



Applecroft School

Nurturing Potential, Inspiring Minds, Changing Lives

NURSERY PARENT/CARER HANDBOOK

Welcome to Applecroft School's Nursery Handbook

At Applecroft School we look to nurture and inspire the 'whole child' seeing all our pupils as individuals with great potential.

Within our curriculum, we place equal importance on the children's personal development as well as their academic progress. We know that happy children learn and believe that the skills necessary to lead a successful life revolve around personal effectiveness such as problem solving, team work and resilience.

Right from Early Years, we look to nurture and develop our children's leadership skills through 'The Leader in Me'. We were one of the first schools in England to implement this as part of our school curriculum and it continues to underpin the personal development of all our pupils along with our PSHE curriculum.

Our school vision, mission statement and values reflect our beliefs:

Our Vision

"To create a positive and inspiring community that nurtures each individual and empowers leaders in life."

Our Mission Statement

Nurturing Potential, Inspiring Minds, Changing Lives

Our Values

Ambition and Leadership;
Kindness and Supportiveness;
Respect and Honesty;
Determination and Resilience.

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1. Getting ready to start Nursery

Starting nursery is a significant milestone in your child's life. We will do all we can to help them feel welcome, safe and secure. We are aware of the tremendous input that you, as parents/carers, have already made in the education of your child and we look forward to developing a partnership with you in these valuable early years.



Preparing your Child

- Starting nursery is a very exciting time for young children and together we can make it a very happy, rewarding and memorable time
- Before starting nursery, talk to your child about coming to nursery and about the things they will be doing and the people they will be meeting
- It is important to remember that young children vary tremendously in the way in which they react to new experiences so do allow your child plenty of time to settle into nursery - **some children may take longer to settle than others and that is ok**
- Develop self-help skills by encouraging your child to take off and put on their own jumper, coat, shoes and socks. Support your child in learning to do up zips, buttons and poppers; we understand that these can be tricky so make it fun and celebrate progress together. Don't wait until the first day - give them time to practise.



Clothing and Personal Items

- Please arrange for your child to be sensibly and comfortably dressed in clothes that they can cope with when going to the toilet
- Please ensure that all your child's clothing is named, particularly their coat, hat and wellies. We value outdoor learning and children access the outdoor classroom daily therefore please ensure that your child has a coat on cooler days
- Please provide sensible shoes: some shoes are not suitable for the learning environment e.g. have no grip, are toe-less or have buckles that may damage equipment. Study shoes that the children can put on and take off easily are perfect!
- We take the opportunity of using the school field frequently and therefore ask that all children have a pair of wellington boots in Nursery at all times
- Every child will have his or her own coat peg with their name and picture on. Therefore it would be helpful for your child to begin to recognise their own name. To reinforce this, you could put a name card on the fridge or play a treasure hunt game; finding name cards around the house
- We request that children do not bring any toys to nursery, as they can be easily lost or broken.

1. Getting ready to start Nursery

Toileting



- Support your child in becoming independent when using the toilet. For example, getting to the toilet in time, wiping themselves, flushing the toilet and washing their hands
- If your child is still wearing nappies we will work with you and your child to support them during toilet training. Parents/carers are asked to provide nappies if their child is still being toilet trained
- Sometimes children are so involved in their play that accidents do happen. Please talk to your child about what to do if an accident happens, reassuring them and telling them to tell an adult. In case of accidents, please ensure you provide a spare set of clothes for your child in a bag which can remain on their peg. If your child borrows any spare clothes from nursery, please ensure they are washed and promptly returned.



Nursery Uniform

- Uniform for our Nursery children is not compulsory, however we have made it available as it stops the children's 'own clothes' getting marked and we find that many children enjoy wearing it. Sweatshirts, cardigans and red polo shirts with the school logo are available to order
- Uniform can be purchased by completing a school uniform order form (available on our [website](#)) or alternatively, from the school uniform shop situated in the main front entrance of the school) which is open every morning from 8.45am available in the main entrance of the school.

Home Visits / Induction Sessions

- We will introduce ourselves with a home visit before your child starts at Nursery. Home visits are a lovely opportunity for you and your child to get to know some of our staff within the comfortable and familiar setting of the child's own home
- We find that home visits act as the beginning of our partnership with you and your child on a personal note and this helps your child to settle as they start
- We offer an induction session, prior to your child's start date, where you can explore our nursery environment with your child.



2. Attendance

Nursery Times

Applecroft Nursery offers the following sessions:

Morning sessions - these are held from 8.30am to 11.30am

Afternoon sessions - these are held from 12.30pm to 3.30pm

Full-time sessions (for those in receipt of a 30 hour free childcare code) - these are held from 9.00am to 3.00pm and include an hour for children to have lunch

Lunch club - this session runs from 11.30am to 12.30pm



Arriving at Nursery

- Children should arrive at the Nursery by:
 - 8.30am (morning session children) or
 - 12.30pm (afternoon session children) or
 - 9.00am (full-time session children)
- Access to the Nursery is via the nursery pedestrian gate next to the school carpark gate —please **do not** walk through the school car park
- Once inside the school grounds children and parents should wait at the Nursery entrance gate until it is opened by a member of staff. Parents/carers may come in with their child for the first week to help them take off and hang up their coat and to help them find their name to self-register
- Please tell us if someone different will be collecting your child or if you are going to be late for any reason. Also let us know if you need to collect your child early.

Late Arrivals

- For the children's safety, the Nursery pedestrian gate will be locked at 9.05am/12.40pm
- If you arrive late you should drop your child off at the school's main office on Applecroft Road, where a member of staff will escort your child to the Nursery
- We would be grateful if you are punctual. It can be very unsettling for your child and disruptive to the learning of others if not.



2. Attendance

Pick Up

Morning sessions finish at 11.30am (12.30pm for lunch club). Afternoon sessions finish at 3.30pm. Full-time sessions (30 hours) finish at 3.00pm.

- Please could you ensure you collect your child promptly
- Access to the Nursery is via the nursery pedestrian gate next to the school car park gate —please **do not** walk through the school car park
- Please line up along the path outside the nursery entrance
- When you reach the front of the line your child will be handed over to you by a member of our staff
- If someone other than yourself will be collecting your child their name must be included on the 'authorised to collect my child' list. If it is a last minute emergency change then please call the school office and they will pass on the information to Nursery staff
- Once you have collected your child please move away from the door and exit the grounds via the pedestrian walkway used when entering the school grounds
- Where possible please be prepared to wait until all the children have been collected if you need to speak to your child's keyworker.



Separation

- Children settle into Nursery at different rates. Please do not worry if your child is taking a little longer to settle
- We are aware that many of you may feel anxious and perhaps a bit wobbly about leaving your child; please be reassured that Nursery staff are here to help you in any way they can
- Please talk to your child's key worker if you have any concerns or questions
- Staff will always contact you if there are any concerns regarding your child
- You are welcome to telephone for reassurance that your child has settled

Parking



- Parents/carers are asked **not** to park on the school premises at any time
- Parking restrictions are in force along Applecroft Road. Waiting is not permitted Monday-Friday from 9:00 - 11:00am with some sections with no waiting at any time.

3. Absence

What to do if your child is unwell



- Please telephone the school on the first day of any absence on 01707 323 758 by 8.30am. Please provide a brief explanation of the reason your child is absent
- If no message is received by the school, we will contact you that day to check the whereabouts of your child
- You should continue to contact the school everyday until your child returns to Nursery, unless the return date has already been confirmed
- Children do get ill and germs can spread easily in Nursery therefore please keep children at home until they are feeling better.

Returning after illness

- Children who have been physically sick (vomiting) or had a raised temperature (or similar) must not come into Nursery until at **least 48 hours** have passed since the last episode of vomiting and when their symptoms have passed
- Children who have had diarrhoea must not return until **48 hours** have passed since their last episode
- If your child has had a contagious infectious disease (such as chicken pox) please call the school for advise on when they can return.

Holidays/time off during term time

- Although Nursery attendance is not statutory we do encourage parents/carers to follow the school's Attendance Policy. This gets both children and parents into a positive school routine
- Parents/carers are asked to complete a 'Request of Absence' form ahead of any planned absence. Forms are available on the school website or from the school office.



4. What to expect in Nursery

The Learning Environment



Our Nursery learning environment is purposefully organised, both indoors and outdoors, to offer specific areas of learning which appeal to children and their interests.

The layout and resources available for the children have all been chosen to support and promote your child's learning and development. There are opportunities to develop skills across all areas of learning.

Inside, we offer a wide variety of activities for the children to develop skills across all 7 areas of learning. These activities include the opportunity to: share books, make marks (early reading and writing), explore a variety of creative and role play experiences (expressive arts and design), use tools such as scissors, pencils and paintbrushes (physical development) and, most importantly, time to share their ideas with others (communication and language).

In the outdoor area, the children can explore all areas of learning on a larger scale. They come into contact with nature by growing vegetables and looking for wildlife (understanding the world), they can explore making marks in the mud with sticks or with chunky chinks on the blackboards (early writing) and develop their gross motor skills through the challenge of climbing and swinging, balancing and pedalling (physical development).

Staffing



- The staffing structure at Applecroft Nursery comprises of a Class Teacher, an Early Years Practitioner and, depending on the number of children in Nursery, a Nursery Learning Support Assistant
- Our staff are experienced in working with early years children and very knowledgeable about child development. We take the ongoing learning of our staff very seriously as we know it improves the provision we can offer our children
- One of the Nursery staff will be allocated as your child's key worker
- Your child's key worker will be the person who works with you to make sure that what we provide is right for your child's particular needs and interests. The key worker will help your child to benefit from the setting's activities. They will meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour. They will use methods of observation, assessment and photographic evidence to record your child's progress. Your child's key worker should be your first port of call should you wish to discuss anything relating to your child.



Other Adults in the Nursery

- When a member of staff has to be away from Nursery for training or is unwell, the groups are taught by another member of staff
- All teachers have a regular entitlement to planning, preparation and assessment time. During this time a regular member of staff will work in Nursery
- We are also very lucky to have volunteers who come in to help us too.

5. Food and Drink in Nursery

Lunch Club at Nursery



- Lunch club is run to enable children to enjoy their lunch in a social setting with their friends. The children have the opportunity to join in with activities such as drawing, puzzles, sharing a book, Lego and playing outside.
- The lunch club is available for children taking up a part-time nursery place and either follows attendance at morning nursery or before afternoon nursery. Children taking up a full time place will automatically attend lunch club.
- Lunch club runs between 11.30am - 12.30pm and is charged on a monthly basis at £5.00 per hour (there is no charge for children attending a full time place).
- Children may bring a packed lunch or take a school lunch (there is an additional charge for having a school lunch). We follow the school's Healthy Eating Programme and expect children to bring healthy packed lunches. We are also a **'No Nuts' environment** so do not allow nuts in any form.
- Children eat their lunch in the main school dining area which offers them a lovely opportunity to experience additional areas of the school.

Catered Lunch Meals

- Children attending lunch club have the opportunity to purchase a hot meal provided by the schools external caterers Dolce.
- The school meals service is able to offer meals to suit specific dietary needs.
- Full details relating to the school's meal service will be included in your welcome pack and is also available on the school website.

Snacks & Fruit and Veg scheme

The nursery participates in the School Fruit & Vegetable Scheme (SFVS), a government programme entitling every nursery child to a free piece of fruit or veg each school day.



Each morning and afternoon your child will receive an item of fruit or veg from the following list:

apple, pear, soft citrus, banana, carrot, tomato, sugar snap peas, strawberries, raisins, mini cucumber, or peppers.

Please let us know if your child has allergies to, or shouldn't eat, certain types of food.

Milk

As part of a government directive to ensure that all children in the UK receive the nutrients that milk provides, children under the age of five are entitled to one free 189 ml portion of milk per day.

We use the registration services of 'Cool Milk' to facilitate the supply of milk to the nursery. Full details on how to register your child with Cool Milk are included in your welcome pack and are also available on the school's website.



Drinks during Session Time

We are aware of the importance of drinking enough fluids during the day and its impact on learning. Water is available to drink throughout the session if a child becomes thirsty. We do recommend that you supply your child with a suitable drinking bottle.

6. Learning in Nursery

The EYFS Curriculum

Our Nursery and Reception classes follow the EYFS statutory framework alongside the Early Years Outcomes guidance which supports children's learning in seven areas of learning and development.

The three prime areas are:

- Communication and Language (CL)
- Physical Development (PD)
- Personal, Social and Emotional Development (PSED)

There are four specific areas, through which the prime areas are strengthened and applied:

- Literacy (L)
- Mathematics (M)
- Understanding the World (U+W)
- Expressive Arts and Design (EAD)

More details on the 7 areas of learning can be found on the next two pages.

The teaching of these areas of learning is practical and playful with support and challenge provided by adults in class sessions, small group sessions and working with individuals. There is a combination of adult led, teacher taught sessions as well as stimulating continuous provision opportunities to encourage curiosity, adventure and challenge.



6. Learning in Nursery

The EYFS Curriculum - Prime Areas

Early Years Outcomes Age: 30 to 50 months - Typical Behaviour	Name of Child: Date of Birth:	Herts for Learning	Personal, social and emotional development
Communication and language <ul style="list-style-type: none"> • Listening and attention <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focuses attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). • Understanding <ul style="list-style-type: none"> • Understands use of objects (e.g. 'What do we use to cut things?') • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Speaking <ul style="list-style-type: none"> • Beginning to understand 'why' and 'how' questions. • Beginning to use more complex sentences to link thoughts (e.g. using <i>and</i>, <i>because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relate past experiences. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' 	Physical development <ul style="list-style-type: none"> • Moving and handling <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. • Health and self-care <ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	Personal, social and emotional development <ul style="list-style-type: none"> • Self-confidence and self-awareness <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. • Managing feelings and behaviour <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. • Making Relationships <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	

6. Learning in Nursery

The EYFS Curriculum - Specific Areas

Early Years Outcomes Age: 30 to 50 months - Typical Behaviour		Name of Child: Date of Birth:		Herts for Learning	
Literacy	Mathematics	Understanding the world	Expressive arts and design		
<p>Reading</p> <ul style="list-style-type: none"> Shows rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>Writing</p> <ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. 	<p>Numbers</p> <ul style="list-style-type: none"> Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. <p>Shape, space and measure</p> <ul style="list-style-type: none"> Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. 	<p>People and communities</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>The world</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. <p>Technology</p> <ul style="list-style-type: none"> Knows how to operate simple equipment. Shows an interest in technological toys with knobs or pulleys, or real objects. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers. 	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. <p>Being imaginative</p> <ul style="list-style-type: none"> Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notifies what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 		

6. Learning in Nursery

The Characteristics of Effective Learning (COEL)

Throughout the areas of learning and at the heart of our curriculum are the 'Characteristics of Effective Learning'.

At Applecroft, we strive to develop these key characteristics of 'Playing and Learning', 'Active Learning' and 'Thinking Critically' in order to give the children skills that they will draw upon throughout their lifetime of learning. All these skills, knowledge and vocabulary that we teach are presented to the children throughout the year which encompasses a range of question based topics that are designed with the capacity to follow the children's interests.

Characteristics of Effective Learning
<p>Playing and exploring – engagement</p> <p>Finding out and exploring Playing with what they know Being willing to 'have a go'</p>
<p>Active learning – motivation</p> <p>Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>
<p>Creating and thinking critically – thinking</p> <p>Having their own ideas Making links Choosing ways to do things</p>



6. Learning in Nursery

Nursery Timetable

Below is an example weekly timetable detailing what takes place across each session/day at Nursery. The following page provides more detail on this.

	Me Monday	Tuned-In Tuesday	Writing Wednesday PPA Cover @ 8:30-11:00am	Thinking Thursday	Fun Friday
8:30-9:00					
9:00-9:15	Register/ Lunches/ Calendar/ Weather				
9:15-9:30	Leader in Me/Jigsaw	Small Group Activity	Small Group Activity	Small Group Activity	Small Group Activity
9:30-10:00	Learning Choices inside				
10:00-10:15	Phonics				
10:15-10:25	RE session with VW				
10:25-11:15	Snack/ Story time				
11:15-11:30	Learning Choices inside and outside				
11:30-12:30	Story/Singing/ Get ready for home or lunch				
12:30-1:00	Lunchtime				
1:00-1:15	Morning group leave @ 11:30. Afternoon group arrive @ 12:30.				
1:15-1:30	Leader in Me/Jigsaw	Small Group Activity	Small Group Activity	Small Group Activity	Small Group Activity
1:30-2:00	Learning Choices inside				
2:00-2:15	Phonics				
2:15-2:25	Snack/ Story time				
2:25-3:15	Learning Choices inside and outside				
3:15-3:30	Story/Singing/ Get ready for home				

6. Learning in Nursery

Nursery Timetable Explained

Busy Fingers:

Every session in Nursery starts with the children working in their 'Busy Fingers' groups, working on building up their fine and gross motor skills through activities such as cutting, building and threading.



Phonics:

During the Autumn term, Phase 1 Phonics sessions are taught daily. In these sessions, children are taught about:

- Environmental sounds
- Instrumental sounds
- Body percussion (e.g. clapping and stamping)
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting

In the Spring term, we begin looking at the Phase 2 sounds, focusing on a different sounds each week until the end of the school year. Phase 1 sessions are still delivered each day to support children where necessary.

Small Group Activities:

Sessions taught in the morning are repeated in the afternoon with additional challenges or interventions being given to children who attend full time where applicable during the afternoon sessions.

During adult-led sessions, the children are largely taught by the Nursery teacher before splitting into key worker groups to complete any activities for the session.

'Monday Me' focuses on the personal development of children. During this time, 'The Leader in Me' and PSHE curriculums are delivered during our adult-led sessions.



6. Learning in Nursery

The 'Leader In Me'

As a whole school we develop leadership habits and pro-social behaviours through 'The Leader in Me' based on the work on Stephen Covey. In EYFS, this is about developing habits linked to independence, pro-activity, planning and prioritising. This is supported through weekly 'Monday-Me' sessions with a focus on personal development. We want our children's learning to be memorable to them and foster awe and wonder at the world around them.



In Nursery, we start by learning what a habit is as well as what a leader is. We then use this knowledge to help us identify ways that we can be leaders both in and out of school. We also look at both the emotional and physical environments.

We then look briefly at each of the 7 habits, looking at different ways that we can apply each of the 7 habits in our day-to-day life.

7. Behaviour in Nursery

Behaviour & Discipline Policy



At Applecroft School we have clear 'Expectations of Behaviour' that we expect all members of our community to abide by. These expectations are:

- Be responsible for yourself and your actions
- Be honest, open and reflective
- Be kind and supportive
- Be respectful and well-mannered

In addition to the overarching school's 'Expectations of Behaviour', individual classes create their own Class Mission Statement at the beginning of each academic year which is displayed in each classroom and forms part of the children's 'Leader in Me' and PSHE curriculums.

Rewards and Sanctions



Nursery's rewards and sanctions system is structured on a sun, cloud and rainbow system and is focused on recognising pro-social behaviours.

- At the beginning of the day all children start on the sun.
- For showing pro-social behaviour, which is to be rewarded, children can move onto the rainbow. The rainbow will be divided into 5 different coloured bands and the children can aspire to move up the bands in recognition of their pro-social behaviours.
- If a child displays anti-social behaviours then they will move onto the cloud which will also have 5 layers of consequence as follows:
 - 1) The child will be given a verbal warning including them being told, using pro-social language what they need to be doing rather than focusing on what they are not doing
 - 2) They will move onto the cloud (a chance to make things right and make the right choice)
 - 3) They will move one more layer up the cloud and be given 5 minutes time out in class
 - 4) They will move one more layer up the cloud and be given 5 minutes time out during learning choices and the Year Group leader informed



8. Health and Wellbeing



First Aiders



The nursery teacher, nursery practitioner and the nursery support assistant all hold a paediatric first aid qualification which is renewed on a three year basis.

Medicines in School

- All nursery parents should follow the schools 'Administering Medicines Policy' available from the school website.
- If at any point your child is required to take prescribed medication that needs to be taken more than 3 times a day or it would be detrimental to a child's health or school attendance not to do so then please follow the procedures below.
- We only accept prescribed medicines if these are in date, labelled and provided in the original container as dispensed by a pharmacist and include the prescriber's instructions for administration, dose and storage.
- Parents/Carers must provide a written request giving clear instructions regarding required dosage. You must complete a 'Parental Agreement for setting to administer medicine' form on each and every occasion you are asking the school to administer medication to your child.
- All medication should be dropped off at the main school reception **NOT** to Nursery staff.
- Should your child require the regular use of an inhaler, please read and follow the schools Asthma Policy.
- If your child requires regular or specific medication or care (such as an Auto-injector pen) we will arrange, in consultation with parents/carers, for an Individual Healthcare Plan to be drawn up.



Accidents during School Hours

Sometimes children have minor accidents while at nursery. These range from harmless bumps to the arm, to a gentle graze on the knee. In these circumstances your child will receive treatment in Nursery and you will be issued with a note to communicate the details of the incident.

If staff feel that the accident is more serious we will make every effort to contact a family member to discuss the incident or to arrange for you to come and collect your child.

Illness during School Hours

Sometimes children become ill while at Nursery. If we feel it is necessary we will contact you to discuss the situation to allow you to make an informed decision on whether you would like to come and collect your child.

Allergies

If your child has any allergies (even to plasters) please ensure the nursery is informed and kept up to date with the latest medical advice relating to the allergy.

8. Health and Wellbeing



Sun

As sun cream should not be brought into Nursery, parents/carers are asked to apply sun cream before bringing their child in.

Unfortunately, staff are not allowed to apply sun cream to a child unless its application falls under a medical requirement.

We advise parents/carers to provide sunhats for their children and if possible, clothing that covers the arms.



Head Lice

Head lice can be attracted to any child's hair, anytime and anywhere. Due to the way in which they transfer they are a problem in all schools.

If we, or you, do discover that your child has lice we anticipate that you will treat your child and the whole family as soon as possible. Please also notify the school so we can make other families aware that head lice is present in the nursery setting.

Toilet Training

We are aware and sensitive that in some circumstances children may not be toilet trained before they start Nursery.

If your child is still wearing nappies we will work with you and your child to support them during toilet training.

The Nursery has an established procedure in place - full details are available in the 'Intimate Care & Toileting Policy'.

Parents/carers are asked to provide nappies if their child is still being toilet trained.



9. Safety and Safeguarding

Whole School Emergencies



In the event of a whole school emergency or critical incident all parents/carers will be contacted either by email or text or as a last resort by telephone. It is therefore absolutely vital that the school has the most up to date email address and mobile phone contact numbers. Should you details change throughout the year please inform the school office.

In case of school closure due to an emergency such as extreme weather, the school will post information on the school website. Information will also be broadcast on local radio stations.

Security

To ensure the school site remains as secure as possible, access to the nursery building is restricted to arrival and pick up times only.

Should you wish to enter the Nursery outside of these times you will need to come to the school's main entrance.



Safeguarding

Safeguarding is an 'umbrella' term that incorporates child protection.

The aim of safeguarding is to enable all children to have optimum life chances and to enter adulthood successfully.

Safeguarding is 'everyone's responsibility'. Should you need to report any concerns about the welfare of pupils at the school, this should be with any of the schools Designated Safeguarding Leads (DSLs). They are Miss Rhiannon Kerry, Mrs Lisa Withe, Mr Paul Wyatt and Mrs Sian Gardiner.

All adults working within school, including volunteers, participate in a safeguarding check and receive annual safeguarding training. Adults working in the school have all undergone an enhanced DBS check and attend, every year, detailed safeguarding

Mobile Phones in School



For safeguarding reasons we ask that all visitors to the school switch off their mobile phones whilst in the building and on school grounds. The use of personal mobile phones is not permitted on school grounds.

Data Protection

The personal data collected by the school from the various documents you complete will only be used for the purpose of processing personal data under the lawful bases of GDPR.

Full details explaining how and why we collect pupils' data, what we do with it and what rights parents and pupils have is fully explained in the schools privacy notice which will be included in your welcome pack - an electronic version is accessible from the school website.

10. Communication between Nursery and Home



Contacting Nursery by telephone or email

Should you need to contact the Nursery you should use the main school telephone number **01707 323 758**.

Staff are usually available to take calls between 8.30am and 4.30pm. Outside of these times, or if staff are for some reason unable to answer the phone, you are welcome to leave a message on the answer phone and we will do our best to get back to you.

If you do need to send in an e-mail the best address to use is **admin@applecroft.herts.sch.uk** Please do add, in the subject line, the name of the person the email is intended for.

Contacting the Teacher or a Member of the Nursery

Good communication between staff and parents enables us to inform each other of relevant matters concerning your child. We appreciate being informed of any changes at home that might affect your child and will treat anything you tell us in strict confidence.

All staff have an open door policy and we actively encourage parents to talk about any queries or concerns they may have.

If you need to talk to any of the Nursery staff please arrange to see them at the end of the Nursery session or, if it is something simple such as a change in collection routine, staff are happy to accept notes at the start of the session.

If the matter is urgent and a staff member is not available please contact the Nursery by telephone or email using the above contact details.



Newsletters and Other Communication

The majority of information that we pass on to you will be sent out electronically by email. If you do not have an email address please inform us and we can ensure you are given hard copies of any information.

Any communication that requires a written response from yourselves will be sent home with your child.



Texts from Nursery

In the event of a whole school emergency, critical incident or enforced school closure we will contact you through the schools texting service.

If you inform us that you do not have a mobile phone we will make other arrangements to contact you.



10. Communication between Nursery and Home

Positive Feedback & Suggestion Box



A positive feedback and suggestion box is available, in the main school entrance area, in which Parents/Carers can leave their views or ideas.

Nursery Fund



In line with other nurseries, we ask for a voluntary contribution of £1 per week towards extra supplies such as ingredients for baking, craft supplies and items for construction. On occasions, contributions may be used to provide extra equipment which the Nursery may need from time to time. This can be either be paid for via Schoolcomms or in a named envelope handed to a member of the Nursery team.

Making Payments to Nursery

To reduce administrative time and to offer greater security we ask, wherever possible, that parents/carers use our online payments system 'Schoolcomms' when they need to make any financial payments to the school.

If you would prefer not to use this method for making payments we do still accept cash or cheques (cheques to be made payable to Applecroft School).

Once your child starts with us you will receive information on how you can register for a Schoolcomms account.



Concerns and Complaints

Any concerns regarding your child, their welfare or progress, should primarily be discussed with your child's key worker or the Nursery teacher.

Any concerns regarding school practices should be put forward in writing either by email to the school admin email address: admin@applecroft.herts.sch.uk or in hard copy addressed to the Headteacher.

We hope that any problems will be resolved at an early stage, however if the result of any complaint or concern is not satisfactory they can be discussed further with the Headteacher by appointment.

If you still feel that the issue remains unresolved, the next step is to contact the Chair of Governors. They will investigate and take action on your behalf.

A full copy of the complaints procedure is available from the school office or our website.

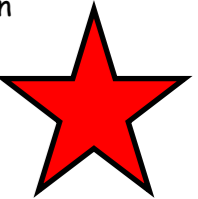
11. Sharing Information about Children's Learning



We have strong partnerships with our parents/carers and work hard to provide many opportunities to share how your child is progressing in school and what they are working on in their learning.

This is achieved by sharing information with you on-line (via Tapestry), at face-to-face meetings, through attendance at special events, via reports and termly letters.

The table below offers an insight into some of events we use to share information on your child's learning as well as events we celebrate throughout the year in Nursery.



Term	Event
Autumn 1	Focus Observation consultations begin (more details sent out once your child starts in Nursery)
Autumn 2	Nursery Christmas carol concert Christmas jumper day Christmas dinner
Spring 1	Second focus observation consultations begin
Spring 2	Mothers Day celebration
Summer 2	Fathers Day celebration Nursery class trip End of year reports sent out

11. Sharing Information about children's learning

Annual Events & Celebrations



There are a number of annual events that your child will be involved in and we value your support and contribution to these events.

Events include: Christmas play and party, Easter and Mothering Sunday celebrations, Multicultural celebrations, sports day, world book day—plus many more.

Curriculum Letters



Each term, a curriculum letter will be uploaded to the school website as well as sent out via email detailing what learning will be taking place including across all 7 areas of learning. There will also be key messages detailed in the letters.

School Website

Our website address is www.applecroft.herts.sch.uk

- The website contains information about your child's current learning and ideas to help with their home learning
- It has dedicated pages for each year group to inform parents about ongoing learning in class
- The website also provides information about the schools curriculum and subject specific information



Tapestry

We use an online learning journal system called 'Tapestry'. You will receive full information on how to set up your Tapestry account in the Nursery welcome pack.

Your child's key worker will use Tapestry to upload observations of your child. These observations will describe what your child has been doing and the area of learning the observation covers. It also shows the characteristics of how your child is learning and highlights your child's involvement and well-being.

Viewing your child's Learning Journal

Once logged in, you will see your child's observations on your home screen in a list. Selecting any one of these will open up the observation for you to look at. You may add comments in the box at the bottom of the observation if you would like to - we would love to receive your comments!

Adding an entry to your child's Learning Journey

Choose the 'Add observation' option (or the 'plus' icon on your iPhone or iPad) and add the relevant information in the boxes on screen. Photos and videos may be uploaded by choosing the 'add media' option. When you have saved your observation, you may go back to the home screen at any time by choosing 'home'.

12. Parents in Nursery

Parent Helpers



We feel that the involvement of parents/carers in children's education is vital and we encourage active participation in many ways.

To start helping in school you will first need to complete a volunteer information form: this is available from the main school office.

We ask all volunteers to read our volunteer policy and to sign a declaration to confirm that you have read and understood the contents.

As part of the school's safeguarding procedures, in order for volunteers to regularly work in school, you will be required to complete a DBS check. Please be assured that all information will be treated in the strictest confidence and that these checks are done only in the best interests and safety of the children.

To ensure all our volunteers remain up to date with schools safeguarding provision you will be required to attend annual refresher training.



Nursery Trips

On occasions we take children out of nursery on local visits to allow the children to gain an insight into the local community.

We cannot undertake these visits without the support of our parents and carers to maintain safe supervision levels.

Wider Participation



We have an active Parent Teacher Association (PTA) who organise events throughout the academic year with the whole purpose of raising money for the school and children.

If you would be interested in becoming a member of the PTA please speak to someone in the main office.

