



Introductory Information for Parents & Carers



Please Note: Our full Policy & Procedure Manual is available at all times (on the downstairs table) to Parents and Carers at the setting, and copies of any part can be provided on request. Translation can also be arranged if requested.

Our Aims and Guiding Principles

It is the school's aim to create a happy and healthy safe environment, in which we provide opportunities for activity, play and learning designed to meet the needs of individual children from 2.5 yrs to 5yrs for their emotional, physical, social and intellectual development. We are committed to Equality, Diversity and Equal Opportunity within the school children, parents and staff, without discrimination with regard to ability, race, creed, colour or orientation.

(The word parent is used throughout but denotes parent or other adult with parental responsibility).

We are Registered with Ofsted (Unique Reference Number: EY367578), and we promote best practice in care and education for under 5's. We aim to fulfil the requirements for best practice in Early Years Foundation Stage provision, through our structure of the developmental / learning environment and activities according to these guidelines, together with continuing professional development of staff. We work within the guidelines and standards of the Early Years Service Partnership of LB Hammersmith & Fulham, and therefore also facilitate the government grant funding available to parents for qualifying age children of 3 & 4.

We accept children from 2.5 to under 5 years old, and we are registered for 46 places, including up to no more than 20 Under Three's at any one time. Parental involvement and contribution is supported, with reporting made formally by Key Adults to parents every term, and informally on a day to day basis as and when appropriate, and always within a week when requested by parents at other times. Parents can arrange to observe their child from time to time in the school. Parent Teacher meetings are held once a term. There is a Complaints Policy and procedure outlined in the Policy Manual, and on our Notice Board.

Manager and Staff

We provide a local neighbourhood nursery school, the Manager of the school is the Registered Provider, and has appropriate teaching qualifications with over 25 years experience in local nursery provision and management, always as part of the team working with the children and staff on a daily basis.

It is the policy of the school that all essential staff will be appropriately qualified and experienced for their age group responsibility (according to the Level required by Ofsted for the age group responsibility), and to maintain this with continuing professional development in order to meet the National Standards at all times. There is an induction period of two weeks for new staff members, and a probationary period of one month for all new members of staff.

Staff are managed by supportive supervision by the school manager, with opportunities provided for development and training, also via appraisal. Staff meetings are held at least three times a term, and the manager is available on a daily basis as part of the team for continuing support and assessment of needs.

Staff Recruitment

The manager is responsible for ensuring that all staff, volunteer and placement students are suitable for the post, and meet the National Standards guidelines, also facilitating Criminal Record Bureau Checks, which will be renewed every 4 years.

The process of recruitment provides for Equal Opportunity regarding application, through advertising and interview, and provision of clear Person Specification and Job Description.

Job Descriptions & Person Specifications for all level posts, and Job Application Forms are used for our recruitment process.

Two references for all potential staff, volunteers and students will always be sought and followed up for confirmation. Records will be held of all staff, volunteers and students, and all will be supervised and supported by the provider / manager.

Advertising

Advertising posts available at the school may be through the local Children's Information Service who produce a bi-monthly early years bulletin, Jobcentre Plus, local or appropriate colleges, local newspaper, childcare publications, local library, word of mouth, and on the Montessori website. The school itself is advertised by a sign outside the premises, in local publications, leaflet distribution to local services and generally, via the H&F Children's Services, and by word of mouth.

Structure and Organisation: Hours / Terms

School opening hours are 9am to 12.30pm Monday to Friday, and 12.30 to 3pm on Wednesdays, with more afternoons possible, depending on demand each term. The school will be open for 3 terms a year, each with one week off for half term. Children can attend the school from the age of 2.5 to 5 yrs. Children from 2.5 to 3 can attend three mornings a week, as an introduction to and preparation for full attendance at nursery school, the fees for which will be charged on a pro rata basis. From the age of three all children attend 5 mornings a week, as this provides the consistency needed to settle in fully, and enables us to build on their learning and development with continuity. Children can stay on for any afternoons available, which will run depending on demand.

Fees

Fees will be as determined from time to time, usually increasing in September and we will always give a full term's notice of any fee increase. There is a discount of £100 per term for the oldest child's fees during the time that one or more sibling is attending the school, and also for those attending more than one afternoon session (whenever available) as well as all 5 morning sessions.

We will be participating in the Early Years Service Partnership via LB Hammersmith & Fulham, thus able to facilitate the funding available for parents of age qualifying children. The school will need an original birth certificate of the child in order to process this.

We accept Employee Vouchers and will register with new providers of Childcare Vouchers as advised by parents in order to facilitate this; we are currently registered with several Childcare Voucher Providers.

Registration and Admission

Initial Application of children for entry to the school usually needs to be made well in advance of the planned term of arrival, first onto the Waiting List, for which there is no charge. This initial process does not guarantee a place, but informs the school about the child's details and consists of an application for a place. Parents will be told immediately at that stage the status of their application. The waiting list follows date order together with ages of children for offers of places in the first instance, and as the places offered need to be taken up by the given deadline, places will be given to those who then confirm acceptance during that time. Once a place is offered, the Deposit and Registration Fee are required in order to accept secure the place, which is then non-refundable if the place is not taken up. The deposit is deducted from the final term's fees if a full term's notice of leaving the school has been received in writing. All fees are payable by the end of each preceding term. Terms & Conditions of Registration are written in detail on each Invoice, for signed agreement.

Registers

Visitors sign in and out of a visitor's log, kept out at the school. Staff, volunteers and students are signed in and out of an attendance register. The Register of daily attendance of children is kept at the school, where attendance is recorded by date and times in and out. In addition, we keep a register upstairs of children in on each day. If anyone previously unknown to the school is collecting the child on any day, there is a daily Going Home Sheet for the parent to fill in, letting us know the name and role of the person collecting.

Contact details are kept at the school of parents and carers of all children attending the school, on copies of the detailed Registration Forms; there is also a book of these details, to be taken by the manager or deputy on Outings, or for quick reference. All original forms or records of contact details are kept at the school in a lockable cupboard accessible only to staff. Anything not kept locked at the school is kept at the school administration office.

Ratios

The ratios of staff to children will be as directed by Ofsted at the time and according to the age groups attending. This ratio will differ between that for the under 3's (currently 4:1) and those over 3 (8:1). Whenever available, supernumerary staff may be present. Cleaning and administration will not generally take place during school hours, unless minimal and essential. Children will always be accompanied to the toilets. Safety, security, health and the wellbeing of the children will always be of paramount importance.

Groups:

Children are grouped and have designated Key People / Teachers who have particular responsibilities for the children allocated to them such as record keeping and reporting to parents, as well as providing a secure attachment for each child. A list of these groups and their Key Person will be posted on the School Notice Board. The groups each consist of a mixed age group, and of course are not kept separate from each other in terms of activity or learning, so that the children will all socialise and bond together in the school. Mixed age groups are beneficial for both the older and younger children.

Monitoring / Observations/ Assessment / Planning / Profiles / Portfolios. Children are Observed on a continuing basis so that staff in general and key adults specifically can Monitor Progress and Assess each child's needs individually, which leads to and informs the Planning for achieving desirable outcomes and stages of development. This also enables Record Keeping and Reporting for parents, staff, Ofsted, and the Early Years Service, in terms of future Profiles. These will be kept in a folder for each child, as a Portfolio which contains planning, examples, copies and photos of the child's development & progress.

The Rooms and facilities

The main room is one large area, c 140sq metres, with the shelves of material and equipment set out across the room. The Outdoor area is about 1250sq metres, with artificial grass providing a safe and healthy ground space. Safe and attractive outdoor equipment, toys and activities are varied with a selection set up each day on our new soft artificial grass surface, so that children can go out every day once during a session, generally whatever the weather!

There is a room downstairs that all Groups of children may use from time to time, as the whole premises are available exclusively the nursery during opening hours.

Storage: There are large cupboards at each end of the Hall, one with deep shelves for teachers' equipment and additional materials, and the other has space for stacking tables and chairs as well as other larger items, both cupboards also have double storage cupboards above them. These cupboards are lockable and suitable for items to be kept out of child reach such as cleaning fluids, paperwork and other supplies. There is space downstairs for storage of equipment for outdoor play, taken out every day. Other facilities include a kitchenette and low children's sink in the Hall itself, use of a separate kitchen, 6 toilets and 6 washbasins for use of staff and children. Steps, child toilet seats and toddler potties are also provided.

There is Disabled Access to the Hall via lift for Children and adults, and one disabled toilet. There is excellent heating to the Hall, Summer Climate Control, and the room is well insulated. It is also light and airy with large studio windows at the North and South ends of the room.

The Learning & Developmental Environment: **Relationships / Development / Learning / Play / Creativity**

The philosophy, activities and equipment provided in the school facilitate opportunity to explore the Principles of the EYFS, i.e. the Principles that underpin effective practice in the Care, Development and Learning of young children:

1. The Unique Child: Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
2. Positive Relationships: Children learn to be strong and independent from a base of loving and secure relationships with parents and / or other responsible person.
3. Enabling Environments: The Environment plays a key role in supporting and extending children's development and learning.
4. Learning & Development: Children develop and learn in different ways and at different rates, all areas of learning & development are equally important and inter-connected.

We are committed to implementing the main context and the unfolding detail of this plan, as a whole and in its focused areas. The Early Learning Goals and other learning areas all fall into the categories of phases, rather than ages.

The 6 Areas designated as Early Learning Goals are: Personal, Social and Emotional Development Communication, Language and Literacy, Problem Solving, Reasoning & Numeracy. Knowledge and Understanding of the World, Physical Development, Creative Development are incorporated into:

The Early Years Foundation Stage framework.

This framework highlights the more important aspects of child development and the way these overlap, under 6 broad developmental phases, and occur according to the pace of each individual child. The periods of development are used instead of the more 'subject based' headings.

The phases are:

- Birth to 11 months
- 8 months to 20 months
- 16 to 26 months
- 22 to 36 months
- 30 to 50 months
- 40 to 60+ months

Under Three's

The criteria for Under Three's in 'Birth to Three Matters', the framework to support children in their earliest years under 4 Headings:

- A Strong Child,
- A Skilful Communicator,
- A Competent Learner,
- A Healthy Child

Are now incorporated into the Early Years Foundation Stage framework.

Further guiding philosophy is based on the Montessori method of education, and the Long Term Plan is based on the way the Montessori developmental activities fulfil and can be categorised under the EYFS framework Principles, together with the EYFS Learning Goals.

Materials and Equipment:

These are accessible to the children on low double sets of shelves that close together, and can be wheeled around the room and opened by adults setting up the room. Each of these contains a cross section of the category / phase related materials for children to be able to reach and access for themselves.

This is so that children in groups are not restricted to particular age related equipment and toys, allowing more potential for stage related choice of activity. They all have freedom of movement to select and use the full range of materials around the room that are appropriate for their stage and interest.

Thus by not isolating the 'subject related' activities and equipment on shelves and in the room, this will reflect the main principle of more holistic phase related opportunities for development.

There are toys and play areas as well as Book Corners, Painting and Creative Play, and for Practical Life everyday activities such as sweeping, washing etc.

Art & Creativity

There is daily opportunity for painting, drawing, modelling, cutting,

Project Work

Project work is an important feature of the school, and is based on Cultural Life, i.e. on the diverse cultures and external world areas of universal interest to children, as well as seasonal and topical projects.

Music & Movement

There are times for music, movement, action games, nursery songs and rhymes every day. Once a week we have a specialist full music & activity session, contracted to provide this at the school.

Story Time

There is a story time every day.

Circle Time

Child participation, songs, language and confidence development.

Morning Snack and Lunch

There is a Snack Table provided for children to help themselves during the morning to water and fruit if wanted, and a group break time when they have milk or water and share fruit that we ask each child to bring, followed by malted milk biscuits provided. Children can bring birthday cakes or other foods to share but there is a strict 'no nuts' policy in case of allergy.

Cooking & Food: The children do Cooking about once a week, either eating the food prepared at the time, or taking it home later, the emphasis is very much on Healthy Eating and fostering nutrition awareness in the children. Those staying for afternoon school bring a packed lunch and a drink; a fridge is available for the perishable part of packed lunches to be placed in named food bags.

Please let us know of any foods you would like your child to avoid, whether for dietary or faith reasons, so that we can ensure this takes place and make all staff aware in writing. A Notice of any dietary requirements is also displayed by the food preparation area in school.

We are a Nut Free environment.

Events: There are three main events during the year, a Nativity at the end of the Autumn Term; an Easter Hats mini parade at the end of the Spring Term; and a mini Sports Day in the Summer Term, Parents, Carers & Grandparents are invited to these.

Parents & Carers are also invited in to read to the children, or for example to demonstrate a musical instrument, show a pet, help with cooking and outings, a variety of other activities and all suggestions welcome.

Ofsted Visits

Parents will be informed of all announced Ofsted visits on the school Notice Board, as soon as we are informed of them, and will be invited to make contributions as discussed with the school manager. All Ofsted Reports will be made available to parents, online, and to others on request once we have

received it. Copies of the Ofsted Reports will be kept at the school, the originals will be kept at the school administration office.

A Typical Morning for a child attending the school

9am Child arrives at the school and is greeted, takes off coat etc and is greeted by Key Person / Teacher to settle in with others, often first selecting activities such as drawing or colouring in, cutting and sticking, puzzles, or other. Then gradually choosing learning and play activities, Montessori Cycles of Activity, both individually with Key Person, and with other adults; they have their Break or Snack during the course of this Work Cycle.

11.15 Put on coats, boots etc if needed

11.25 Outdoor Play

12 Story / Circle / Songs / Topic Time

12.30 Collected from school

Afternoon School

This is designed as an extension of the morning school, with different activities or projects each week, rather than a second session of school, and will generally be attended by a smaller group of children.

Settling Children In

We want children to feel happy, safe and secure at school, and for parents to be reassured about their child's wellbeing. In order to help children to settle in gradually to their new school, and for parents to be confident about this, we encourage parents to visit the school again during the term before their child is due to start by prior arrangement with the manager, with their child and spend some time familiarising themselves with the teachers, the routine and the environment. Once children start their first term, parents may want to spend the first 15 minutes or so with the child at school from time to time as needed. Children may bring a favourite toy or blanket. At any time during the term, parents can arrange to come in and observe their child, or simply spend time with them at school, to maintain awareness of the child's environment at school, and for parents and children to enjoy sharing the school experience.

Contacting the school

Parents of children already attending may contact the school during school hours by phoning the school landline 0207 731 6613: or the manager's mobile school phone: 07501 724 578. Usually a message will need to be left, the manager checks regularly for messages and will return calls as soon as possible. Alternatively, out of school hours, or for all enquiries the school office number: 020 7381 8717 should be used, or an email can be sent to the school email address: jacquie@bishopsparknurseryschool.co.uk and this will be regularly checked.

Uncollected children

Children attending morning school only who are not collected by 12.30 may be able to join the group of children who are staying for lunch and afternoon school while waiting if possible, but this should only occur in cases of emergency, as it is not a facility but a default situation, particularly as we don't run afternoon sessions every day. It is obviously not good for children to be collected late, as they become tearful and anxious, as well as being tired by then. For children being collected at 3pm, they will have had a long day and need to go home on time. As we are in a Church Hall, often this is being used straight after us by other groups, and we all need to be out of the room promptly.

If children are collected late more than twice, we will speak to the parent to ensure this does not become a regular occurrence and that preventive measures are put in place by the parent.

In cases of lateness we will first call the parents, and then if necessary the named emergency contact.

While waiting for the child to be collected if there is no afternoon school that day, we will need to use the Committee Room which is downstairs on the school premises. In the event of very excessive

lateness Social Services may need to be called to assist with the childcare, as we will no longer have access to our usual facilities.

Missing Children

We would like to reassure parents and carers that close supervision of the children is of paramount importance at the school, during outdoor play and on Outings. While school is in session, we have sole use of the whole premises known as the Church Hall, including Upper Hall, Lower Hall, all lavatories, kitchen, lobby. The entrances and gates are kept locked shut, and a Bell has to be rung for visitors to be admitted into the building, who are then signed in & out by time. However, in the extremely unlikely event that a child at the school goes missing, all staff are to remain at the school while the Police are called. The parents will be called. The Attendance Register will be checked against the children in the school. All doors and exits will be checked and the premises searched. Records of that day's attendance regarding children, staff and visitors will be provided to the Police. Only once the Police have given clearance will any staff or children leave the premises, and investigation would proceed.

The outdoor Play Area is locked in with two gates, prior to children going out to play, and they are then closely supervised by the required ratio of staff. If a child goes missing during Outside Play, an immediate search of all premises will be instigated. The group will convene while the Attendance List is checked against children, and staff will go into the school with the children, apart from the School Manager who will remain outside to search and meet the Police.. The Police will be called. The parents will be called. All staff and children will remain at the school until cleared by the Police to leave. Records of Attendance will be provided to Police, and investigation would proceed.

On school Outings, all children wear their distinctive blue check smocks, and an Outing Attendance Register is compiled before setting off, and is checked once immediately before the Outing takes place, during the Outing itself, and again before setting off to return to School. Staff are aware of their particular groups so will each be checking on these during the whole outing. Again in the very unlikely event that a child goes missing while on a School Outing, the manager / owner of the Outing venue will be alerted, and Police will be called. The whole group will be gathered and the Outing Attendance Register will be checked against the children on the Outing. The parents will be called. Only once the Police give clearance will the group allowed to do so, return to the school. The School Manager will remain at the site to assist the Police, and provide records of Outing attendance. Investigation would proceed.

Mobile Phones: Staff mobiles will be switched off or to silent, and mobile phones are not used during session times, staff will only check for essential messages during a break, away from the children. One of the school contact numbers is the Manager's work mobile to provide a texting facility for parents & carers, or you can call the school landline during the morning with any messages for us.

Smoking: Should we have any Staff who smoke, this will not take place on the premises, or during the 3.5hr session times even in a staff break.

Toilet Training

Children are often on the brink of full potty/toilet training when they come to us as they are over 2.5, but of course they will still vary as to their readiness to arrive at school in pants only. Whilst we cannot undertake to initiate and conduct your child's training, we will support and help to progress from the stage each child is at when they start at the nursery, so long as the parents / carers have ensured that the child has the basic training first, can use a potty or loo with a booster seat with adult assistance, and is not still at the unaware and fully nappy stage. If this is still the case just before starting, please discuss this with the school, some people postpone by half a term at no financial loss, if your child is still under 3.

We provide a happy and healthy environment, which children are happy to attend, and where they will flourish and learn.

We engage with all children and parents warmly, and are always open to suggestions about the quality and scope of service we provide.

There are anonymous Provider Evaluation Questionnaires provided for parents and carers to let us know their thoughts and suggestions for continuous improvement.

List of some Activities (or referred to as 'exercises') included in the school curriculum

Materials for developing spatial awareness, bricks, stacking toys, geometrical shapes etc to sort, name and build with

Materials to develop the senses, for experimenting and working with sounds, smells (ie matching smelling bottles), taste, visual and touch exercises.

Dressing, folding, and fastening exercises Sweeping, washing, assisting with food preparation Greeting, conversation, social experience

Learning, play and acting out in the areas of greeting, conversation, language, vocabulary, memory, singing, story and drama.

Musical experience, listening and creating

Movement, exercise, dance and drama

Physical development exercises and opportunity for dexterity and fine & large motor skills

Role play toys relating to the home, family and outside world. For example Dressing Up, 'shop' toys, dolls etc, and child size 'housework' toys

Books Jigsaws Painting Easel Cutting, sticking, modelling Drawing and colouring

Project material, as topical or seasonal, or cultural, nature, geographical

Materials for learning language and literacy, such as sandpaper letters, moveable alphabets for creating words, sets of beginners reading books to follow and take home for practice, using the Phonetic & Phonics schemes.

Materials for Numeracy and Problem Solving, for example learning numbers, counting, quantity, adding, subtracting, geometric shapes, number games & sorting, sequencing.

Religious and Cultural Education, Bible Stories & multi faith / multi cultural awareness.

Outside Play: Tubes, balls, toy pushchairs, toy trucks, skittles, toy cars, trikes, sand / water, balancing beams etc.

(NB Also see List of Activities at end)

Record Keeping: Observation, Assessment & Planning

These are maintained on Forms to be completed primarily by each child's Key Person, and others on a regular basis. These assist us to make provision to follow up on individual phases of development and to note achievements and areas for focus.

These are made available to parents by arrangement and are part of our reference for reporting to parents on our monitoring of each child's developmental profile.

We also make reference to these records and monitoring sheets at Staff Meetings, in order to discuss each child as an individual, also keeping in mind the overlap of areas and phases together with the equal importance of each of these.

The records on these Forms will include the following:

Name of Child / Date of Birth / Key Worker / Date & Observation / Planning / Activity / Outcome

Children are Observed on a continuing basis so that staff in general and key workers specifically can Monitor Progress and Assess each child's needs, which leads to and informs the Planning for achieving desirable outcomes and stages of development. This also enables Record Keeping and Reporting for parents, staff, Ofsted, and the Early Years Service, in terms of future Profiles. These will be kept in a folder for each child, as a Portfolio which contains examples, copies and photos of the child's development & progress.

The Record Keeping throughout is categorised according to the 4 Early Years Foundation Stage Principles, as below:

1. The Unique Child: Every child is a competent learner from birth who can be resilient, capable, confident and self assured.
2. Positive Relationships: Children learn to be strong and independent from a base of loving and secure relationships with parents and / or other responsible person.
3. Enabling Environments: The Environment plays a key role in supporting and extending children's development and learning.
4. Learning & Development: Children develop and learn in different ways and at different rates, and all areas of learning & development are equally important and inter-connected.

The Progress Records will also show which of the 6 Learning Goals are covered in each record, often using initials, for the following:

Personal, Social and Emotional
Development; Communication, Language and Literacy;
Problem Solving, Reasoning & Numeracy;
Knowledge and Understanding of the World;
Physical Development;
Creative Development

The following areas are examples of areas covered as above:

Greeting,
Verbal communication
Polite requests
Confidence
Social Concern for others
Faiths & Religion
Cultures from around the World
Celebrating Festivals
Geography, ie Land/Water, Globe, Maps (puzzles, flags etc)
People, Animals, Food, Buildings, Landscape for each Continent
Nature, Plant & Animal Life, Weather, Seasons
Ecology & Conservation Ethics
Healthy Eating & Care of Self
Sensorial development exercises
Independence
Dressing
Fastenings
Shoes
Coat
Hand shaking and eye contact

Helping
Emotional
Adjustment to school
Interaction with Adults
Interaction with Children
Interaction with Environment
Use of equipment, materials
Choosing
Returning materials etc to their place
Completion of Cycles of Activity
Concentration / Focus development
Fine motor skills
Dexterity
Folding

Lids, boxes, bottles
Balance
Large motor skills
Walking
Running
Outside Play
Sand Play
Water Play
Messy Play
Eye hand co-ordination
Cutting
Squeezing
Spooning
Polishing exercises
Washing and handwashing
Folding
Eating
Drinking
Helping
Use of toilet
Overall
Writing
Drawing
Colouring in
Painting
Modelling
Drama, acting out
Story time / handling of books
Circle Time
Participation in groups
Stacking
Grouping / sense of order
Making words with moveable alphabet
Learning of letters,
Recognition of letter groupings to make sounds, referred to as phonograms
Phonics
Reading
Understanding of Singular / Plural
Understanding of Gender
Use of pencils, crayons etc
Writing
Using Insets for Design
Learning of numbers, recognition
Counting
Understanding of quantity concept

Understanding of adding concept
Understanding of subtracting concept
Colour recognition and naming
Shape recognition and naming
Geometric shapes and solids
Sorting exercises
Enjoyment & Participation in Projects and Cultural activities
Enjoyment and participation in Music & Movement
Enjoyment and Participation in Songs, Rhymes
Enjoyment and Participation in conversation, and language games
Memory games
Sequencing, as in stories for example
Use of Language and Vocabulary
Listening