

ST RICHARDS NURSERY
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St Richards Nursery: Making a positive contribution for over two decades

Our Past

St Richards Nursery opened in 2009 as a family run nursery with over 20 years childcare experience. St Richards Nursery has gone from strength to strength and created roots with families and their children through parent's recommendations. The nursery operates as a multi-cultural ethos with the aim of making strong relationships with parents and ensuring children access high standards of Early Years education.

Our Present

St Richards Nursery is committed to continue delivering high standards of childcare in the local and wider community.

Operating Hours and Services

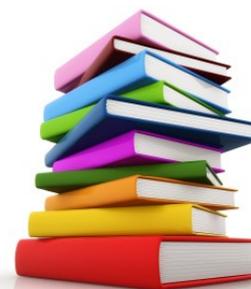
The nursery is open from 8.00am and closes at 6.00pm, Monday to Friday except BH on a Term Time basis. St Richards Nursery works alongside **All Saints Nursery**, our other local branch to provide all around the year childcare and **Holiday Club** services.



Areas of Learning and Development

The education of the children in St Richards Nursery, is based on the Statutory Framework for the Early Years Foundation Stage and its curriculum requirements, DfE updates and Local Authorities recommendation.

The Nursery Curriculum has the following Areas of Learning and Development, delivered in a carefully planned educational programme which meets the Early Learning Goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception Year. The 7 areas are:



Prime Areas of Learning and Development

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The Prime Areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

In the Nursery we focus more on the Prime Areas of Learning and Development.

Specific Areas of Learning and Development:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The Specific Areas strengthen and apply the knowledge, skills and understanding developed in the Prime Areas.

All these areas of Learning and Development are important and inter-connected. They are delivered through planned purposeful play and learning, with a balance of adult-led and child-initiated activities. The Early Learning Goals establish expectations for most children to reach by the end of the EYFS. They are organised into the seven areas to provide the basis for planning throughout the EYFS, to lay secure foundations for future learning. By the end of the EYFS, many of the children will have exceeded the goals. Others will be working towards some or all of the goals.



Children progress and develop at different rates and their levels of achievement will vary. At St Richard's Nursery we will endeavour to ensure through careful planning that all our pupils have maximum access to the curriculum by providing opportunities to extend and support the learning of the individual through personalised learning.

Progress will be monitored and if a specific learning difficulty is perceived we favour early intervention to meet any additional needs. Support will be given where necessary to children for whom English is an additional language, to extend their speaking, listening and written skills.

Communication and Language

This Area of learning and development includes communication, speaking and listening in different situations and for different purposes. It involves giving children opportunities to experience a rich language environment and developing their confidence and skills in expressing themselves. The focus in Nursery is to increase speech, language and communication skills. Through books, songs, games and activities, we will begin to broaden your child's vocabulary. During planned activities and through free choice play, children will begin to explore language in all of its shapes and forms.



Physical Development

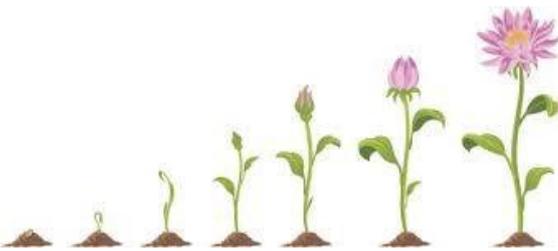
This area of learning and development involves improving skills of co-ordination, control, manipulation and movement. Physical development has two other very important aspects; it helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active and recognise the changes that happen to their bodies when they are active. They learn about making healthy choices in relation to food. Effective physical development helps children develop a positive sense of wellbeing. They demonstrate independence in selecting an activity or resources and in dressing and personal hygiene.

The focus is on the children developing physical control, mobility, and awareness of space and manipulative skills in indoor and outdoor environments.

Children move confidently and imaginatively with increasing control and co-ordination and an awareness of space and others. They use a range of small and large equipment and balancing and climbing apparatus, with increasing skill. They handle appropriate tools, objects, construction and malleable materials safely and with increasing control.

Nursery children have access to their own outside area. The outside area is equipped with a variety of apparatus and toys for developing motor skills. Children have free-flow access to the outdoor learning environment through the day.

Personal, Social and Emotional Development



This area of learning and development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. It is crucial that the nursery provides the experiences and support to enable our children to develop a positive sense of themselves, respect for others, social skills and a positive disposition to learn.

The focus is on children learning how to work, play, co-operate with others and function in a group beyond the family. Important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and of others are addressed.

The children are encouraged to be confident, show appropriate self-respect and are able to establish effective relationships with other children and with adults. Children will be encouraged to separate from their parents and begin to confidently explore the nursery setting.

Children are sensitive to the needs and feelings of others and show respect for people of other cultures and beliefs. They take turns and share fairly. They express their feelings and behave in appropriate ways, developing an understanding of what is right, what is wrong and why. They treat living things, property and their environment with care and concern. They respond to cultural and religious events and show a range of feelings, such as wonder, joy and sorrow, in response to their experiences of the world.

Literacy

This area of learning and development involves being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts, and writing for a variety of purposes.

The focus in nursery is letters, early mark making and early reading skills. The nursery environment is a rich and stimulating place where reading, mark making and writing will constantly be modelled and displayed for your child. Children's name cards will be used frequently on displays. Picture and word cards will be on toy boxes, helping children to become more independent with choosing activities.

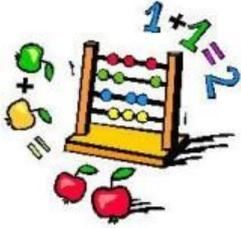
Children will be encouraged to use the appropriate pencil grip. An indoor and outdoor mark making area will be permanently set up to ensure children always have access to mark making tools.

From their first day at nursery, your child will be encouraged to explore the book corner and share books with a peer or an adult. Regular stories, rhymes and songs will be sung throughout the day.

Mathematics

This Area of Learning and Development depends on becoming confident and competent in learning and using key skills. This area of learning includes counting, sorting, matching, and seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures. Mathematical understanding should be developed through stories, songs, games and imaginative play, so that children enjoy using and experimenting with numbers, including numbers greater than 10.

The focus in the nursery is on achievement through practical activities and on using and understanding language in the development of simple mathematical ideas, providing the foundation for numeracy skills. Children use mathematical language, such as 'circle', 'in front of', 'bigger than' and 'more than', to describe shape, position, size and quantity. They recognise and recreate patterns. They are familiar with



number rhymes, songs, stories, counting games and activities. They compare, sort, match, order, sequence and count using everyday objects. They recognise and use numbers up to 10 and are familiar with larger numbers from their everyday lives. They begin to use their developing mathematical understanding to solve practical problems. Through practical activities children understand and make marks for numbers. Some may record numerals and begin to show awareness of numbers and begin to use the language involved.

Understanding the World

In this area of learning and development, children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. This forms the foundation for later work in Science, History, Geography and Information and Communication Technology (ICT).



The focus is on children's developing knowledge and understanding of their physical world and their community, exploring and finding out about people, places, technology and the environment.

Children talk about where they live, their environment, their families and past and present events in their own lives. They explore and recognise features of living things, objects and events in the natural and made world and look closely at similarities, differences, patterns and change. They show an awareness of the purposes of some features of the area in which they live. They talk about their observations, sometimes recording them and ask questions to gain information about why things happen and how things work. They explore and select materials and use a range of tools safely to develop skills such as cutting, joining, folding and building for a variety of purposes. They use technology, where appropriate, to support their learning.

Expressive Arts and Design

This area of learning and development is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another. Children are developing their curiosity and so extending their understanding. This area of learning includes art, music, movement, dance, imaginative and role-play activities and design and technology.



The focus in the Nursery is on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways with enjoyment.

Children explore sound and colour, texture, shape, form and space in two and three dimensions. They respond in a variety of ways to what they see, hear, smell, touch and feel. Through art, music, dance, stories and imaginative play, they show an increasing ability to use their imagination, to listen and to observe. They use a widening range of materials, suitable tools, instruments and other resources to express ideas and to communicate their feelings.

The children will have access to a wet and messy play area that will be set up with paints, modelling materials and water or sand. Children will have aprons on at all times and we will try our best to keep uniforms and clothes free of mess!



Parents as Partners

Parents are the child's first and most enduring educator and when parents and the nursery work together to support children's learning there is a lasting and positive impact on children's achievements. Prior to entry we ask parents to complete an entry profile so that we can get to know your child's interests, likes and dislikes and begin to build a picture of their learning and development needs.

Parents meet with the Nursery practitioners/key person every term. Every child receives personalised targets for learning and development each term. Your child's progress is monitored throughout the year and a written summary of his/her progress and achievement towards the Early Learning Goals is given to parents in June. Your child's achievements will be monitored and recorded through observations, and art work is collected in their art folder. These achievements will be recorded through photographic evidence, observations and annotations taken throughout the nursery day. These profiles will only be accessed by parents, staff, school inspectors and advisors. We hold a parent evening twice a year to share their child's work and achievements. Parents will also be asked to complete WOW cards and home observations. We ask you to inform us about any interesting developments that your child makes at home. We strive to keep communications between home and school as regular as possible. By providing us with this information you are making a vital contribution to your child's Learning Journey with us.

EYFS Email Address

Please do keep sharing your child's achievements and special moments with us by completing the WOW cards/home observations that are available in the Nursery or given by your child's key-person. This information is added to the children's Learning Journeys. And as your child's first and most enduring educator the information you provide is valuable in building up the complete picture of their development.

We have an email address (strichardsdaynursery@gmail.com) to which you can email photographs or descriptions of WOW moments. We look forward to receiving and celebrating your child's WOW moments!

Key Person

On starting Nursery, we allocate every child a Key Person who is a member of the Nursery Team. This person gets to know the child in more depth and will take responsibility for helping them to settle into Nursery, recording progress and development, communicating with parents and personal and social development. The secure relationship between the child and Key Person helps the child to become familiar with the school environment and to feel confident and safe within it. We maintain a regular two-way flow of information between parents and carers.

Sleeping Time

Younger children and children who needs to sleep will be accompanied by a member of staff who will settle them in the rest room. Adequate sleeping arrangements times are provided for all children, as when required and on demand.

Meal Times-

St Richard's Nursery provides healthy, balanced and nutritious meals, snacks and drinks. Meal times will be served by practitioners who monitor and support children feeding abilities. Children are encouraged to feed themselves independently to encourage their eye/hand coordination skills. Children are instructed and supported with personal hygiene for example, washing their hands before and after meals. All children dietary needs are met because we have a system in place that states their individual dietary needs and we also have a weekly menu with vegetarian options on a daily basis. Fresh water, milk & juice are available all day. The weekly menu is display in the main entrance notice board.

Nappies and Potty training

All members of staff changing babies and young children are DBS checked and inducted appropriately with necessary PPE. Practitioners have a rota of three times a day for nappy changing and when a child has a soiled nappy the children are changed immediately. Parents are requested to provide their child with nappies and wipes and change of clothes. If a child is being potty training parents should be prepared to allow for some accidents which are absolutely normal at their individual stage of development. We encourage parents to remain positive and supportive throughout their child's development experience. Please ensure that your child wears toilet friendly clothing such as leggings or bottom jogging trousers so that children can use the toilet independently. Jeans, belts and tight clothing is not recommended.

Daily Routine

A routine is meant to be a guide and should be flexible, adaptations and variations are implemented according to children's needs, weather and unforeseen circumstances.

- 8.00am –Practitioners meet & greet parents & children
- 8.30am- 9.00am-Breakfast time
- 9.00-9.30- Free play and preparing for activities
- 9.30am-10.00am Focused activities, child & adult initiated within the 7 areas of development
- 10.00am- Circle time, tell & talk/songs & rhymes
- 10:30- Fruit/Snack Time
- 10:40- Outdoor Play, physical exercise, planned free play (weather permitting) nappy changing & toilet checks

- 12-15pm-Wash & prepare for lunch
- 12.30pm-12.50pm Lunch
- 12.50pm- Settle children for rest/sleep/ prepare children for home time, greet afternoon children/ child led activities and/or outdoor play.
- 2.00pm – Adult led activities Outdoor/Indoor play promoting 7 areas of development
- 3.00pm-Circle time
- 3.20pm- Prepare children for tea
- 3.30– Tea time
- 3.40pm-Nappies changing and toilets checks
- 4.30pm -5:00pm- Biscuit/cracker/water/juice snack
- 5.30pm-6.00pm- getting ready for home

We strongly recommend parents to allow sufficient time to collect children at their agreed times. The nursery has implemented a deep cleaning (Covid19) after each operating day therefore parents are encouraged to collect the children earlier than 6.00pm when possible to allow staff to clean equipment and toys.

General Information

- **Information sharing**-Caring for your child is important to us, so make time to talk to the staff on duty if you have any queries. Tell us of any changes or issues, however small as it might make a difference to how we respond to your child individual needs. All the information about the child/parents and staff is kept safe under our information sharing policy.
- **Recruitment/training**: St Richard's Nursery ensures that all staff are robust and intense recruited with interviews, references, induction periods training to help them understand their roles and responsibilities prior to start. Induction training includes vital information safeguarding, and child protection, valuing Equality and diversity and Health and safety among all other nursery policy and procedures the nursery adopts. Trained qualified staff will care for the children and provide consistent care under planned curriculum, Early Years Foundation Stages, which is designed to meet the individual needs of all the children
- **Fees**- All children nursery fees will be discussed with parents and carers before the child starts nursery. Fees are charged according to days/half days of the child nursery attendance which parents have requested. There are a range of government schemes to help parents with child care payments. It is the responsibility of the parents to check and update their eligibility and to inform the nursery of any changes in their payments agreements. For example, parents in receipt of **30 hours** must renew their code at least once a term. Parents should have notification with reminder to renew before being disqualified. Parents must ensure they have means of paying before enrolling their children at nursery. Please check www.chilcarechoices.gov.uk for help with childcare payments.
- **Deposit Fee**: Once you decided on enrolling your child, a deposit fees are required to guarantee your child's place at the nursery. The deposit fee will be deducted of your last month's payment fees when you terminate the contract and notify in writing the 28 days' notice period.
- **Admissions**-Children will be considered for admission and entry to the nursery when the registration forms have been completed. Free settling sessions will organise and offered to the child prior to the start date.
- **Attendance**- Parents/carers have the responsibility for the child's Nursery attendance and are responsible to notify the nursery absences and specify the reason for absence. **Absences**- Should be notified by telephone or email as soon as possible. If going on holidays you also must notify the Nursery in writing and in advance stating where, with who and how long.
- **Equal Opportunities/Valuing diversity**-All children are respected and valued and included with equal respect. We promote positive attitude towards being different and treating everyone equally,

including children with Special Educational Needs and disabilities (SEND). The nursery ensures that reasonable adjustments are made to support all children so that their individual needs are met. The policy also applies to staff who works at the nursery.

- **Medication**- St Richard's Nursery has a policy and procedures for administering medicines and in respect to the Covid19 sickness. Medicines must not usually be administered unless they have been prescribed for a child by a doctor. Medicine must only be administered to the child where written permission for that medicine has been obtained from the child's parent or carer. St Richard's Nursery keeps a written record each time a medicine is administered to a child, and informed the child's parents/Carer on the same day or as soon as reasonably practicable.
- **Children must not attend nursery** if they present symptoms of Cough, High temperature, vomiting and diarrhoea.
- **Accidents and injuries** - Nursery keeps a written record of accident or injuries that may occur at nursery and of any first aid treatment given to the child. We inform parents or carers of any accident or injury sustained by the child on the same day or as soon as reasonably practicable. Serious accidents involving hospital treatments are reported to the relevant Authorities.
- **Late/non collections**-Parents/ Carers are advised to notify the nursery as soon as possible. When possible parents/carers must make alternative arrangements such as notify their emergency appointed person. Reasonable time is respected but on repeated and often occurrences the nursery will charge the parent for late collection. Failing to collect the child after reasonable time has been allocated and all contact numbers have been contacted and if reasonable doubt, we will report this to Social Services.
- **Complaints**-The nursery staff are available for communication for any queries or complaints should this occur. The nursery management aims to resolve any issues that needs clarifying. An investigation will take place by the management team to ensure the issue is resolved with both parties. The investigation will then pass on to relevant authorities if any safeguarding issues arises. The nursery will adhere to the Safeguarding and Complaints Policy.
- **Medical and allergies conditions**-Parents/carers must disclose to the nursery in the admissions forms in writing of any known medical conditions. It is vital that nursery staff supports the child according to their medical needs. Any health problems or allergies affecting the child or any family circumstances or court needs to be notified to the nursery so that the child's health and wellbeing is addressed accordingly.
- **Confidentiality**-All information about children, parents and staff kept in the setting is confidential unless of cases of safeguarding. Information will be shared only with members of staff and to members of Authority such as Ofsted or Social Services if necessary. All the documentation will be kept secure.
- **Photographs**- Parents/carers will be asked to sign a form either accepting or declining the allowance of the Nursery taking pictures of their children for display purposes, folders parent's newsletters. If you do not wish that your child takes part in the nursery photographs, please tell staff on the admissions forms.
- **Changes**-The Nursery, as any other, is likely to undergo a number of changes during the time in which your child is with us. For example, changes of staff, operating services, facilities and curriculum. We will notify you and keep you updated with any changes. Nursery charges fees will also be reviewed each year. Parents will be informed of changes when they came to light.
- **Child's personal property**-Uniforms, coats, bags and personal items should be clearly labelled as the Nursery will not accept any responsibility for these items if lost or misplaced.
- **Push chairs and buggies** only when absolutely necessary to the child's commute. The nursery does not permit bikes, scooters or any other type of equipment in the premises.

- **Uniform requirements**- Children should arrive to the Nursery appropriately clean dressed according to the season/weather. Parents will be given the option of purchasing a nursery uniform sweat shirt, polo shirt, jogging trousers, skirt which is available to purchase from the nursery office.
- **Emergency Medical Treatment**-Parents must sign a form to authorise the Manager/key person to consent on behalf of parents to the child receiving emergency medical treatment in case the child needs hospital treatment.
- **EYFS -Recording and monitoring development progress** -Staff will monitor the progress of their key children and will carry out regular observations which will all be included in the child's progress report each term. As part of EYFS all children are encouraged to take part in outdoor play regardless of the weather. Parents must provide their children with appropriate weather clothing including wellie boots and raincoats or sunhats and sun protection cream.
- **Conduct** -The Nursery promotes integrity, good manners, good discipline and respect for other's needs. Parents warrant that the child will take full part in the Nursery's activities.
- **Nursery Regulations**-Parents are requested to read the documents carefully before accepting the offer of the place to the Nursery. Written forms and relevant policies and procedures (safeguarding) will be given to parents to read and sign.

Nursery Curriculum Guide

The following grid provides an outline of the work we intend to cover during the year, but we will always take advantage of any interest, world event or exhibition which stimulates the children and we will change the curriculum accordingly.

	Autumn term	Spring term	Summer Term
Communication and Language	<ul style="list-style-type: none"> • Using talk to communicate meaning • Begin to understand concept of word • Listening skills • Mark making 	<ul style="list-style-type: none"> • Using talk to connect ideas • Developing vocabulary • Listening skills • Giving meaning to mark making 	<ul style="list-style-type: none"> • Using talk to reflect ideas • Beginning to use more complex sentences • Giving meaning to mark making
Physical Development	<ul style="list-style-type: none"> • Control of tools • Using equipment safely • Experimenting with movement • Fine and gross motor 	<ul style="list-style-type: none"> • Increasing control of tools Increased • independence with clothing 	<ul style="list-style-type: none"> • Increasing control of tools • Using equipment safely • Increasing balance and coordination

	Health and Hygiene	<ul style="list-style-type: none"> • Balance • Experimenting with movement • Ball skills • Fine and gross motor skills • Self-help skills 	<ul style="list-style-type: none"> • Awareness of space • Fine and gross motor skills
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Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Settling into Nursery • Building relationships/friendships • Developing independence • Awareness of self-care • Rules and routines • Codes of behaviour • 	<ul style="list-style-type: none"> • • Sharing and turn-taking Develop attention and concentration • Awareness of feelings of others and themselves • Awareness of needs • Awareness of self-care 	<ul style="list-style-type: none"> • Operate with growing Independence • • Co-operation • Awareness of own needs and their peers • Increased awareness of needs for hygiene • Attention skills and concentration • Transition to Reception
Literacy	<ul style="list-style-type: none"> • Daily Phonics work • Familiar stories • Nursery rhymes and rhyming stories • Understanding the concept of word • Mark making 	<ul style="list-style-type: none"> • • Daily Phonics work • Stories with repetitive phrases • Fairy tales • Rhyme and alliteration • Mark making with intent 	<ul style="list-style-type: none"> • • Daily Phonics work • Joining in with stories with repetitive phrases • Begin to recognise some simple common words • Begin to form some recognisable letters
Mathematics	<ul style="list-style-type: none"> • Number names 0-6 • Sorting objects and numbers • Talking about differences in size • Simple shape recognition • Pattern • 	<ul style="list-style-type: none"> • • Number names 0-10 • Matching numbers and quantity • Using size language • Awareness of specific time based events in the routine • Using shapes in construction • Shapes in the environment 	<ul style="list-style-type: none"> • • Numbers 0-10+ • Matching numbers and quantity • Number problems • Begin to use accurate size language • Shapes and Pattern • Similarities between shapes
Understanding the World	<ul style="list-style-type: none"> • Ourselves – within the family • The weather/ Seasons • Begin to use ICT 	<ul style="list-style-type: none"> • • People that help us • Farm animals – growing things • Increasing use of ICT 	<ul style="list-style-type: none"> • Under the sea • Holidays • Reception transition – Change • Confidently using ICT, equipment and resources
Expressive Arts and Design	<ul style="list-style-type: none"> • Basic painting • Junk modelling • Malleable activities 	<ul style="list-style-type: none"> • Painting and exploring colour • texture 	<ul style="list-style-type: none"> • Selecting appropriate equipment and materials

	<ul style="list-style-type: none"> • Role play • Developing listening skills • Sensory and creative skills 	<ul style="list-style-type: none"> • Modelling skills • Malleable activities • Musical instruments • • Role play alongside peers • Sensory and creative play 	<ul style="list-style-type: none"> • Mixing colours • Role Play • Sensory and creative play
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Please note there will be late collection charge for any child collected later than their allocated session time.

Settling-In Period

We invite parents and children to visit the Nursery prior to your child’s start date – this helps to ensure a smooth transition.

We ask that all Nursery data and information booklets are given into Nursery prior to your child starting with us so that we can read through them and begin to get to know your child. Once again, this is part of the transition process.

- 1 hour (15 minutes with parent)
- 1 hour (without parent)
- 1 hours without parent
- Combined hours might be discussed for full time children

Each child’s settling process is different and the settling process will reflect that.

Supporting Learning

A number of strategies are used to support learning in nursery. The curriculum is differentiated where appropriate to the needs of the individual. Small group work is carried out under the direction of the nursery practitioners or by the child’s key person. The activities are designed to reinforce learning. The nursery practitioners use their professional judgement to decide which children would benefit most from a particular activity. If the Nursery team have concerns about a child’s progress, they will speak to the EYFS SENCO, who may advise an assessment and referrals to an outside agency. The resulting report will be shared with parents.

Looking to the future

At St Richards we aim to equip your child with many of the skills they will need later on in their working life; generally, our children go on to University and to successful and fulfilling careers, where they achieve real economic independence and contribute to wider.



Communicating with the School

We are keen to ensure that there is always meaningful and effective dialogue between the nursery and parents. For this reason, we would ask parents to be mindful of the following guidance.

Letters

Information relating to health, welfare, safety, safeguarding, pupil absence and admissions procedures or any of the nursery statutory duties should be communicated in writing in the form of letters to the nursery, in the first instance.

Email

Parents should be mindful that whilst email communications may be useful on some occasions, the work of practitioners is not desk-based and so responses may take some time to reach you. We would ask you, therefore, not to enter into email correspondence with staff unless specifically invited to do so for a specified purpose. This protects the security of the information exchanged, facilitates good record-keeping and allows all communication to be directly channelled to the most appropriate person within the nursery.

Telephone Calls

You are welcome to call the nursery telephone number at any time with any query you may have. We will undertake to deal with or redirect your call or take a message to ensure as rapid as possible a response to your request or concern.

In Person

You are most welcome to speak to us in person. Please call the nursery (02088643447) to arrange an appropriate time.

Safety

It is one of our principal aims to provide a safe environment for your child's education, and to this end our premises and procedures have been carefully risk assessed. We also complete risk assessments for all offsite visits and activities.

The following general points should be kept in mind:

- It is vital for your child's safety that the nursery is kept informed of all absences or late arrivals.
- Outings will be notified to parents in writing prior to the outing day for parental permission
- All Nursery Practitioners are qualified paediatric first aiders and there is a programme for updating training and qualifications.
- In warmer weather please make sure that your child comes to Nursery with sun cream on. To avoid allergy issues, we kindly ask that parents apply sun cream that will last throughout the day to avoid being reapplied.

Health

We take our duty of care for your child's wellbeing very seriously. The nursery aims to promote life-long health by keeping a close eye out for any conditions that may require medical attention and informing parents promptly, and also by encouraging children to be physically active and to eat healthily.



The following points should be kept in mind:

- Getting to nursery – As far as possible we would like to encourage as many of our children who are able to do so to walk to nursery. If walking is not a favourable option, the nursery does have good public transport options.
- Eating healthily – We would aim to encourage all children to eat healthily and the nursery does provide healthy and nutritionally balanced meals. Parents who bring in food from home for their child should refer to the information in this booklet about lunches.
- We expect all parents to keep the nursery informed of any medical conditions that may affect your child. This is important because it allows us to support him/her appropriately.

- Pupil information sheets are a key document for both the safety and welfare of your child and we expect all parents to take the time to complete them and ensure they are returned to the Nursery promptly.

Child Information

Prior to admission parents are required to complete the Child Information Form detailing contact information and any medical needs your child may have. **Please ensure this is completed and returned to the Nursery Office in good time before the beginning of term so that any relevant information may be circulated to the nursery staff.**

Medication

Medication should only be brought to the nursery if absolutely necessary. It must be handed in to the nursery staff in the **original container as dispensed by a pharmacist** and include the prescriber's instructions for administration and be accompanied by a completed Medication Consent Form available from the Nursery practitioner. Please ask the prescribing person to prescribe the medicine in dose frequencies which enable it to be taken outside of nursery hours. For example, medicines which need to be taken 3 times per day could be taken in the morning, after nursery and at bedtime.

Parents are responsible for supplying information about medicines their child needs to take at nursery, and for letting the nursery know of any changes to the prescription or the additional care needed. Children are not allowed to carry their own medication.

Nursery Policies

Nursery Policies and the work of the nursery are available to all parents upon request, from the nursery. The procedure for requesting a copy of any documentation is to write to the Manager, who will then arrange a suitable time to view the document in nursery or post/hand out a copy to you.

Management Team



Zeferina Cooke - Director



Lizzie O'Connell - Manager



Rosario Pinto-Partner