

**The Slade Nursery School**  
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## Welcome from the headteacher

Dear parents and carers,

We should like to welcome you and your family to our school and hope that your child will have a happy time here. The opportunities which children have here to learn and develop are very important for now as well as for their later success in school. We believe that parents are the most important people in their children's lives, and we look forward to a close and successful partnership with you during the coming terms. This prospectus gives information about the school, its aims and curriculum. If there is anything else you would like to know, please do not hesitate to ask, we will always be happy to help.

Sue Vermes

Acting headteacher



## THE SCHOOL DAY

### HOURS FOR PART TIME CHILDREN

Morning sessions      9.00 AM - 11.30 PM  
Afternoon sessions    12.55 PM - 3.25 PM

Most children when they start are offered a part-time place either 5 mornings or 5 afternoons. Please let us know which you would prefer.



### HOURS FOR FULLTIME CHILDREN

9.00 AM -3.25 PM

We offer full-time places to Wood Farm Primary School children who are in their reception (F1) year.

Sometimes we offer full-time places to children with special educational needs or if there are particular family circumstances.

Lunch is offered to full-time children and notification of this will be given a half term in advance. The weekly menu is displayed in the dining area and an alternative is available for vegetarian children. Meals are free for the children of parents receiving Income Support. We ask that dinner money be paid on Monday. Parents may pay termly, or half-termly if they find this easier.

Full time children can also have a packed lunch.

## The Slade Day Nursery

The Slade day nursery, which is on the same site, offers high quality paid care for children, which can build around the school day to enable parents and carers to undertake training or to work. The transfer and transition between the nursery school and day nursery is carefully supported by staff and the two staff teams work together to make sure that the practice is consistent for children.

The day nursery looks after children from babyhood until they are five: please ask what is available (or see day nursery section of website)

## **THE AIMS OF THE SCHOOL**

### **Mission statement**

**Governors and staff are committed to working together to raise educational achievement.**

**Wood Farm Primary School and the Slade Nursery School have worked together on shared aims and they are as follows:**

To value childhood as a stage of life.

To enable both children and adults to enjoy learning.

To provide for the intellectual, social, emotional, physical, aesthetic and spiritual development of the child by providing an integrated, broad and well balanced relevant curriculum.

To help children to become literate, numerate and ICT literate.

To offer a range of teaching and learning strategies in order to help children become independent and confident learners.

To develop the potential of the child through high expectations and to provide good role models.

To identify needs and to use appropriate monitoring and assessment procedures to inform future planning and to ensure progress.

To encourage positive attitudes to learning and in so doing build on the child's self esteem.  
To celebrate success both personal and of others and to learn to take risks and accept mistakes as a valuable part of the learning process.

To provide and care for good quality resources.

To develop an awareness of others and a respect for personal differences.

To promote home/ school relationships based on mutual trust and understanding so that parents and teachers can enrich the child's education and progress in partnership.

To build a sound moral code of behaviour and to encourage independence, self control and a sense of responsibility for their own actions.

To encourage children to concentrate and persevere.

To widen children's experience by involving them in the life of the community.

To involve and value all members of the community in the life of the school.

To liaise effectively with other agencies and carers, and to have strong links with other schools in order to ensure continuity and to share information.

To give children opportunities to learn through play, first hand experiences and the experiences of others both indoors and outdoors.

For all members of the school to respect themselves and each other.

To create a happy, safe, secure and stimulating environment in which each individual is known, valued and encouraged to make a personal contribution.

## ADMISSIONS

Children can be put on the admission register for the nursery school -please speak to the senior administrator in the office. We admit children in the term after their third birthday.

Parents are advised to make an appointment to speak to the headteacher and to arrange a visit to the school with their child before registering.

Children with special educational needs have priority for admission to school-please see admissions policy.

### Primary school admissions

The Primary school admissions application procedure is separate from the Nursery admissions procedure. All applications for any primary school must be made centrally through the Local Authority. A booklet is issued in the Autumn term of the year in which your child becomes **four** and it is crucial to apply, usually by a date in mid-November. We will remind you -you can apply on the form provided or online-we can advise and support you.



### Links with Wood Farm Primary School

We have been lucky over a number of years now to have close links with Wood Farm Primary School (which is located on the same site). Most, but not all, of our children from the Slade Nursery School move on to Wood Farm Primary School.

Children who are given a place at Wood Farm Primary School for Reception (or 'F1') year take up their place in the large room just beyond the nursery school classrooms. The reception year team are jointly managed by the primary school and nursery school heads. The Reception teachers and nursery nurse work closely together with the nursery school staff to plan the environment and learning opportunities for all the children.

During the day the children are free to use all the spaces inside and out and staff work with and observe all the children.

The reason why this arrangement is in place is to offer the children the highest quality and most seamless provision possible. Children in Reception Year, although they are on Wood Farm's roll, are still in the first phase of education called the 'Early Years Foundation Stage'. Their curriculum is organised into the same six areas of development and they are expected to have an active time, supported and taught by adults whose specialism is the early years.

As explained in the admissions section, admission to Wood Farm Primary School is a separate process from admission to the nursery school, and you will be reminded and supported to apply to Oxfordshire County Council in the Autumn term of the academic year in which your child becomes **four**. Please ask us if you would like to have more explanation of the process or support with applying.

### 'The Early Years Foundation Stage'

From September 2008, all Early Years settings, caring for and educating children from birth to five, are required to follow revised government guidelines called the 'The Early Years Foundation Stage'.

The curriculum document has two important parts: the 'Themes and Commitments' and the 'Practice Guidance'.

#### Themes and commitments

<p><b>1.A unique child:</b> Every child is a competent learner from birth who can be resilient, capable, confident and self-assured</p>	<p><b>1.1 Child development:</b> Babies and children develop in individual ways and at varying rates. Every area of development-physical, cognitive, linguistic, spiritual, moral, social and emotional-is equally important</p> <p><b>1.2 Inclusive practice:</b> The diversity of individuals and communities is valued and respected. No child or family is discriminated against.</p> <p><b>1.3 Keeping safe:</b> Young children are vulnerable. They develop resilience when their physical and psychological well-being is protected by adults</p> <p><b>1.4 Health and wellbeing:</b> Children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being and is supported by attention to these aspects</p>
<p><b>2.Positive relationships:</b> Children learn to be strong and independent from base of loving and secure relationships with parents and/or a key person</p>	<p><b>2.1 Respecting each other:</b> Every interaction is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families</p> <p><b>2.2 Parents as partners:</b> Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning</p> <p><b>2.3 Supporting learning:</b> Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources</p> <p><b>2.4 Key person:</b> A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents</p>

## Themes and commitments

<p><b>3. Enabling environments:</b> The environment plays a key role in supporting and extending children's development and learning</p>	<p><b>3.1 Observation, assessment and planning</b> Babies and young children are individuals first, each with a unique profile of abilities. Schedules and routines should flow with the child's needs. All planning starts with observing children in order to understand and consider their current interests, development and learning</p> <p><b>3.2 Supporting every child</b> The environment supports every child's learning through planned experiences and activities that are challenging but achievable</p> <p><b>3.3 The learning environment</b> A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in a secure and safe, yet challenging indoor and outdoor spaces</p> <p><b>3.4 The wider context</b> Working in partnership with other settings, other professionals and with individuals and groups in the community supports children's development and progress towards the outcomes of <i>Every child matters</i>: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being</p>
<p><b>4. Learning and development</b> Children learn and develop in different ways and at different rates. All areas of learning and development are equally important and inter-connected</p>	<p><b>4.1 Play and exploration</b> Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.</p> <p><b>4.2 Active learning</b> Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods</p> <p><b>4.3 Creativity and critical thinking</b> When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and to ask questions.</p> <p><b>4.4 Areas of learning and development</b></p>

#### 4.4 Areas of learning and development

Detailed guidance is given in the Early Years Foundation stage for supporting children's development and learning. Through the themes and commitments, the sorts of environment and support which are expected is outlined: the areas of learning are achieved through a rich play environment, with sensitive adult support and attention to relationships and the individual strengths and needs of children.



The details of the six 'areas of learning and development' are given below: throughout the guidance all six are seen as equally important and it is increasingly accepted that development in all six provides not only the richest experiences for children of this age, but also the best foundation for their later learning.

#### **Personal, social and emotional development**

##### *Stepping Stones on the way to:*

- ◆ Being interested, excited, and motivated to learn
- ◆ Being confident to try new activities and to initiate ideas
- ◆ Being confident to speak in a familiar group
- ◆ Maintaining attention and concentration and sitting quietly when appropriate
- ◆ Responding to significant experiences and showing a range of feelings when appropriate
- ◆ Having a developing awareness of their own abilities, needs and feelings and being sensitive to those of others.
- ◆ Having a developing respect for their own culture and beliefs and those of other people
- ◆ Forming good relationships with adults and peers
- ◆ Working as part of a group or class, taking turns and sharing fairly
- ◆ Understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children to work together harmoniously
- ◆ Understanding what is right, what is wrong and why
- ◆ Considering the consequences of their words and actions for themselves and other people.
- ◆ Dressing and undressing independently and managing their own personal hygiene
- ◆ Selecting and using activities and resources independently.

#### **Communication, language and literacy**

##### *Stepping stones on the way to:*

##### ***Language for communication and thinking***

- ◆ Interacting with others, negotiating plans and activities and taking turns in conversation.
- ◆ Listening with enjoyment and responding to stories and songs, rhymes and poems, and making up their own stories, rhymes etc.
- ◆ Sustaining attentive listening and responding to what they have heard by relevant comments, questions and actions.
- ◆ Enjoying listening to and using spoken and written language and readily turning to it in their play and learning.

### ***Speaking***

- ◆ Extending their vocabulary, exploring the meaning and sounds of new words.
- ◆ Speaking clearly and audibly with confidence and control: using conventions such as greetings, 'please' and 'thank-you'.
- ◆ Using talk to organise, sequence and clarify thinking, ideas, feelings and events.
- ◆ Using language to imagine and recreate roles and experiences.

### ***Reading***

- ◆ Learning that print carries meaning.
- ◆ Exploring and experimenting with sounds, words and texts.
- ◆ Showing interest in print and beginning to recognise some familiar and common words.
- ◆ Enjoying books and beginning to understand the main elements of story and non-fiction texts.
- ◆ Beginning to retell narratives in the correct sequence.
- ◆ Beginning to learn letter sounds and shapes.

### ***Writing***

- ◆ Developing from early mark-making to attempting to write simple words.
- ◆ Attempting writing for different purposes e.g. lists, stories and letters.
- ◆ Using pencils, crayons etc. to attempt their name and other familiar words and letters.

## Knowledge and Understanding of the World

### ***Stepping stones on the way to:***

#### ***Scientific understanding:***

- ◆ Investigates objects and materials by using all of their senses as appropriate
- ◆ Finds out about and identifies some features of living things, objects and events they observe
- ◆ Looks closely at similarities, differences, patterns and change
- ◆ Asks questions about why things happen and how things work

#### ***Designing and making skills***

- ◆ Asks questions about why things happen and how things work
- ◆ Builds and constructs with a wide range of objects, selecting appropriate resources, and adapting their work where necessary
- ◆ Selects the tools and techniques they need to shape, assemble and join the materials they are using

#### ***Information and communication technology***

- ◆ Finds out about and identifies the use of everyday technology and uses information and communication technology and programmable toys to support their learning

#### ***Humanities: Exploration and Investigation 1***

- ◆ Investigates objects and materials by using all of their senses as appropriate
- ◆ Finds out about and identifies some of the features of living things, objects and events they observe.

#### ***Humanities: Exploration and investigation 2***

- Looks closely at similarities, differences, patterns and change.
- Asks questions about why things happen and how things work.

***Humanities: sense of time and place***

- Finds out about past and present events in their own lives, and in those of their families and people they know.
- Observes, finds out about and identifies features in the place they live and the natural world.
- Finds out about their environment, and talks about the features they like and dislike.

***Humanities: Cultures and Beliefs.***

- Begins to know about their own cultures and beliefs and those of other people.

**Creative development**

***Stepping stones on the way to:***

- ◆ Exploring colour and shape in two or three dimensions.
- ◆ Using imagination in art and design, music, dance, imaginative and role-play and stories.
- ◆ Responding in a variety of ways to what they see, hear, touch and smell and feel.
- ◆ Expressing and communicating their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments.
- ◆ Recognising and exploring how sounds can be changed, singing simple songs from memory, recognising repeated sounds and matching movements to music.

**Problem Solving, Reasoning and Numeracy**

***Stepping stones on the way to:***

- ◆ Saying and using number names in order in familiar contexts.
- ◆ Counting reliably up to ten objects
- ◆ Recognising numerals 1-9
- ◆ Beginning to use the vocabulary involved in adding and subtracting in practical activities.
- ◆ Using language such as 'more' or 'less' to compare two numbers
- ◆ Finding one more or less than a number from one to ten
- ◆ Using language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.
- ◆ Using everyday words to describe position.
- ◆ Using developing mathematical ideas and methods to solve practical problems.
- ◆ Using language such as 'bigger', 'smaller', 'heavier' and 'lighter' to compare quantities.
- ◆ Beginning to understand the vocabulary of time.
- ◆ Talking about, recognising and recreating simple patterns.

***Physical development***

***Stepping stones on the way to:***

- ◆ Moving with confidence, imagination and safety
- ◆ Moving with control and coordination
- ◆ Travelling around, under, over and through balancing and climbing equipment
- ◆ Showing awareness of space, of themselves and others.
- ◆ Recognising the importance of keeping healthy and those things which contribute to this
- ◆ Recognising the changes that happen to their bodies when they are active.
- ◆ Using a range of small and large equipment.
- ◆ Handling tools, objects, construction and malleable materials with increasing safety

and control.

The six areas help practitioners to plan the learning environment, activities and experiences and provide a framework for the early years curriculum. This does not mean that all of young children's learning is divided up into areas. One experience may provide a child with opportunities to develop a number of competencies, skills and knowledge across several areas of learning. For example, children building with blocks may co-operate in carrying the heavy and large blocks, negotiate the best place to put them, compare the weight and dimensions of different blocks and act out an imaginary scene. They may be developing language, mathematical, physical, personal and social skills through this one activity.



## PEOPLE WHO WORK IN THE SCHOOL

### Teaching Staff

There is a headteacher and 2 part-time teachers in the nursery school. In addition one full-time teacher and two part-time teachers teach the Wood Farm Reception (or 'F1') children who are taught in the nursery. All teaching staff have completed the same training as primary teachers and are qualified to teach primary and nursery children.

### Nursery Nurses

Four nursery nurses work with the teaching staff in the nursery and F1 classes. They have all completed two-year training in the development, health and education of children from birth to seven years and possess the NNEB certificate.

Occasionally a bilingual support worker works with staff and children for a certain period of the week.

At times a special needs ancillary helper may work in the nursery to support staff in their work with children who have special needs.

### Support Staff

The smooth running of the nursery depends on the assistance of a number of other staff members, such as the administrator, teaching assistants, the cleaner, caretaker and two lunch time supervisors.

### The Governors

The School Governors meet at least twice a term to discuss the development of the school and to sustain and improve standards. They also have responsibility for appointing staff and are accountable for the finances. There are ten governors, who are regular visitors to the nursery. Their role is to provide friendly but critical support to the school, and to monitor standards. There are four parent governors who are elected by parents. They must have a child in the school but do not have to stand down when their child leaves. They stand for a maximum of four years. We are often looking for additional governors-please talk to Sue if you think you might be interested in supporting the school and having a say in future developments.

### Students and Visitors

The school is used as a training placement for student teachers, nursery nurses and for a variety of secondary school courses. Visitors may include teachers and nursery nurses from other schools, people on in-service courses, visitors from other countries and prospective parents.

Photographs of current staff and governors are on the notice board in the front entrance.



## TRANSITION INTO NURSERY SCHOOL

With support, children usually settle into nursery very successfully.

As soon as you are given an official starting date (usually during the term before they start), it is essential that you visit at least twice before your child officially starts. Please contact the school administrator to arrange your visits.

You and your child will be introduced to a member of staff who will have overall responsibility for your child's well being and development. These visits are very important for your child to get to know the staff and the environment safely by your side.

When your child is admitted, if you or their keyperson feels that your child will need you to stay for a while longer, you can make arrangements to remain with them for some more sessions. All families are different but for many children it is best if to start with you leave them for less than the whole session to start with, building up as they become used to it.

## ORGANISATION OF THE NURSERY SCHOOL

There are three main rooms plus kitchen, cloakroom and toilets. There is a large garden, which is a wonderful outside classroom. The children move around these areas quite freely and are encouraged to use all of the facilities available.

Young children learn and develop through play and first hand activities. While the curriculum for the children is set out in areas of learning, children will acquire knowledge, skills and attitudes through play, activities and other relevant experiences.

The staff teach the children both individually and in small groups. There are always small teaching groups in each of the sessions indoors and outdoors. Sometimes the children will be taught in groups according to ability and at other times they will be in mixed ability groups.

Here are some of opportunities, which are regularly offered to the children:

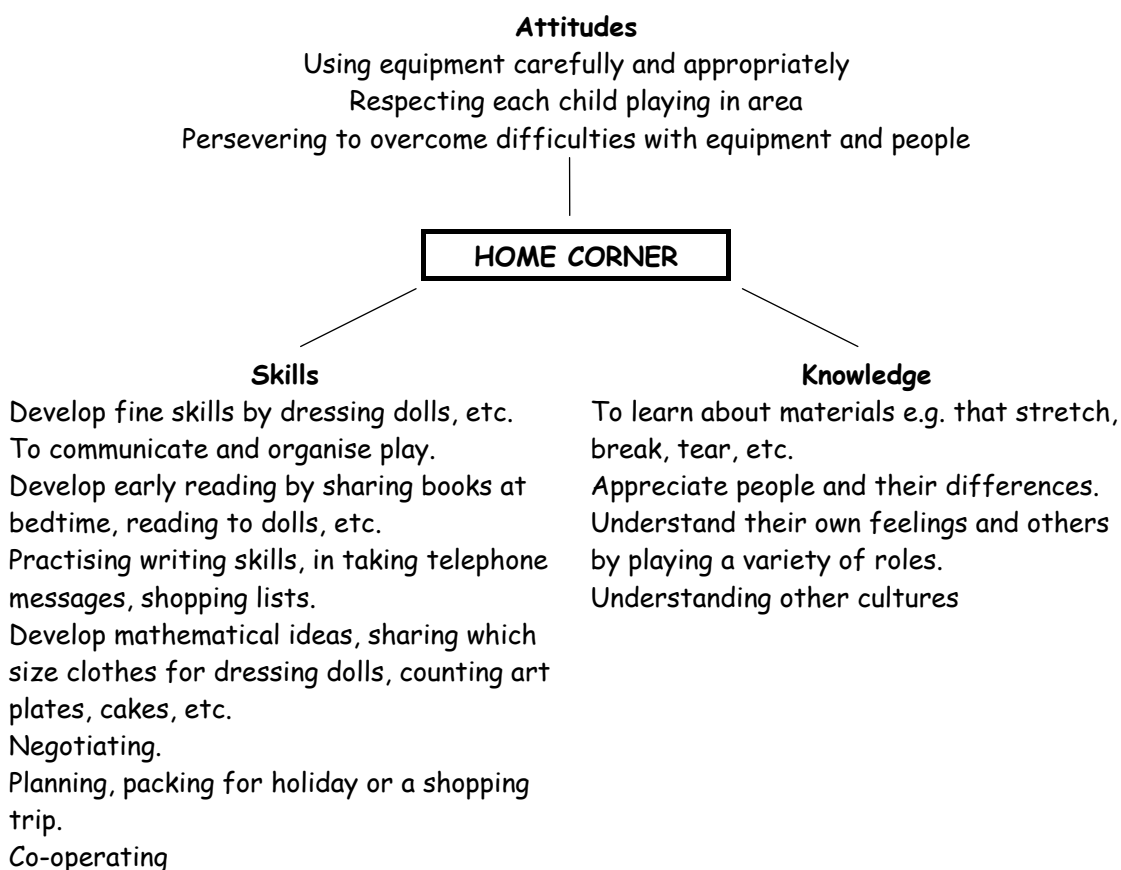
Stories and books	Role play, (e.g. café, hospital, supermarket)
Modelling clay and dough	Music
Drawing and writing	Sand (wet and dry)
Wood work	Wheeled toys
Local visits	Workshop (collage, sewing, junk modelling)
Puzzles	Construction (large and small)
Climbing	Gardening
Home corner area	Table toys (mosaic, bead threading)
Computer	Science equipment (mirrors, magnets, magnifiers)
'Small World' toys(cars, trains, animals, people)	Water
Turn taking games	Painting
Pets	Cooking
Creative activities	



Every area in the nursery is carefully planned and structured to provide for the needs of the youngest child with scope for the more experienced child.

Children while playing need a mixture of carefully structured equipment, which will help them acquire knowledge, skills and attitudes and specific teaching by skilled early years staff.

For example in the **home corner** children will gain **attitudes, knowledge and skills**, through discovery and an adult interacting with them.



### **PLANNING**

The curriculum is planned over a year. Each term we have a topic and both this and the Early Learning Goals we are working towards are put on the notice board for your information.

Each week the staff then plan the teaching and activities to enable children to work towards the Early Learning Goals.

### **ORGANISATION OF THE SESSION**

For the oldest children the session starts with a group time and your child will go to the allocated member of staff for this. At group time they will learn to be part of a small group. They will be speaking and listening, turn taking, having stories or poems, having discussions, taking part in a planned activity.

For the youngest children they will come into a playroom and start playing with their friends and activities. They will have a short group time later on where they will have for example stories, poems and milk.

After group time the children will engage in free play in the playrooms or outside and at the end of the session the children go to music or story. The older children may have a numeracy or literacy time.

During the play sessions there will be individual and small group teaching, and specific children will be targeted for this.

### **SECURITY AT THE END OF THE SESSION**

For security reasons it is essential that your child says goodbye to a member of staff. If anyone else is going to collect your child, please inform their key person or the school administrator.

We ask you to collect your child promptly at the end of each session, as it can be distressing if a child sees others being collected and fears that they have been forgotten.



### **ASSESSMENT AND RECORDS ON THE CHILDREN'S PROGRESS**

A profile will be completed with parents shortly after they start nursery school. Your child's keyperson will also complete an entry profile (this is a baseline which helps us to monitor the progress and attainment of your child).

While the children are with us a developmental profile is kept for each child: this will be shared with you at termly parents' meetings so that you can tell us how you feel your child is progressing, and so that we can keep an eye on how they are getting on.

When children leave the school there will be a record written on your child called Foundation Stage transfer. Parents and the primary school will have a copy of this document.

Observations are also kept on each child and these help the staff plan activities and help us when we are writing the formal records.

When your child transfers to another school or into year one in Wood Farm Primary School a summary of their progress is written for you and the next school.

In the final term as well as a final report you will also receive a portfolio of your child's work, with examples of paintings, drawings, and photographs of their development here.

## **SPECIAL EDUCATIONAL NEEDS**

Children of all abilities are most welcome into our nursery school.

Priority is given to children with special educational needs when allocating places. If you have any concerns about your child please discuss them with the headteacher prior to admission, so that appropriate provision can be made. When a special educational need is identified whilst a child is attending nursery we will always work in partnership with the parents from the earliest stages.

We understand that it can sometimes be difficult to discuss worries about your child. Please do talk to us about your concerns, however small, as this will help us do the very best for your child.

Outside agencies maybe involved to help meet the needs of individual children e.g. child psychologist, speech therapist.

## **ENGLISH AS ANOTHER LANGUAGE**

Children who are learning to speak English, will have an assessment and staff will create a special programme and plan activities which will give them opportunities to learn English. It is important for us to know how they are speaking in their own language. This will enable us to identify their needs. From time to time we have a support worker who comes in to help teach the children.

## **PARENTAL INVOLVEMENT**

Working in partnership with parents is the key element to a child's successful learning. It is a two-way dialogue with parents and staff sharing information about the child.

Help and support from parents/carers is welcome, both at school and home. Working together with parents is the best way to support children in their opportunities for learning at the nursery and to complement the learning already going on at home.

When your child starts at nursery we will ask you to share information about your child's interests and experiences. This helps us build up a picture of your child's development, and enables us to plan opportunities for their learning. While your child is at the school, the staff keep a record of your child's development and interests and shares this with you at regular intervals. Parents are encouraged to share information too.

### **How you can support your children at home:**

- by having conversations with each other
- by listening to your child and encouraging your child to listen to you
- by sharing activities and talking together about them.
- by encouraging your child's interests
- by taking an interest in the work the children bring home



- by borrowing books from the nursery library
- by sharing books and stories at home
- by playing with your children
- by letting them help you with every day activities at home, e.g. cooking, drawing, writing, shopping, etc.
- by sharing in all that your child does at nursery and by participating in nursery life e.g. contributing to displays, outings, helping in the nursery, collecting things.

All parents/carers who participate in these activities with their children will be helping their children to concentrate, persevere and begin to make connections about the world around them. These are the most important life skills you can give to your child to help them succeed in school.



## **PRACTICALITIES**

The children have the opportunity to play inside and outside with a range of equipment. Children therefore need to be appropriately dressed. We do provide aprons for cover but accidents inevitably do happen, children's play is spoilt if they are worried about getting messy. When playing outside the children need sensible shoes (no high heels or wheelies). Velcro fastenings or buckles are helpful. Children will become independent if fastenings are easy. Clothing and shoes should be labelled, as there can be duplicates of both in the nursery.

In wet and cold weather it is essential for children to have a suitable coat, hat, scarf and gloves preferably threaded on elastic through sleeves. It is advisable to have a named sun hat and cover your child with sun cream in summer-at hot times children will not be allowed into the garden without a hat. A change of clothing is available if your child needs it. Please return nursery clothes washed.

### **Toys**

It is advisable to leave toys at home as they can cause heartache if lost or broken. However, a special toy can be a comfort so please consult a member of staff.

### **Jewellery**

For safety reasons, jewellery should not be worn in school. Pierced earrings are dangerous and can be caught on dressing up clothes etc. If a child has to wear earrings it is advisable to wear studs.

## **INFECTIOUS ILLNESSES**

There is a chart in the office with advice on infectious illnesses - please ask and we will be pleased to help.

Vomiting, diarrhoea, threadworms and conjunctivitis are all very infectious and must be treated and have a clear 24 hours before returning to school. Please notify the school.

If your child is ill please let us know and keep him/her at home until fully recovered.

We can administer medicines in line with our medicines policy-please ask at the office for details.



## **POLICIES AND PROCEDURES**

### **EQUAL OPPORTUNITIES**

The School aims to meet the needs of each individual child. We will work to ensure that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, learning disabilities, sensory or physical impairment, social class or lifestyle or sexual orientation. By meeting individual needs and taking positive action, we will work to ensure that everyone has equal access to the educational opportunities offered by the school.

### **CHILD PROTECTION PROCEDURES**

We have child protection procedures, which we follow if we have concerns about a child's welfare. We are part of a wide child protection network, which includes local doctors, health visitors, the Health and Social Care Department and the police.

Concerns about child abuse are discussed with other agencies, for we are committed to working together to promote the rights and welfare of all children.

### **STATEMENT OF RELIGIOUS EDUCATION**

Our aim is to create opportunities for children to become aware of and begin to understand the different religious beliefs and cultures they will encounter in a Christian and multi-faith society. We aim to recognise and value the children's different backgrounds.

### **STATEMENT OF SEX EDUCATION**

No formal sex education is given. However, the school aims to answer children's questions honestly and sensitively in a way appropriate for their age:

- By creating opportunities for children to become aware of their own bodies
- Through understanding life cycle of animals and plants
- By developing children's knowledge and acceptance of their own body and respect for others

## **BEHAVIOUR**

At the School we will provide a secure and welcoming environment which will foster positive behaviour. Children will develop self-esteem and good attitudes towards others. They will be encouraged to take care of property and their environment and begin to learn important aspects such as honesty, fairness and respect. It is our intention to have high expectations of behaviour and to work in partnership with parents.

## **SMOKING**

Smoking is strictly prohibited anywhere on the nursery premises including the grounds

## **COMPLAINTS PROCEDURE**

In the event of a parent having a disagreement with the school, the parent should talk first with the headteacher. If the parent is still dissatisfied, they may write to the Chair of Governors c/o the school who will discuss it with the governing body. If the parent is still not happy after using the school complaints procedure, he or she should contact the Early Years Education Officer at Macclesfield House, New Road, Oxford, OX1 1NA.

## **CHARGES FOR SCHOOL ACTIVITIES**

### *The Governing Body's Policy Statement*

In accordance with the 1988 Education Act, all activities taking place within school hours (9.00 AM - 3.30 PM) will be free to all children regardless of their parent's ability or willingness to pay. Some activities have been organised to enrich the work in the nursery curriculum and we should like to continue to provide these experiences. We shall therefore find it necessary from time to time to request voluntary contributions towards these costs. No child will be excluded from participation because of parents' inability to pay, each time a request for a voluntary contribution is made. The school will continue to support cases of hardship. If sufficient funds cannot be found it might be necessary to cancel an activity.

For further information parents may wish to refer to the Department for Education Statement No. 2/89 and the Local Education Authority's draft statement of policy on charges for school activities, which are available from the school administrator.

We do have a small fund into which people donate money. This fund is used for children from low-income families, to enable them to go on trips etc.

## **POLICIES**

The school has statements on

- Sex education and religious education
- Charging for school activities
- Child protection
- Learning and Teaching

These may be found in the front entrance and on the website

