supported, and time to work alongside parents is made available so that we can develop effective strategies to meet these needs.

Keeping You Informed

You will receive letters from nursery to inform you of upcoming events or news. Please read the letters, they are important, and your child may need to bring something to nursery for an activity or event.

You will also receive text messages to your mobile phone or emails once you have signed up to Arbor. These will usually be friendly reminders. You can follow us on Facebook to see what we and the rest of the school have been up to. In addition to this we share weekly news on the school website.

Snack and Lunchtime

The children are always offered a choice of fruit/ vegetables each morning alongside toast/muffins/ crumpets. Milk is also provided. We ask that you do not bring your own snack. However, if you feel this would help your child then please do speak to us. At snack time we encourage the children to self-serve, so they pour their own drinks, butter their own toast and cut their fruit, with the support of an adult. We encourage children to bring fresh water to nursery daily, in a named water bottle. There is a water cooler in nursery for children to refill their water bottles

Lunchtime is from 12:00-1:00pm. The children eat in the nursery building and then play in our outdoor area when they have finished. The welfare staff support the children during this hour, they encourage independence, manners and lots of communication and language.

You may want your child to have a school meal. These are pre-ordered and paid in advance. Please see the office staff for a copy of the menus and prices. A packed lunch may be brought if this is your preference. We are also a Healthy School which means that parents should not give their children chocolate or fizzy drinks or food with a high sugar content. The new healthy eating policy is on the school website.

Uniform

You may wish to purchase a nursery T-shirt or jumper. Some parents find this easier than having to find clothes to wear for every session but this is not a requirement. If you do wish to buy the uniform, it can be purchased at Mary Frances' in Longridge. Any clothes you do send your child in will get dirty so please don't let them wear anything special.

If their clothes are full of paint and dirt at the end of the day, it shows us they have had a great day exploring! Please provide a spare set of clothes/ underwear in case of any accidents.