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Nursery Information Pack



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Welcome to Bounds Green Nursery

At Bounds Green School we offer a warm welcome to all local children and families. We are really looking forward to your child joining our Nursery and to supporting you in feeling part of the school community. We have the highest possible expectations for all our children and we want them **to be happy, to be confident, to love learning and to achieve well.**

Joining Nursery is an exciting time for children but it can also be an anxious time so we have provided lots of practical information about how Nursery works and how you can help your child as they make their first steps into school. You may want to refer to this booklet over the first few weeks but please remember your child's key person and all the staff in Nursery; we are here to support your child so please come and talk to us.

Ethos and Approach

We are committed to providing a happy, friendly and nurturing environment where children and adults feel welcome and at ease.

Whilst we are unashamedly "play based" in our approach to learning in the early years we are rigorous in ensuring that we:



- Get to know your child very well.
- Build strong and positive relationships with your child and your family.
- Provide a learning environment for your child both inside and outside that nurtures, challenges and excites.

We believe strongly that **young children learn best through play**. This does not mean "playing around" or "playing about". We plan very carefully to ensure each child makes progress in their learning and development. All the areas in Nursery have been carefully organised and resourced to offer materials, time and space for children to play with a purpose. Imaginative and spontaneous play, which is supported by interested adults, helps children to understand experiences, situations, themselves and other people. Through play children can take risks, make mistakes, practice skills and test new ideas.

An essential part of our Nursery provision includes exciting **first hand experiences**. These can, and do, include anything from chicks, dead fish, ice, a flute player, to new born babies, to name but a few. We believe strongly that children need to feel touch, smell, taste and explore with all their senses. Would a picture of a rollercoaster help you to understand what it feels like to be upside down in a "loop the loop"? Would a photograph of your favourite football ground be the same as standing in a crowd watching them play?

Throughout Nursery, quality materials and thoughtful adults skilled in supporting children's play, combine with high quality first hand experiences to help all children to explore, to differentiate, to discover, to identify properties and

determine the principles of cause and effect. In this environment early linguistic and mathematical skills are practiced, developed and extended. As a staff team we believe this mix of carefully planned and structured experiences combined with lots of spontaneous play, where children can follow their own interests, provides children with the very best possible foundation for lifelong learning.

The Key Person Approach

All children who attend our Nursery have an identified 'Key Person'. **The key person is a special adult who gets to know your child very well**, discovers their likes, dislikes and helps them to feel really comfortable and secure in their new environment. In addition, they support parents and carers in becoming more familiar with our school and are available to talk, answer questions and share daily information about how your child is growing and developing. This relationship is crucial to a child's development.

You will meet your key person during your child's home visit to help establish a first link between your child at home and with the Nursery. We will provide you with a picture of your key person and the other significant adults so you can begin to talk to your child about the new people they are going to meet. The key person will be available during your child's settling in period and will support your child's transition in to Nursery.

Part of the role of the key person is to observe and listen to your child and to record their needs, interests and passions. They will use this knowledge to help them learn new things, make connections in their learning and help them to become more confident in trying new experiences. Your child's key person will record their observations and share them with you, as well as, recording them in the 'special book' (see page 9). Please talk to us about the kinds of things your child likes to do at home and how they sleep, eat and play. All this information helps us build a more complete picture of your child and enables us to ensure all your child's needs are met. Your key person will also encourage you to record important information in the special book. A huge amount of learning happens at home and we are keen to capture all of your child's achievements.

Your child's key person will share information informally with you on an on-going basis, but there will also be more formal opportunities to meet with the key person to discuss progress and to share records and "special books".



Settling into Nursery

At Bounds Green School we work hard to ensure your child has the best possible experience when settling into the Nursery. We recognise that transitions are a very important and sometimes unsettling time and will work flexibly to ensure the settling in process is a positive experience for your child and your family. We offer a number of opportunities for you to get to know our staff and for them to begin to get to know and build a relationship with you and your family.

Home visits

All new parents are offered a home visit before starting Nursery. This provides an excellent opportunity for you and your child to meet our staff in an environment in which your child feels relaxed and confident. **Home visits play a positive part in helping children make that important first link between home and school.** The home visit will be led by your child's key person and provides an opportunity for you to ask any questions or raise any concerns. All questions are equally valid, especially when you are new to our Nursery, so please feel free to ask anything and share as much information with us as you can. Your child's key person will be an important first point of contact for you and your child throughout their time in Nursery. During the home visit your child's key person will get a chance to find out all about your child's likes, dislikes, sleeping and eating routines, comforters, passions and interests.

Settling in the first few weeks

Settling into Nursery is different for each child and we are aware it takes time for children and parents to become familiar with the Nursery and our staff team. All children are unique and the timetable for settling in outlined below is just a guideline. **Some children settle quickly and others need more time to adjust to a new or unfamiliar environment.** We will ensure your child's key person or familiar member of staff is available to support the process but please be aware the first half term (6 weeks) is a very busy time for settling all our new Nursery children.

For the first week it is very important that you are available to support your child settling in to Nursery. We approach settling your child in, in four distinct phases:

Phase One	9.00 to 11.00am
Phase Two	9.00 to 11.55am (this enables children to experience group times)
Phase Three	9.00 to 12.30pm (children stay for lunch)
Phase Four	9.00 to 3.00pm (full-time)



Saying Goodbye

It is **very important that you say goodbye when you are parting, your child needs to know you are leaving** so please don't "sneak out" when they are busy playing, however tempting this may seem. Be upbeat and positive in your tone of voice and reassure them you will be coming back and then leave straight away. Long partings or coming and then going can confuse your child and makes the process of leaving more difficult. You are always welcome to come and sit in the parents' room to collect your thoughts and staff will always give feedback on how your child has settled. Once your child has settled in the Nursery they may have days when they feel a "bit wobbly" and take time to settle in the morning you are very welcome to stay longer until they are settled. We are always happy to telephone parents if you would like some reassurance or an update on how your child has settled during the morning, particularly if it has been a challenging start to the day.

Crying

Crying is not an uncommon part of settling in, which can be distressing for both children and parents. It is normal for children to cry when parting from an adult whom they love and many parents struggle with this aspect of settling in. Often children cry for a short period and are comforted and reassured by an adult. If your child is distressed for longer periods, we will talk to you about slowing down the settling in period if necessary and will develop some further strategies to support the transition.

Daily Routines

Routines are very important for young children. Being able to respond to and becoming familiar with daily routine is a skill that all children learn. Nursery has a daily routine which helps children feel secure and allows them to begin to anticipate what might come next. Greetings, time to play, tidy up time, group time, lunchtime and home time are part of the rhythm of Nursery life. Within this daily routine there is also flexibility. Staff respond flexibly to children providing more time to continue an activity, extending experiences over days or even weeks when children get really absorbed or engrossed. Below is a guide to the daily routine in Nursery and is designed in a way to be flexible to meet the needs of part-time and fulltime children.



9.00 – 11.20am Morning session

11.20 – 11.55am Tidy-up and Group session (for Morning only children)

11.20 – 12.30pm Preparation for lunch and lunchtime (Full-time children)

12.30 – 2.20pm Afternoon session

2.20 – 3.00pm Tidy-up and Group session

In January we will also introduce Key Group sessions led by your child's key worker.

The Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage is a legal framework which all early years' providers, working with children from birth to five, must use to ensure they meet the needs of the youngest children in their care. **In Nursery, we use the Early Years Foundation Stage Guidance to help us look at our learning environment, our curriculum and how we help and support all children to achieve the very best they can.** The EYFS also lays out a set of outcomes that children should achieve by the end of their time in the EYFS (in this case at the end of their Reception year). It helps us make sure we are thinking about all aspects of children's learning and development, and divides learning into 7 distinct but integrated areas.

Seven Areas of Learning

We use these seven areas of learning when we are observing, assessing and planning for your child's individual needs. They make sure we are constantly challenging your child and helping them to develop and succeed.

The seven areas of learning are split into two parts:

The Prime Areas

Personal Social and Emotional Development

- Is confident and self-assured
- Manage their feelings and behaviour
- Make friends
- Share and take turns

Physical Development

- Moves and uses gross motor skills
- Develop fine motor skills
- Learns about healthy living
- Manages self-care independently

Communication and Language

- Listens and pays attention
- Understands what is being said
- Communicates with others
- Develops vocabulary and speech



Specific Areas

Literacy

- Enjoys reading books
- Likes making marks
- Learns to write
- Starts to explore phonics and letter sounds

Mathematics

- Learns about numbers and counting
- Recognises the passing of time
- Explores measures, capacity, space, shapes, opposites etc. during play

Understanding the World

- Finds about nature and the world around them
- Talks about people in their local community
- Learns about similarities and differences
- Learns to confidently use ICT equipment

Expressive Art and Design

- Enjoys being creative
- Sings, dances and makes music
- Plays imaginative

Characteristics of Effective learning

We know that from our own experiences and from observing family and friends, that children (and indeed adults) learn in different ways. When planning and supporting children we think it is important to consider the different ways children learn and reflect this in how we teach, organise our learning environment and support individual children and groups of children. The EYFS guidance sets out a number of Characteristics of Effective Learning (CoEL) and at the end of Nursery year, alongside a report on your child's achievements in the seven areas of learning, we will also provide information on their Characteristics of Effective Learning (CoEL).

CoEL are divided into 3 areas:

1. **Playing and exploring** – children investigate and experience things and “have a go”.
2. **Active learning** – children concentrate and keep on trying, even if they encounter difficulties and enjoy their achievements.
3. **Creativity and thinking critically** – children have and develop their own ideas and make links between ideas. They develop strategies for doing things.

Special Book Information



What is a Special Book?

Special books are an on-going record of children's experiences, achievements and development charting their time at Bounds Green Nursery. Special books record moments of joy, pleasure, excitement, risk taking, involvement and concentration. They record children's achievements over time and help them to reflect on what they 'can do'. Special books are used throughout the Early Years provision at Bounds Green and form an essential bridge between home and School.

What can go into the Special Book?

Anything can go into the special book which is of importance to your child and will support their development. Photographs are used widely in the special books; photographs from home - pictures of your family, friends and all the special people involved in your child's life. While your child attends Bounds Green Nursery your key person will include lots of photographs of everyday experiences and activities that take place in Nursery and also any significant pieces of work (paintings, collages and drawings). We strongly encourage parents to take the special book home during evenings and weekends to share it together, and we warmly welcome any contributions such as; tickets, holiday brochures, party invites, pictures of new babies, pets, celebrations, etc.

Who does the special book belong to?

First and foremost the special book belongs to your child, they are kept at child height and are always accessible to children. Children love to share their special books with other children, parents, other family members and visitors to the setting. Don't become anxious if the special book gets a little well-thumbed, this is a good indication that they are well used. The special book also belongs to you as the parent/carer so please make contributions and take the book home to share. Your child's key person will work hard to ensure the profile is of a high standard, reflects the child's progress and supports the on-going dialogue between home and school.

What can I do to get the most out of the special book?

- Take the book home regularly.
- Share the book together at home.
- Add photos, leaflets, tickets, drawings, important objects (leaves, feathers, badges, stickers etc.), anything that is significant to your child.
- Complete the 'WOW' and 'Special Book' cards.



Illness, medication and accidents

Outlined below is some of the basic information about how we deal with sickness, administering medication and dealing with accidents in Nursery.

Illness

Almost all children will experience a period of sickness which will affect their attendance at Nursery. As a staff team we will make sure your child is made to feel as comfortable as possible and that any acute medical needs (e.g. allergic reactions) or recurrent conditions (e.g. asthma, epilepsy) are dealt with sensitively and appropriately.

We ask all parents to follow the simple steps set out below to ensure that we avoid the risk of spreading infections and that we safeguard the health and well-being of all the children in our care:

- Parents will keep their child at home if they are unwell to ensure a quick recovery and avoid spreading any infection.
- Children who have diarrhoea or vomiting should not return to the Nursery until they have been free from symptoms for at least 48hrs.
- Parents will provide up to date contact details including who should be contacted in an emergency
- Parents are encouraged to contact School as early as possible to tell us about any illness or absences.
- Parents will be contacted if a child becomes unwell and to arrange a time to collect their child. We will record the types of sickness, symptoms and time collected so parents can share this information with their GP

Medication

If children are unwell and require a course of medication or are prescribed medication for an on-going condition, outlined below are some simple steps we follow to ensure medication is prescribed safely:

- Parents/carers should, where possible, arrange to administer medication outside of Nursery hours (e.g. if the medication is required three times a day it can be given in the morning, at pick up time and then before bed) but if the medication is prescribed four times a day then we are happy to administer one of those doses at school.
- Staff can only administer medication which is prescribed by the GP. We cannot administer non-prescription medication. Medication must be in its original container with clear instructions and labelled with the child's name.
- Parent's must complete a form before medication can be administered these are available from the school office.

Accidents

Most children are likely to have small accidents that may result in minor bumps and bruises whilst at Nursery in the same way they do at home. We understand that this can be an anxious time for parents as this may be the first time they have hurt themselves and you have not been there to comfort them. We are also aware that children are likely to have small accidents particularly when they start in Nursery as they begin to become familiar with new equipment and resources in an unfamiliar environment. Staff ensure equipment and resources are clean, safe and appropriate for children but they cannot eliminate all potential for accidents. As children experience a range of new and exciting experiences in Nursery we want them to become aware of risk, to tackle difficult tasks and to set themselves challenges. Outlined below are the steps we follow to ensure your child is supported if they have an accident at Nursery:

- Staff will ensure children are comforted and first aid is administered by a qualified first aider.
- Staff record the incident in the home information book and on school Medical administration forms.
- Parents will be contacted about all head injuries and provided with head injury advice.



Food

Food is a very important part of Nursery life. Children enjoying eating together, cooking and sharing lots of different types of food. If your child has any special dietary requirements please discuss them with your child's key person at the home visit, this will be recorded and shared appropriately with staff in Nursery to ensure these are respected. If your child has a medical need linked to food or feeding, please inform the office and Nursery teacher and we will complete an individual Care Plan. Care Plans will help us ensure that members of the team are aware of your child's specific needs and the procedures to follow in the event of an adverse reaction to food and we can ensure that mealtimes in Nursery are safe and fun.

Snack Bar

Children have access to milk and water throughout the day at a "snack bar". This is a very popular area in Nursery and provides lots of opportunity for children to help themselves to a drink (milk or water) and a healthy snack. Children learn valuable "self-help" skills selecting what they would like to eat or drink and following "snack bar" rules when tidying away their cups and cartons. As a Nursery we receive one piece of fruit a day for each child under the National Schools Fruit Scheme but we supplement this by purchasing a range of healthy snacks using Nursery funds.

Voluntary Contribution

We appreciate a contribution of £1 per week to support a range of small expenses such as; play dough, cooking ingredients, snack bar and other minor costs.

Lunchtime

Children who attend for the whole day bring a packed lunch. In line with the whole school food policy we encourage parents to ensure this is a healthy packed lunch and does not include nuts, chocolate, fizzy drinks or sweets. On a Friday, your child may have a 'treat', such as a cupcake, in their lunch. The children will eat their lunch in a room attached to Nursery. They will be supervised by Nursery staff and Lunchtime Supervisors.



Cooking

All our Nursery children have an opportunity to cook and prepare food. Shopping, cooking and sharing food – as part of celebrations- are a big part of life in Nursery. If you wish to cook a favourite recipe from home with the children please tell your child's key worker.

Birthdays

We celebrate children's birthdays by singing happy birthday and blowing out special birthday candles. In line with the schools' healthy eating policy, we request that you do not bring in festive foods or sweets due to the range of dietary needs and allergies.

Reading

Your child will be able to take favourite books from Nursery home so that you can read them together. Book bags can be brought from the school office.

Clothes

Our aim is for children to feel as comfortable as possible whilst playing, so clothes appropriate for crawling, climbing, running, jumping and generally “getting messy” are best. **We want children to get really engrossed in their play and not to be worrying about getting clothes spoilt.** We will provide you with a bag to leave a change of clothes in. Nursery staff will help children change their clothes after playing in the water, messy play activities or if they have not got to the toilet in time. Children access the outside area and local trips and visits whatever the weather so please provide coats and Wellingtons when the weather is wet.

How can I help with regards to clothes?

- Ensure you bring lots of spare clothes. Children will get wet and will need to change. Children will get messy. Children will have accidents.
- Do not bring clothes to Nursery that are ‘very precious’; please save ‘best’ clothes for the weekend. Children need to play and learn, not worry about spoiling their clothes.



Complaints

We aim to provide the best possible services for children and families but if you have any worries or concerns, we are keen to ensure they are dealt with speedily, efficiently and amicably. Please discuss any concerns with your child’s key person in the first instance. Your child’s key person will always respond in a courteous and professional manner and most issues are likely to be resolved at this stage. If you feel the matter remains unresolved we recommend that you talk directly to the Nursery teacher who has overall responsibility for the provision in the Nursery. If you feel you would like to take the matter further please speak to the Senior Leadership Team who will investigate the matter thoroughly and provide you with full details of the formal complaints procedure. All written complaints will be responded to within 28 days in writing. All parents and carers who access the Early Years provision have recourse directly to OFSTED who can be contacted via their website. A full copy of the complaints procedure is available on the school website.

How can I support my child in the first few weeks at Nursery?

Outlined below are a few things that you can do to support your child over the first few weeks whilst settling in to Nursery:

- Look and sound positive and excited about coming to Nursery (even if you as a parent are feeling a bit wobbly about it yourself) children will take their lead from you.
- Spend time together playing in Nursery getting to know all the areas inside and outside.
- Get to know your child's key person and all of the adults in Nursery.
- Say goodbye and be confident when you part. Do not 'go and come back, go and come back' as this can be very unsettling and only prolongs the parting.
- Make sure you arrive at the agreed time. Children who are picked up late become anxious and find it much harder to settle.
- Put your child in clothes that are easy to take on and off to make it easier for them to go to the toilet. This helps children to be as independent as possible.
- Name your child's clothes and do not send children in clothes that are precious or important. Children will typically lose items of clothing at Nursery, a group setting with a large number of children is different from a home where it is easier keep track of items of clothing.
- Encourage your child to be independent at home, hanging up their coat or finding their shoes, these will be skills they can transfer to Nursery.
- Give them time to talk. Children may tell you lots, or nothing, about their day at Nursery. Give them time to talk, maybe at dinner time or bath time. Please talk to your child's key person if you want more information about what they have been doing in Nursery.
- Make sure you attend Nursery regularly so children can have fun, make friends and quickly become familiar with Nursery adults and routines. Set your pattern of regular attendance from the start, this is even more crucial for children who are finding settling difficult. Talk to your key person, we will be flexible, adapt the settling in process and make it work best for your child.

Getting involved in the life of the school

We want all children and families to feel welcome and part of the Nursery and wider school community. We love to have visitors in Nursery to share skills and enrich the curriculum. Please talk to your key person or the Nursery teacher if you have a skill or interest you would like to share, such as cooking, gardening, woodwork, speaking another language, making music, the list of possibilities is endless. Children love to see their parent come to Nursery and share their skills. In addition, Bounds Green has a thriving PTA (Parent Teachers Association) that welcomes new members. They hold regular events and raise funds to buy additional resources for the school. If you would like to get involved please talk to a member of the school office.

