



**WELCOME
TO OUR
NURSERY SCHOOL**

SCHOLARS

The Lawns Early Excellence Centre aims to provide high quality welcoming services, offering equal opportunity and access to everyone in our community.

We believe learning continues throughout life and we seek to support all our families and children, valuing and celebrating their achievements.



THE ROLE OF THE GOVERNORS

The group of people who form the Governing Body consists of parents, members of the local community and members of staff. All are fully committed to supporting the development of The Lawns Early Excellence Centre. They have a key role to play in maintaining high quality services, supporting the Head of Centre in strategic planning. Working in partnership with the school they are involved in all aspects of the Centre, including issues such as finance, staffing, buildings, resources and curriculum. Any parents interested in offering their services as a School Governor, please speak with the Head of Centre or the Clerk to the Governors.

The Lawns Early Excellence Centre aims to provide high quality welcoming services, offering equal opportunity and access to everyone in our community.

We believe learning continues throughout life and we seek to support all our families and children, valuing and celebrating their achievements.

To reflect our philosophy we aim to create a warm, welcoming atmosphere and always put the child firmly at the heart of whatever we undertake.

We believe that nursery education is the extension of a good home and recognise our parents as partners in the continuing education of their children.

We are committed to promoting equality of opportunity for all our pupils, regardless of race, gender or disability.

The Lawns Early Excellence Centre is committed to promoting racial equality and harmony. We expect everyone who is a part of, or who visits this school, to support this commitment both in the way they act and in the words they use.

We are also committed to offering children with special educational needs the opportunity to experience nursery education, and work in partnership with our neighbour, Sunnyside Special School, to give children this opportunity. In house, we adhere to the special needs Code of Practice which informs planning, assessment, recording and review procedures.

Parents and carers should be aware that where it appears to a member of school staff that a child has been abused, we are required to take action as outlined in the Local Safeguarding Children Board's safeguarding procedures.



ARRANGEMENTS IN THE EVENT OF COMPLAINTS

In the first instance parents or carers should contact the Head of Centre, when, hopefully, any difficulties should be resolved informally. If there is still felt to be a problem the Head of Centre will bring to their attention the Governors' Policy for Resolving Complaints.

PAST PRESENT AND FUTURE

THE LAWNS NURSERY SCHOOL

The Lawns Nursery School was one of the oldest nursery schools in Bedfordshire, built during the Second World War, becoming a school in 1947. The School offered part-time and full-time places to approximately one hundred children between the ages of three and five years. The School was sited in the grounds of a house, built early in the century, which was actually called “The Lawns” and the School was named after it. The Health Authority now uses the house as a Resource Centre.

The original owner of “The Lawns” was an enthusiastic collector of trees, particularly rare ones, and the school grounds incorporate a number of listed trees, as well as many well established native ones. In our garden we have the oldest Pagoda tree in Bedfordshire. When we discovered that an alternative name was “The Scholar’s Tree” we decided that we must have this tree as the Centre logo! This image of a growing and flourishing tree seems to symbolise our philosophy as we nurture children from the very beginning in our Seedlings group, and carry this on as children move through our other groups towards the beginning of their formal education. Our aim is to lay the foundations for their learning through life.

THE LAWNS NURSERY CENTRE

Unfortunately, because of the age of our building, many problems with the structure and accommodation developed! A bid to the Department of Education’s New Deal Funding was successful and plans began for Bedfordshire’s first Nursery Centre. The Centre opened in February 2001.



Research has shown that children make good progress in high quality nursery education. However, the integrated role of a nursery centre, working very closely with parents and children from a younger age is even more effective. Not only is it possible to help support families in the education and care of their children, but also provide opportunities for parents to develop as people. They may wish to study, to return to work, or perhaps want the opportunity to develop leisure interests, and the Centre provides these opportunities.

THE LAWNS EARLY EXCELLENCE CENTRE

In January 2002 The Lawns was designated Early Excellence Centre status. As well as recognising the work of the Nursery Centre this brought more government funding to further develop services. Another new building was designed and built to make room for this expansion, and more staff were appointed. The Lawns Early Excellence Centre is able to provide a more complete service for the families of Biggleswade.



CHILDREN'S CENTRE

In September 2003 Sure Start designated The Lawns a Children's Centre. We acquired The Grove Annexe which brought forward the start of our afternoon day care sessions for children who attend morning sessions in Saplings and Scholars. The National Child Minders Association Network Co-ordinator is now based in The Grove Annexe, alongside the Rural Outreach Team.



The new Garden Annexe Building was officially opened by County Councillor Peter Hollick on 21 September 2004. The future is ours to build on. All the Governors and Staff are fully committed to the continuing development of the Centre.

AIMS AND PHILOSOPHY OF EDUCATION PROVISION

We provide a curriculum which is play based because we believe that this is the most constructive and meaningful way a young child learns. We aim to educate the child physically, intellectually, socially, emotionally, spiritually and morally. We are concerned with the whole child and aim to help all our children develop happily and harmoniously in a secure, loving environment.

Well organised and equipped basic areas of provision help the children to experience all areas of the curriculum and careful monitoring and assessment ensure equal opportunities to do so. Thorough planning is undertaken by staff, seeking to develop each child's knowledge and skills to the best possible level.

We are very conscious that early childhood is precious and feel that the children should experience joy and wonder as each new experience unfolds. A rich, aesthetically pleasing environment in which their own contributions are highly valued, helps to stimulate all their senses and enhances their learning.

Nursery education is a vital stage in a child's education and development, not merely a preparation for lower school. A broad based, balanced curriculum at this stage gives each child a firm foundation from which to build throughout their school lives.

We have a large part to play in the development of positive attitudes. A child who has a good self-image and has enjoyed respect as an individual from adults and other children will enjoy a more confident and successful school life.

FOUNDATION STAGE CURRICULUM

Foundation Stage learning has six Learning Areas. These areas are:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Mathematical Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Each learning area has early learning goals. These set out the skills, understanding, knowledge and attitudes which it is hoped children will reach or exceed by the end of the Foundation Stage. Children will be at different stages of progress towards these goals depending on their age and stage of development. Stepping stones describe children's typical progress towards these goals from age three to the end of the Foundation Stage. Of course children are individual and not all will fit into this typical pattern of progress. Staff understand this and take this into account when planning activities and experiences.

Planning

Staff plan very carefully for both the everyday class work and the theme work that we undertake on topics such as Winter, Trees and Wood, Growing Things, etc.. Information about the term's topic is shared with parents, as part of our drive to work in partnership with parents. We also plan for individual learning. Our aims in all areas of the curriculum work towards the Early Learning Goals. Our policy aims in

each area of the curriculum follow on the next six pages. The full policy documents are available at all times if you wish to see them.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Dispositions and attitudes

- To continue to be interested, excited and motivated to learn
- To have a sense of awe and wonder at the world around
- To be confident to try new activities, initiate ideas and speak in a familiar group
- To maintain attention, concentrate, and sit quietly when appropriate

Confidence and self-esteem

- To respond to significant experiences, showing a range of feelings when appropriate
- To have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others
- To have a developing respect for their own cultures and beliefs and those of other people, to value cultural diversity

Making Relationships

- To form good relationships with adults and peers
- To work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously



- In class screening based on '*A process-oriented child monitoring system for young children*' (Dr F Laevers, E Vandenbussche, M Kog, L Depondt - Centre for Experiential Education)
- To have a high level of **well-being** in the nursery
- To display a high level of **involvement** in a variety of activities

Behaviour and self-control

- To understand what is right, what is wrong, and why, to focus on important values eg sharing, loving, helping and caring
- To consider the consequences of their words and actions for themselves and others, to take some responsibility for their own actions

Self-care

- To dress and undress independently and manage their own personal hygiene
- To select and use activities and resources independently

Sense of community

- To understand that people have different needs, views, cultures and beliefs, that need to be treated with respect
- To understand that they can expect others to treat their needs, views, cultures and beliefs with respect
- To experience traditions, festivals and celebrations

COMMUNICATION LANGUAGE AND LITERACY

Language for communication

- To interact with others, negotiating plans and activities and taking turns in conversation
- To enjoy listening to and using spoken and written language, and readily turn to it in play and learning
- To develop a perception of selves as readers and writers
- To sustain attentive listening, responding to what they have heard by relevant comments, questions or actions
- To listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems
- To develop and maintain a love of reading and books
- To extend their vocabulary, exploring the meanings and sounds of new words
- To speak clearly and audibly with confidence and control and show awareness of the listener, for example by their use of conventions such as greetings, 'please' and 'thank you'

Language for thinking

- To use language to imagine and recreate roles and experiences
- To use talk to organize, sequence and clarify thinking, ideas, feelings and events

Linking sounds and letters

- To hear and say initial and final sounds in words, and short vowel sounds within words
- To link sounds to letters, naming and sounding the letters of the alphabet
- To use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

Reading

- To explore and experiment with sounds, words and texts
- To retell narratives in the correct sequence, drawing on language patterns of stories
- To read a range of familiar and common words and simple sentences independently
- To know that print carries meaning and, in English, is read from left to right and top to bottom
- To show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how

Writing

- To use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
- To attempt writing for different purposes, using features of different forms such as lists, stories and instructions
- To write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation

Handwriting

- To use a pencil and hold it effectively to form recognizable letters, most of which are correctly formed

MATHEMATICAL DEVELOPMENT

Numbers as labels and for counting

- To say and use number names in order in familiar contexts
- To count reliably up to 10 everyday objects
- To recognise numerals 1 to 9
- To use developing mathematical ideas and methods to solve practical problems

Calculating

- In practical activities and discussion to begin to use the vocabulary involved in adding and subtracting
- To use language such as 'more' or 'less' to compare two numbers
- To find one more or one less than a number from one to 10
- To take part in a variety of ordering and sequencing activities
- To begin to relate addition to combining two groups of objects and subtraction to 'taking away'



Shape, space and measures

- To use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities
- To talk about, recognise and recreate simple patterns
- To take part in a variety of matching and sorting experiences
- To use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes
- To use everyday words to describe position and time
- To use developing mathematical ideas and methods to solve practical problems
- To begin recording

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Exploration and investigation

- To investigate objects and materials by using all senses as appropriate, to experiment, predict and discover
- To find out about, and identify, some features of living things, objects and events they observe
- To develop scientific vocabulary
- To look closely at similarities, differences, patterns and change
- To ask questions about why things happen and how things work
- To develop fair testing

Designing and making skills

- To build and construct with a wide range of objects, selecting appropriate resources, and adapting work where necessary
- To select the tools and techniques they need to shape, assemble and join materials they are using
- To develop and extend mechanical awareness



Information and communication technology

- To find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning

Sense of time

- To find out about past and present events in their own lives, and in those of their families and other people they know
- To find out about future events, how long before they take place, what's likely to happen

Sense of place

- To observe, find out about and identify features in the place they live and the natural world
- To find out about their environment, and talk about those features they like and dislike

Cultures and beliefs

- To begin to know about their own cultures and beliefs and those of other people
- To develop reporting skills and recording skills

PHYSICAL DEVELOPMENT

Movement

- To move with confidence, imagination and in safety
- To develop ability to express themselves through movement
- To move with control and co-ordination
- To travel around, under, over and through balancing and climbing equipment

Sense of space

- To show awareness of space, of themselves and of others
- To show awareness of different parts of the body and explore the way the whole body can be used

Health and bodily awareness

- To recognise the importance of keeping healthy and those things which contribute to this (healthy eating, personal hygiene and cleanliness, and exercise)
- To recognise the changes that happen to their bodies when they are active



Using equipment, tools and materials

- To use a range of small and large equipment
- To develop and improve hand/eye co-ordination
- To handle tools, objects, construction and malleable materials safely and with increasing control

CREATIVE DEVELOPMENT

Exploring media and materials

- To explore colour, texture, shape, form and space in two or three dimensions



Music

- To recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music
- To experience making music in a variety of ways

Imagination

- To use their imagination in art and design, music, dance, imaginative and role play and stories



Responding to experiences, and expressing and communicating ideas

- To respond in a variety of ways to what they see, hear, smell, touch and feel

- To express and communicate 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
- To develop awareness and appreciation of the work of artists, musicians and authors including examples from other cultures- and of each others work
- To develop observational skills and and show appreciation of what is beautiful and aesthetically pleasing

POLICY FOR BEHAVIOUR AND DISCIPLINE

At the Lawns Early Excellence Centre our aim is to help each child to achieve high standards of behaviour and self discipline in order that they can purposefully access all areas of the curriculum and become contributing members of our society. Care, consideration and respect for each other and the environment (inside and outside in our garden) are fundamental to our work in this area. Children are valued and encouraged to choose and persevere with their activities, and given time and space to relate to one another and to adults.

Discipline here is always positive, with the emphasis on good behaviour rather than concentrating on the negative. Staff will always praise and encourage children who are behaving positively. They will also ensure that children are aware of specific rules which are part of daily routine e.g.:

- To put away equipment when a task is completed
- To share and take turns
- To comply with adult requests and instructions
- A red flag on equipment means it is not to be used.



In case of children behaving in an unacceptable manner staff will:

- Clearly inform the child what is unacceptable about their behaviour and through discussion, help the child to identify an acceptable alternative.
- Encourage the child to take action to try to make the situation better, eg to help build up a structure they have knocked down.
- If appropriate, re-direct the child to another activity.

- In the case of the child who is in danger of hurting himself/herself or others, take steps to remove the child and defuse the situation.

In our Personal, Social and Emotional curriculum aims, we plan very carefully to achieve high levels of self-discipline and good behaviour in all areas of the curriculum. We also make an assessment of each child's level of well-being using scales devised by the University of Leuven. This informs the children's baseline assessment in this area and an individual learning plan is then compiled. Findings are shared and discussed with parents and carers individually.

THE LAWNS EARLY EXCELLENCE AND CHILDREN'S CENTRE

SAFEGUARDING CHILDREN POLICY

What we believe

- i. The Lawns Early Excellence & Children's Centre works in partnership with parents and carers. The safety of children is crucially important, as we work together to give children the very best start in life.
- ii. We believe that our centre promotes the welfare, safety and guidance of every child through its positive safe and stimulating environment. Centre governors and senior management are responsible for ensuring that the centre has a safeguarding children policy and that procedures are in place to deal with incidents, consistent with Local Safeguarding Children Board guidance, Safeguarding Children in Education, September 2004, Every Child Matters, Change for Children 2004.

Aim

The aim of this policy is:

- To create a warm, supportive environment in which we will support all children to work towards the 5 outcomes of Every Child Matters and in particular Stay Safe.
- To ensure all teaching and non-teaching staff are aware of the need to safeguard children and to understand their responsibilities in identifying and reporting possible cases of abuse.
- To promote the safeguarding of children and young people and encourage the prevention of child abuse through the curriculum.

Procedures for ensuring our children stay safe

- All staff who have access to children are checked in line with government guidelines. A member of staff and a governor will undertake training in safer recruitment in line with the Richard Recommendations.
- We have three senior trained designated members of staff, who undertake training every two years. They are Miss Karen Navesey (Head of Centre), Mrs Valerie Ellar (Deputy Head of Centre) and Mrs. Deb Willcox (Community Outreach Teacher).
- All staff are trained and understand the safeguarding children procedures and all cases of child abuse or suspected child abuse are reported immediately to one of the designated members of staff who has responsibility for referring suspected child abuse cases to Child Care Duty Desk, Social Care. In the absence of one of the designated members of staff all staff members will know the reporting procedures.
- All staff undertake refresher training every three years. (In line with Safeguarding Children 2004).
- All new members of staff including supply staff and students will be given

a copy of our safeguarding children procedures as part of their induction.

- Parents and carers are informed of the existence of our policy and of the responsibilities of staff members with regard to procedures for safeguarding children.
- Effective working relationships with other agencies are developed and promoted, especially the police and social services.
- Good record keeping systems are in place and a systematic means of monitoring children known or thought to be at risk of harm is provided. All staff are aware of the in-house Cause for Concern forms for recording concerns, and these are filed in the office of the Head of Centre.
- Through our links to other policies, for example, anti-bullying we will help to develop self-esteem and self-assertiveness in our pupils.
- Our procedures will be reviewed and updated yearly.

Responsibilities

The designated members of staff are responsible for:

- Carrying out child protection procedures in accordance with the Bedfordshire Local Safeguarding Children Board 'Safeguarding Inter-Agency Procedures' and Safeguarding Children in Education 2004.
- Keeping written records of concerns about a child even if there is no need to make immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Monitoring the attendance of any pupil currently on the child protection register and referring concerns where appropriate to the Education Welfare Service in the first instance. Where concerns remain the social worker for the family will be informed.
- Ensuring that all school staff teaching and non-teaching are trained and receive refresher training every three years.
- Ensuring that the Bedfordshire Local Safeguarding Children Board 'Safeguarding Inter-Agency Procedures' file is displayed in the reception office and is accessible to all staff.
- Passing on any safeguarding children records/concerns to the receiving school when a child leaves.

The Governing Body is responsible for:

- Nominating a governor to have responsibility for safeguarding children who receives training, currently Mrs Sue Blannin.
- Ensuring safeguarding children is a standing item on the agenda for Governor's meetings
- Reviewing the policies and procedures annually
- Remedying any deficiencies or weaknesses in regard to safeguarding children arrangements that are brought to its attention, without delay
- Ensuring that the Chair liaises with the Local Authority / Partner Agencies in the event of allegations of abuse being made against the Head of Centre

Confidentiality:

- We recognise that all matters relating to safeguarding children are confidential and staff are informed on a need to know basis.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot promise child confidentiality

Supporting Staff:

- We recognise that staff working in the centre who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support.

Allegations against staff:

- There may be times when a pupil, parent or other member of staff makes an allegation against a member of staff. In such cases procedures will be carried out in accordance with the Local Authority Guidelines 'Staff Facing an Allegation of Abuse' which are intended to be complementary and supplementary to the guidance contained in the Local Safeguarding Children Board guidance. Ofsted will be informed.
- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head of Centre.
- The Head of Centre, on all such occasions, will discuss the content of the allegation with the Principal Education Welfare Officer.
- If the allegation made to the member of staff concerns the Head of Centre the other designated teacher will immediately inform the chair of governors who will consult with the Principal Education Welfare Officer.

Whistleblowing:

- We provide an environment in which children and adults feel confident to express concerns regarding the behaviour of a member of staff.

We work in accordance with Local Authority policy and guidance documents on:

- Physical Intervention
- Health & Safety
- Personal, Social, Health Education
- Behaviour and Attendance
- Drug and Alcohol Education
- Sex and Relationship Education
- Special Educational Needs
- Anti-bullying
- Children Missing Education

Racist Incidents:

All staff are made aware of this policy through the staff handbook. Parents are made aware of the existence of this policy document through our school booklet.

(See annexe to this policy – 'Procedure for Lost or Not Collected Children')

THE LAWNS EARLY EXCELLENCE AND CHILDREN'S CENTRE

STAFF ACTION FOR INCIDENTS RELATED TO SAFEGUARDING CHILDREN

- When child abuse is suspected (physical, emotional, sexual or neglect) or a child makes a disclosure, immediately notify one of the named staff members for safeguarding children
- In their absence the Social Services Intake and Assessment team on 01582 818499) should be contacted for advice.
- Where there is serious concern about a child's welfare but it is not clear that a referral should be made to Social Services, staff should record any concerns on the "cause for concern" form. These can be found in the LSCB Safeguarding Children Inter-agency Procedure file which is in the reception office. The completed form should be handed to one of the designated teachers.
- A maximum of three significant recorded incidents is allowed *before* making a referral to Social Services.
- Written referral on a CAF form should be sent to Social Services within 24 hours. Parents must be informed that a referral is being made unless this will put the child at risk.
- All safeguarding children forms should be forwarded on, by one of the designated staff members, when the child transfers to a new school.
- The LSCB Safeguarding Inter-agency Procedure file is kept in the reception office and can be *referred* to by any member of staff.
- Accurate and complete information is essential for taking action to promote the welfare of the child.
- If a child wants to talk, he or she should be allowed to do so. Children will often seek a promise that a disclosure is made in confidence. Such a promise **cannot** be given. There is an overriding duty to protect a child from abuse, and all abuse must be reported.
- It is important, wherever possible, to have separate (uninterrupted) communication with the child. Care must be taken not to ask leading questions and only note marks which have been noticed or which have been brought to their attention by the child. No further examination should be carried out.
- A record must be made as soon as possible after such a conversation. The record should be signed, dated, timed and where possible, countersigned.
- The golden rule is 'observe and listen, but do not probe'.

The Lawns Early Excellence and Children's Centre

Procedure for Lost or Not Collected Children (annexe to Safeguarding Children Policy)

If a Child is Lost:

- Staff to gather together all children for a head-count and register check, and keep with a quiet group activity with a minimum number of adults to children
- Immediately inform senior members of staff and management team. Receptionist to ring Lawnside, Sunnyside and the Health Resource Centre and ask whether the child is on their site. All other available staff including administration team to be deployed to search buildings, perimeters of garden, car park and public footpaths. If possible search to cover from the Library to Lawnside, and the child's home address.
- After 10 minutes maximum of searching, senior member of staff to ring parents and police. **LOCAL POLICE 01234 841212**
- Head of Centre (or most senior member of staff on duty) to meet with the police and the parents/carers, and to follow the instructions of the police.
- Head of Centre (or most senior member of staff on duty) to ring Ofsted on the same day **OFSTED HELPDESK 08456 404040**
- Write up a full report of the incident and send to Ofsted within 2 days.

Procedure for Not Collected Child:

- Nominate a familiar member of staff to supervise the child in a safe place on the premises, always keeping at least 2 members of staff on the premises.
- Inform a senior member of staff or a member of the management team.
- Wait for 10 minutes after scheduled collection time.
- Ring parents and all emergency contact numbers.
- After 30 minutes contact
**SOCIAL SERVICES INTAKE AND ASSESSMENT TEAM ON
01582 818499**
- Write up a full report of the incident and send to Ofsted within 2 days.

**Ofsted Early Years Directorate, National Business Unit,
Royal Exchange Buildings, St Anns Square, Manchester M27LA**

This Procedure is an annexe to the Safeguarding Children Policy

SECURITY POLICY

When children are entering and leaving our school, at the beginning and end of each session, there will be only one point of entry and exit to aid efficient security with staff available. The member of staff who is on door duty is responsible for ensuring all doors and gates are locked ten minutes after the beginning of the session. Parents/Carers who arrive after this time are asked to enter via the main administration office.

Centre users who are accessing other groups will enter via the door next to the public footpath. Each group leader is responsible for letting in and out their group members and ensuring that the building is secure after entry or exit. They will also only let in the members of their group, not other users they do not know and who may not be bona fide. Centre staff are authorised to challenge any member of public if they feel that they are not a bona fide Centre user. If there appears to be a problem, a member of the senior management team should be alerted.

No child will be allowed to leave the Centre with an adult unknown to staff, unless a prior arrangement has been made, or, in an emergency a telephone call or letter received. Children will not be handed over to anyone under the age of sixteen.

Children will not be allowed outside without being supervised on a ratio of one adult to ten children (School) and one adult to four children (Saplings).

All visitors and volunteers, etc, must be signed in the appropriate record book in the administration office.

Visitors or workers from outside agencies and businesses must show proper identification before being allowed on the premises.



RECORDS AND PROFILES

Throughout children's time in the Nursery staff make careful observations of them. Their learning and development is recorded in an Individual Record of Achievement, or a Foundation Stage Profile, alongside some photographs and notes on the observations. This information is always available for the children to review, and parents are welcome to go through them with their child, or with a member of staff. Staff make Individual Learning Plans for each child following up interests and planning the next steps in their learning. Each child also has an Art Folder in which they store examples of their paintings, collages and drawings. When children leave the nursery they are able to take these Folders home, along with a copy of the Profile.

WHAT HAPPENS EVERY DAY

Session times:

Morning **9:00am—11:30am**

Afternoon **1:00pm—3:30pm**

In the afternoons we do open the door at 3:20pm to help those of you who have to collect children from different schools.

Please, please try to be on time when bringing your child, as the session starts with a vital teaching time. Please also try to be on time when collecting. . We will not allow your child to leave with someone we do not know. The children are precious and we take the need to keep them safe very seriously. It is very upsetting to be the only one left and a few minutes seems a very long time to a small child. If someone we do not know needs to collect your child we must have prior notice or a letter or telephone call in an emergency.

Book bags

Each child has a book bag which they use to carry their own choice of book from a collection of Core Books, carefully selected for their support and interest for budding readers. They are able to share these books with their family and carers, as well as sharing the same titles with other children and adults in the Nursery. These book bags should be brought to Nursery, and taken home, every day.

Routine

When the children arrive in school they collect their name from the board in the entrance and take it to their teacher to register. Don't worry if your child has difficulty finding their name. Point to it and show them where it is so that they don't become anxious.

Many children first begin to recognise their name by the initial letter. What a problem when there are a number of words all with the same initial letter! If you show your child their name and draw attention to the different surname another child with the same Christian name has, it is surprising how quickly your child will begin to differentiate. We never want the children to feel anxious or worried as this inhibits their learning.

The session starts with an important teaching time which is an introduction to all the sorts of activities or events that are happening that day and provides an opportunity to experience literacy and numeracy activities in a meaningful situation. The children then move into the whole nursery, including the garden where all of the curriculum can be accessed. Staff plan very carefully for all areas and ensure there are activities that will suit all children's abilities and take them further in their learning.

At the end of the session children help to tidy the areas, again offering further opportunities for "real" numeracy and literacy activities. They then return to their class teacher and early years educators for activities such as story and music, etc.

GENERAL INFORMATION

What to wear for school

The children need to be dressed appropriately for all activities available to them, in clothes which are comfortable, and not too delicate or precious. Please, please do not send your child in “best” clothes in which they will be put off trying many new experiences in case they get them “dirty”. Some of the most valuable play for this age group is “messy”. Also, it is important that clothes are those which a child can cope with on their own when visiting the toilet — please no dungarees or belts. For safety reasons we ask that the children only wear flat shoes and do not wear loop earrings.

Outdoor play will be available every day, only in the most severe weather conditions do we stay in! It is important that the children wear sensible sturdy shoes or Wellingtons and have enough warm outdoor clothing to be in the garden in winter. Many of you shop at the same places so please mark all items with your child’s name.

Sweatshirts and tee-shirts with The Lawns’ logo are available to buy from Mrs Simmonds in the administration office.

In addition, your child will need a change of clothes every day. These should be brought into school in a small bag (not plastic!) and taken home at the end of the session. This is so that another child can use the same peg during the other session. You can also purchase the small bags from Mrs Simmonds.

Snacks

The children are always able to access water and we also provide milk and a snack such as apple or cheese. It is very important that if your child suffers from any allergies you inform your child’s teacher and record details on any form you are given. Staff will always help you to do this if you need them to. We are now working towards an Under Fives Healthy Eating Award, and part of this project requires us to refrain from providing food containing sugar.

Birthdays

When celebrating children’s birthdays we have been asked if parents as an alternative to sweets and chocolate would either provide a healthy treat such as a piece of fruit or a non food treat such as a sticker to share with their class. We ask that it be something that is easy to distribute.

Holidays

If you wish to take your child out of school to go on holiday please could you fill in a Holiday Notice form which you will find in the entrance.

Medicine

A medical form should be completed if you wish your child to be given medicine in school. This includes inhalers for asthma. These will be kept in school under the supervision of staff and taken home at the end of the session if the child only has one inhaler.

Toys

We don’t encourage children to bring their own toys into school because they can easily be lost and this can be distressing. However, if your child has a toy (like a teddy bear) that they are very attached to they can bring it into school until they are settled and no longer need to depend on it.

School Fund

The Centre operates a small School Fund Account which is audited and presented to parents at the Governors' Annual Report to Parents meeting, usually held in the second half of the Summer Term. We do ask parents to donate £1.50 to our fund each week. This collection takes place on a Monday in the morning and in the afternoon. We are then able to offer a variety of extras such as snacks, flowers, seasonal celebrations, flour for dough play and other tactile and creative materials, etc. During the year the voluntary contributions should also mean that we are able to fund Christmas and trips without asking for any more money. A record is kept purely for audit purposes. If you do not wish your payment to be recorded as you bring your child into the Centre, just pop it in a sealed envelope with the name and amount written on it and put it in the box which will be available every Monday.

Attendance and Illness

Children are expected to attend every day unless they are ill, in which case we would be grateful if you could let us know. If your child has sickness or diarrhoea you must keep them at home for 24 hours after they have stopped being ill. This is essential if we are to prevent other children and staff becoming infected. Guidelines for how long to keep children off with other infectious illnesses are available, just ask a member of staff. If your child's attendance is irregular without good reason, the Governors will have to consider allocating their place to another child.

Concerns

If you have any concerns at all about your child, however small, please mention them to your child's teacher and we can deal with any problem immediately. Our first concern is that children and families are happy and secure with us and we will do everything we can to make sure this happens.

The Lawns Family Support Group

As part of our inclusive policy we regard all family members as part of our support group. There are lots of groups and other opportunities for you in the Centre and we hope you will let us know if there are other areas you would like to see us develop.

We recognise that throughout a child's time with us your opportunity to help and support the Centre will vary depending on your circumstances at a particular time. Therefore, we welcome parent and family help whenever you feel you can contribute. There are lots of things we would value your help with. These include—fundraising, eg making cakes, serving on stalls, taking part in sponsored activities, helping with the children's snack, shared reading, helping to make and repair toys and games, sewing and anything else anyone can think of!

Parents and carers are always welcome in the Centre. We hope that you will come to know us as friends and partners in your child's education. When your child starts with us there will be many opportunities to join us if you are able and we are always pleased to hear your views and ideas.

We hope this information enables parents to help us to ensure that the children are happy and settled, and, therefore, able to take full advantage of all the benefits and opportunities nursery education provides.