

Brougham Street Nursery School Information Booklet



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Introduction

Welcome to Brougham Street Nursery School, this booklet is meant as a general guide; you may well have other questions, so please ask – we like questions!

We have a committed and friendly staff team who have a very good knowledge of child development and really do care about their work with children. Childhood is such a special time, and we aim to make it as happy and rich as possible for every child who we care for.

Our philosophy is soundly based in relationships. The relationships between our staff, the children and parents that we work with, and of course those between children. We want Brougham Street to be a happy place where the limitless possibilities of children's imagination come alive. We take our job very seriously as we understand the trust you place in us. We strive to continuously improve what we do and reflect on the lessons that we learn every day. Our families and their children are a rich source of inspiration to us.

General Information

Brougham Street Nursery School was opened in 1944 in response to the Government's efforts to provide childcare for children whose mothers were needed to work during the war years. In September 2009 we moved into a modern, light and bright, purpose-built premises based in Skipton Children's Centre, within easy walking distance of Skipton town centre. At the same time we opened our childcare for children aged from 3 months. We are one of three maintained nursery schools and the only Local Authority childcare service in North Yorkshire. We have a governing body with parent representatives and a headteacher. We provide high quality extended provision from birth to 4 years over 50 weeks each year, between 8.00am-5.45pm. We are closed for all Bank Holidays, for two training days spread across the year (normally in September and April), for one week at Christmas and for two days after the late August Bank Holiday.

We have very close links with all our local schools. Our families and children predominantly come from Skipton but also from many of our surrounding towns and villages. Children who have attended the nursery transfer to a range of local primary schools both within Skipton and beyond.

Sharing a building with our Early Help Team Hub offers additional services to families, such as: adult learning opportunities, parenting classes, and individual support for families. It's easy to access their services - just ask at the shared reception office or any member of our staff team.

The Nursery and Childcare

Our Nursery School and Childcare are based in three rooms to meet the different developmental needs of our children. The rooms are Babies (0-2 year olds), Toddlers (2-3 year olds), and Nursery School (3-4 year olds). If you haven't yet visited, please give us a call as we would be happy to show you around.

All of our children have access to the indoor and outdoor areas throughout the day. We believe that children learn as much out of doors as they do inside. We use our observations of children's interests as a starting point for planning and we use the Early Years Foundation Stage as a framework that ensures we meet every child's needs.

The nursery is very committed to the inclusion of children with additional needs and we work with a variety of professionals to ensure each child receives the support they need.

You can view the inspector's full report of both the Nursery School and the Childcare offer by following the links on www.ofsted.gov.uk/reports.

What you and your child can expect from us:

- ◆ We will keep your child safe and secure.
- ◆ Your child will make excellent progress at Brougham Street Nursery School – we will do our very best to ensure they reach their full potential.
- ◆ You and your child will be greeted and settled.
- ◆ We will be transparent, open and honest.
- ◆ Staff will be friendly, caring and helpful.
- ◆ We will inform you if your child is not well.
- ◆ In an emergency we will first try to contact you and then the emergency contacts you have given us. We will always act in the best interests of a child and follow the appropriate medical advice.
- ◆ We will work with you if your child is experiencing any problems.

What we can expect from you and your child:

- ◆ You must make sure your child is dropped off to a member of staff and collected by a responsible adult.
- ◆ You must tell us if your child is sick, will be arriving late or leaving early, or will be collected by someone else'
- ◆ You must not send your child to nursery if they are ill (<https://www.nhs.uk/live-well/healthy-body/is-my-child-too-ill-for-school/>). If they have sickness and / or diarrhoea they must not return until 48h has passed since their last episode.
- ◆ You must make sure we have all the relevant details about you and your child and you will tell us about any changes. This is very important in case we need to contact you e.g. if your child is unwell. Please be aware that if we phone you, our number will come up as withheld/unknown on your phone.
- ◆ You must make sure we know about any allergies or health conditions your child has.
- ◆ You must tell us (rather than other people or post on social media) if you are not satisfied with our service so that we can resolve any complaint or issue.
- ◆ You must keep up to date with any fees or lunch money.

Nursery School

The Nursery School typically welcomes children from the term following their 3rd birthday until statutory school age. Children are offered their free 15 hours entitlement and for working parents the additional 15 hours totaling 30 hours funded sessions. Regular attendance for set sessions allows children to build friendships and ensures that we can plan effectively to meet their learning needs. Additionally for working parents, we can offer parents the opportunity to purchase additional sessions to enable them to access our provision from 8am – 5.30pm. Many families buy additional extended services such as breakfast, lunch, 'activity/tea club' and 'holiday club' to enable them to work or attend college.

Nursery School Times

- Morning sessions are from 8.45 am to 11.45 am.
- Afternoon sessions are from 12.15 pm to 3.15 pm.
- Whole day sessions 8.45am to 3.15 pm.

Children with 30 Funded Hours

We realise that not all parents have the luxury of working term time only, so at Brougham Street you are able to stretch your 30 hours for 51 weeks of the year. This works out at 22.5 hours per week. For more information on this and how to claim, please speak to our admin team based in the office. They will be only too happy to help.

Communication

If something is big enough to worry you, then it is big enough to talk about. Please don't ever think that you "don't want to bother us". It is important that you let us know about any concerns you have. Please talk to Michael or a member of staff if there is anything you want to discuss regarding your child. Our nursery staff are experienced and can often help with difficulties or problems your child or family may be experiencing, or point you in the direction of someone who can.

Learning and Teaching

At Brougham Street Nursery School we believe that high quality nursery education is about learning to be independent, confident, resilient and curious. We develop our children's innate thirst for knowledge and support them to be positive about themselves and others, form strong relationships and contribute to our community. We want children to try new experiences, not be frightened of taking calculated risks, make mistakes and try again. Learning at nursery is learning for life and not simply a preparation for primary school. Young children learn by doing things for themselves, by exploring and investigating, watching and listening, talking and discussing, creating and communicating.

We offer a rich and varied curriculum in a safe and inviting environment. Each child is an individual and comes to nursery with their own unique experiences and personality; we recognise this and aim to work with children to develop their interests and skills as well as

introducing them to new and different ideas and possibilities. As well as extending children's thinking through their play we also plan and deliver clear, focused adult directed learning experiences for children.

Observation, Planning and Assessment

The children in the nursery school learn through a combination of continuous provision, in-the-moment and themed planning based on their own interests, and calendar events e.g. RSPB bird watch and science week. Children's learning is through play and is developmentally appropriate.

We observe children while they play to find out more about how they learn, their interests and to ensure that they make progress. This helps us to plan for their future learning. We offer opportunities that build on children's existing experiences enabling them to become independent and self-motivated learners. We want children to have a thirst for knowledge and aim to provide a learning environment tailored to meet their needs.

Each child has a tailored curriculum with curricular goals which are selected during the school term by your child's key person with support from the class teacher. These goals are individual to each child and are appropriate to their age and stage of development. Previous observation, discussion with parents and children's interests are used to help select the focused targets. Our cycle of observation, assessment, planning, observation is carried out on a moment-by-moment basis whilst our children play.

Sharing Progress

Learning opportunities are recorded and shared through our on-line learning journal 'Tapestry'. It can be accessed on any computer, tablet or Smartphone. When your child starts nursery, we will give you information that explains login and access. Your child's profile is only accessible to you and those who you share it with; it is not open to the general public. More details can be found at: <http://tapestry.info>. We encourage parents to use Tapestry to respond to our posts and to share activities done at home e.g. trips out, play activities.

We also provide a written formative report during the summer term prior to a child starting a reception class.

Forest School

“Forest school is an experiential educational approach which is one branch of the outdoor education family tree. It was developed in the UK in 1993, inspired by the Scandinavian education system” (Forest School Association). Our class teacher Alison achieved her level 3 certificate for Forest School Leaders (CERTA) in 2020 and she leads and plans our Forest School sessions.

We aim for all children in their preschool year to access two three week blocks of Forest School sessions. This means that the children get to experience different seasons in ‘The Wilderness’, giving them an opportunity to observe change over time in the natural environment. A small group of up to eight children take part in the programme at one time, accompanied by a minimum of two staff members. The children's skills and confidence will be built on week by week, with the teacher acting as a facilitator, rather than a director of learning. At Forest School, the EYFS is delivered holistically, with the children at the centre of their learning, supporting the development of the whole child.

Forest School takes place in 'The Wilderness' which is a community owned woodland, a mere ten minute walk from nursery school. It is a beautiful, tranquil space with a wide range of natural habitats making a perfect learning environment. It is abundant with wildlife, from majestic kingfishers to tiny European bullfish. The beck which runs through The Wilderness adds an extra special dimension to the learning environment, providing a place to explore the aquatic natural environment, as well as a place to experiment with the water itself.

'The Wilderness' is also home to a number of mature canopy trees including: sycamore, ash, elm, lime and horse chestnut. The presence of these trees enhances the natural environment, resulting in a higher level of biodiversity, making for lots of interesting bug hunts. They also provide great places to build dens!



Forest school is situated among contemporary movements in education and child development (Harris, 2018).

Meet Our Team

The team in nursery school is well qualified and experienced and we are all passionate about ensuring that the children within our class get the best possible provision. You can learn more about individual team members by visiting our website <https://www.broughamstreetnursery.org.uk/about/meet-team>



Michael Pettavel

Headteacher, SENCo and Designated Safeguarding Lead.



Alison Stewart

Deputy Headteacher, Class Teacher, Forest School Leader, Lead SEN, and Green Group Key Person



Louise Shaw

Childcare Manager and Designated Safeguarding Lead



Beccy Robinson

Class Teacher. Lead SEN Practitioner and Green Group Key Person



Ann Almack

Early Years Practitioner and Red Group Key Person and Early Years Woodwork Specialist



Lorraine Caswell

Early Years Practitioner and Blue Group Key Person and Every Child a Talker Specialist



Pauline Pickles

Early Years Practitioner and Purple Group Key Person



Katie Spencer

Early Years Practitioner and Orange Group Key Person



Ayesha Bridge

School Administrative Officer



Gene Spencer

Administrator



Afreen Altaf

Learning Support Assistant



Amanda Bibey

Learning Support Practitioner



Fiona Cox

SEN Support Assistant



Beverley Wain

Early Years Practitioner and Chef



Madiha Rashad

Midday Meals Supervisor

Partnership with Parents

We operate a Key Person system at Brougham Street Nursery and this will usually be the member of staff that parents and carers will have most contact with. The Headteacher, Class Teacher and Key Persons operate an “open-door policy” and if they are not immediately available, an appointment can be arranged at the front office. We update our website regularly and have an active Facebook page to keep you in the loop. Please check it regularly as dates and closures are always updated well in advance. Prior to a child starting nursery school we share an online questionnaire to collect background information about your child's needs and interests.

Settling

Prior to starting at nursery school, all parents are asked to complete a ‘My Story’ for their child. This is an online form, which provides us with valuable information that we will use to help make transition into nursery school as smooth as possible. It is therefore really important that we have this information before they start in their new class.

When children first join our class, they will typically attend part of a session, or part of a school day. Parents typically do not stay within the classroom during these sessions. We will phone if children are unsettled. Ideally these sessions will take place during holiday club, when the number of children attending is lower. This practice began when the pandemic started, and perhaps surprisingly, we found that children settled quicker into nursery school than when parents joined them during settling sessions.

We ask parents and carers to complete an Admission Form and Parental Agreement. It is vital that we have information about medical conditions, allergies etc. and contact details before you leave your child.

Some children settle in very quickly, others take longer and we sometimes suggest shorter sessions for the first few days or weeks. We understand parents’ anxieties during these early days and you can always give us a call to make sure your child has settled.



Drop off and Collection

It is important to bring your child on time and drop them off with their key worker (or co-worker). Arriving late can make it difficult for your child to settle, as often all of the children are already busy and involved. We understand that it can be difficult when there are older children to get to and from school, so if you are going to be late, please let us know.

It is essential that we know who is collecting your child from nursery. If you have to make a change in arrangements, please let us know in advance. If we have not received a message from you, or an adult collecting is not on our "permission to collect" form we will not allow children to leave with them. We would much rather be cautious than let a child leave with someone we do not know. If arrangements have to be made at short notice, please telephone us so that we can let your child know. Make sure that we have an up to date daytime phone number so that we can contact you in an emergency.

As we are part of the North Yorkshire County Council telephone system, it means that our telephone number is displayed as "Withheld or Private". Please do answer your call (or listen to your voicemail messages).

Handover at Pick Up

When children join us from our toddler classroom, they are moving from our childcare provision into our school provision. In this educational environment, the information we share is about what our children are learning and typically this is disseminated through our monthly newsletters and eLearning journal Tapestry. This is different to the handover at pick up that you may have come to expect from your childcare experience in either the toddler or babyroom classrooms. This is because of our significantly larger class size and we want to be equitable about the time we give to each child's parents and also because our focus is educational. Children in the Nursery School are learning to be independent and self care is a big part of this. Our handover also prepares children and families for the lack of handover at school. As ever, if there is anything a parent/guardian wants to talk about then do send a message or call and we will arrange an appointment to meet or call back. In the same way if there is anything that we feel we need to raise with you (such as children not eating, toileting issues etc) we will let you know.

Clothing

Learning is messy, particularly in nursery school; this is because our resources include mud, clay, paint, sand, mud and water and as a result children **will** get stains on their clothing. We do encourage children to use aprons and waterproofs wherever possible, however both staff and children will go home slightly more "decorated" than when they arrived at the start of their session. Please send your child in comfortable, easy to manage clothing that doesn't matter if it gets marked. We have a nursery sweatshirt and polo shirt that can be bought in the office. It does not matter if children come into school using clothes that show the marks made during previous activities, we know that sometimes these stains do not come out easily in the wash. For this reason, many of our parents choose to send their child to school in old clothes.

A coat is essential each day, as children go outside whatever the weather. A loop at the neck helps children to hang their coat up. Please make sure their name is clearly marked inside. We encourage children to wear our protective waterproof jackets and trousers in certain areas and weather conditions.

Well fitting, whole foot enclosing trainers or sensible shoes (with a velcro closure) protect toes from grazes and bumps. If shoes are loose or of the "Croc / flip-flop" variety it hugely increases the chances of slips or trips and can be dangerous when climbing. Please do not send children to school in lace up shoes, this is because at this age they are unable to tie them by themselves, whereas Velcro shoes can be put on and secured independently. On a wet day it makes a great difference to us if you can send your child with a pair of named wellies.

All children are given a coloured bag in which to store a spare set of named clothes . This means that they have something familiar to wear if they need changing. If your child comes home in nursery clothes, we really appreciate them being returned as soon as possible.

Toileting

Please let your child's Key Person know if your child is worried about using the toilet so that we can give them some extra support. Accidents at nursery are common in the early days, even if they have been using the toilet or potty at home. We will change them, and put any wet or soiled clothes in a bag on their peg. Your child's Key Person will support you in toilet training. The toilet area has small toilets and wash basins fitted at the children's level so they can be independent (sometimes with a gentle prompt).

Accidents

We have accident forms where we record any incident where a child is hurt. We get you to sign this once we have informed you. Our nursery staff are trained in paediatric first aid in case of emergencies and if they feel that urgent medical advice or treatment is required we will contact you immediately and arrange to meet you at the nursery or the local hospital. If necessary an ambulance will be called and your child will be escorted by a member of staff they know well to an Accident & Emergency Dept.

If your child has an accident outside of the nursery, we ask parents to fill out a pre-existing injury form as this prevents misunderstandings.

Absence and Sickness

Please let us know if your child is ill or likely to be absent. This allows us to adjust staffing, change our planning as well as informing other parents (this is very important as some of our staff or parents may be pregnant or vulnerable to infection). If you let us know by 9.00 am we should be able to cancel any pre-booked lunches (any lunches not cancelled will be charged for). We have a first day contact system and will call you if your child is absent and we have not received a message from you.

If your child is taken ill in school, we will contact you immediately – you are the person they will want to be with when they are poorly. If we are concerned about your child and are not able to contact you or an emergency contact you have given us, we will act in the best interests of your child, taking them to hospital if we believe it necessary.

To help us to keep our nursery safe we ask you to:

- Keep children at home if they are ill.
- Make sure that 48 hours have passed since the last bout of vomiting or diarrhoea before your child returns to nursery (as per the Health Protection Agency Guidelines).
- Please inform staff if your child has any health conditions such as allergies, asthma, eczema or hay fever and about the treatment required. We will need to keep this medication in school (so it will be necessary to get a spare from your GP) and will ask you to complete a medication form to ensure we administer the correct medication at the correct time.
- We can give the last few days of a prescribed course of antibiotics if your child is back to their normal self and you will need to complete the North Yorkshire permission for Medication forms.
- **Childhood infectious diseases**-There are lots of common infectious diseases which your children will invariably have at some time, perhaps at nursery. Please let us know as soon as you suspect an infection, or have a diagnosis, so that we can inform other parents. We can also advise you about the minimum exclusion periods (<https://www.nhs.uk/live-well/healthy-body/is-my-child-too-ill-for-school/>) . Please also tell us if your child is being treated for head lice.

Healthy Snack and Meals

During each session children are offered a drink of milk or water and a "snack". Snacks vary, but are always healthy. We encourage children to try a range of fruit, vegetables, cheese or savoury biscuits. Please support our healthy eating approach by collecting your child with a piece of fruit or other healthy alternative.

Lunches during term time are bought from Parish Church School kitchen so are nutritious and balanced. Children sit at the table with the room staff and meals assistants.

Breakfast, teas and holiday lunches are prepared by our own chef Beverley , and follow the Children's Food Trust Guidelines.

Menus for term time meals and teas and holiday lunches are available on request by contacting our school administrative officer Ayesha.

Please do let us know about any allergies your child may have.

Photographs and Images

We know how important photographs of their children are to parents, but we ask you not to take photographs in the Nursery. Staff record significant events for children such as birthdays and celebrations as well as important developments in their learning. We ask that photos shared to your Tapestry account are not shared on social networking sites unless the photo is only of your child and there are no other children present in the image.

As most mobile phones also have the capability to record videos and take photographs, we also ask that you do not use these when you are in the nursery or settling your child. We do have parents who do not want their child photographed by others and we respect their wishes. In these days of Facebook and Social Networking, photographs rarely remain private and in some cases this is for the safety of the child.

If you do want a special event recorded, please talk to your child's Key Worker or the class teacher. We can always take a photograph for you and put it in your child's learning journal on Tapestry.

Our registration pack includes a consent form, asking parental permission for their child to be photographed and videoed for their own Individual Learning Profiles (Tapestry), for wall displays, the nursery website, newspaper and other documentation. We hope all parents will agree to this to allow us to share children's learning with others.

Trips, Visits and Special Events

Our local area is a genuine resource; we may go to the park, the shop, the canal, the pet shop, the library or the local market amongst the many potential destinations on our doorstep. We maintain a high adult: child ratio at all times.

Sometimes we may take children on a visit further afield – such as to the farm, which involves travelling by coach or mini-bus. We let parents know of any planned trips well in advance and ask that you complete a permission form and where necessary a medical form. It makes a huge difference to have the support of parents on these occasions. We do have to ask for voluntary contributions to make these outings possible. No child will be excluded if a contribution is not received, however the nursery budget is limited and contributions make more exciting trips possible.

Weather Warnings

We endeavour to keep Brougham Street Nursery School and Childcare open at all times, however, in the event of circumstances beyond our control, we feel that the safety of the children and staff must come first and therefore, we reserve the right to close the nursery. We have a procedure in place to ensure that we still operate, possibly with limited staffing and for only part of the day, during extreme weather conditions. We are sorry that we are unable to give refunds for children who are unable to attend due to weather such as a heavy snow. Please refer to the terms and conditions in your child's application pack.

Positive Behaviour at Brougham Street Nursery

We aim to support children in learning how to behave in a positive and responsible way. We want children to behave well “intrinsically” (because they understand why and want to) rather than “extrinsically” (because they are told to and blindly obey). This is part of keeping them safe.

We want children to learn the skills, knowledge and attitudes to be able to make good judgements and choices both for themselves and others throughout their life and know that this starts when children are very young.

Our Code of Behaviour is:

- Be kind and friendly
- Be helpful and thoughtful
- Keep yourself and others safe

This Code of Behaviour applies to everyone at the nursery, children and adults.

Complaints Procedure

Although we hope that you will not have any cause for complaint while your child is at Brougham Street Nursery, we think that it is important that you know you can complain if you feel that we have not met the high standards that you would expect. In the first instance raise any issue with the management team and we will genuinely try to resolve any issue informally. However if you feel that the issue is unresolved the Governing Body has a complaints procedure or you can report the matter directly to the Office for Standards in Education (OFSTED). We welcome your comments and any formal complaint will be responded to within 15 days.

Nursery School Routine

A familiar routine is key to children feeling safe, happy and secure in their surroundings. Our routine is simple and works for both children and staff. We open for breakfast club at 8am and children are welcomed by a member of the team. Breakfast takes place in the garden room where the atmosphere is calming, with a meal table with a variety of breakfast cereals, fresh fruit and toast to choose from and activities set out for children to play with once they have finished. Breakfast finishes at 8.20am, with children coming into the nursery at 8.30am.

At 8.45am we open the doors and the school day begins. Children have the choice to play both outdoors and indoors during the morning. We encourage children to tidy up after they finish playing in an area, hang their coat on their peg after playing outside and make sure they have wellies and waterproofs on if the weather is wet. During the morning children have a healthy snack provided both inside and outside so their play can continue without disruption. At 11.10am we tidy the nursery both outside and inside and by 11.25am children are ready to have group time with their key person or on occasion in a rainbow group with all children. This is a really special time for the children as here they have the opportunity to extend their thinking, develop self-confidence and identify themselves as part of a special group. Each key person plans for their group following the interests of the children and developing skills which they will continue to develop as they continue their journey into primary school.

At 11.45am the morning session ends. Children who are going home at this point are collected from the nursery and the children who are staying will have their lunch in the garden room with our meal time supervisors and a member of the nursery team. Children are collected from the side door at this time, there is no need to ring the bell as staff will know you are there.

The afternoon session begins at 12.15pm; children are greeted by a member of the nursery team and have the choice to play either indoors or outside. The afternoon session follows the same pattern as the morning with a snack provided during the session. At 2.40pm children then tidy up. We meet for group time at 2.50pm and those children who are going home will be collected from 3.05pm – 3.15pm from the garden room. We ask that this is a prompt pick up, it can be upsetting for children to be the last one to be picked up as they may feel that they have been forgotten. Children who have extended hours move to the garden room for games.

Children who are not staying for tea can be collected from the nursery garden room from 3.50pm – 4pm. Tea is served at 4.00pm and is cooked and served by our own school cook Bev.

The Early Years Foundation Stage Framework

Brougham Street Nursery School follows the '[Early Years Foundation Stage Framework](#) (EYFS) which is followed from birth up to the end of the Reception year at school. The EYFS is based upon four key principles:

- Every child is a **unique child**, and all develop at different rates. We believe that all children are constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**. During your child's time at nursery school we hope to develop caring but professional relationships with them and their families and to encourage positive relationships between the children and their peers. We have a Key Person policy in place to support these relationships.
- Children learn and develop well in **enabling environments, with teaching and support from adults**, who respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers. The nursery school environment is designed to enable the children to explore and learn, supporting them to become independent and confident learners. A free flow play environment also means that children can choose to move between the indoor and outdoor environment freely.
- **Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

The Three Prime Areas of the EYFS are:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food .
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

The four specific areas are:

- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction; and to describe shapes, spaces, and measure.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

Curriculum

Ofsted describe curriculum as building on ‘what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.’ (Ofsted, 2019). We follow a variety of non-statutory guidance including [Development Matters](#) (2020) to support learning and development within the nursery school classroom. We ensure that each child has an individual curriculum and that our children are active in their own learning. We have a focus on early language and extending and developing vocabulary skills across all 7 areas, this improves child development in a broad curriculum.

Quality of Education

Intent

- This is our agreed way of working. At Brougham Street Nursery School we have a balance of child-initiated and adult-led learning using continuous play and small group activities following the Froebelian idea of “Freedom with guidance”.

Implementation

- Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems.
- Children learn by leading their own play, and by taking part in adult guided play.
- Practitioners decide what they want our children to learn, and the most effective ways to teach it.
- Practitioners stimulate children’s interests, responding to each child’s emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.

Impact

- Staff make regular and reflective observations and assessments of children’s learning and development.
- These are used to fully understand the uniqueness of each child to ensure children make excellent progress given their starting points.
- We monitor the curriculum and the children’s assessments to narrow any gaps in learning and to determine what they need to learn next.

For more detailed information on our pedagogy and curriculum please visit our learning padlet <https://padlet.com/broughamstreetcommunitynurseryschool/crr3ofdjok7x38gd>

An Inclusive Classroom

Diversity is key to our setting and our greatest resource. We value all children and their families, and we embrace diversity of race, nationality, religion, gender, family backgrounds, disability, sexual orientation or language.

Special Educational Needs and Disabilities (SEND)

Many children have a time in their lives when they need some additional support with learning, behaviour or emotional development. Nursery staff are experienced and trained to recognise when this might be the case. We try to identify where support might be needed as early as possible and in consultation with parents enlist the support of other professionals to give us advice. We work as a team to enable each child to make the very best progress they can. Sometimes we compile an Individual Learning and Provision Plan for children in order to be very clear about how to best support them. We will always discuss concerns with parents and will not make referrals without your prior knowledge and consent.

Within nursery school we follow the SEND Code of Practice (2015) which was published following the introduction of the Children and Families Act (2014) and the SEND Regulations (2014). We have a highly experienced and qualified team led by our SENCo Michael (headteacher) who has overall responsibility for coordinating provision for all children with SEND within our setting.

Within the nursery school classroom, our class teacher Alison has recently achieved the NASENCo award with distinction. This is a qualification specifically created to provide the opportunity for participants to reflect upon and improve their practice in SEND whilst learning more about the coordination of special educational needs, policy and supporting the individual needs of children and young people. Alison has also completed Levels 1 and 2 Makaton (modules 1-4).

Beccy Robinson, class teacher, is a specialist in SEND. She has a BA in psycholinguistics, which is the study of the relationships between linguistic behaviour and psychological processes, including the process of language acquisition. She has over five years of direct experience, supporting children 1:1 with a variety of complex needs and in the delivery of group interventions. She has also accessed a wide range of certified CPD including autism training and is SEN Teaching Assistant certified.

All of our nursery practitioners have completed CPD are experienced in supporting children with SEND.

All members of our staff team use Makaton as part of their day to day practice. Makaton has been shown to support verbal development for all children and it makes our classroom more inclusive as some children within our class may only communicate using signs.

Interventions in nursery school include:

- Shabang – sensory play based learning experiences.
- Ginger Bear – develops communication skills including listening, understanding, and conversational skills; as well as social skills such as turn taking and making and keeping friends.
- Picture Communication Cards
- Every Child a Talker
- Objects of Reference
- Lego Therapy
- Ready to write
- Time for sounds
- Pop Up Sensory Room.
- EYBIC (Early Years Based Information Carrying Words) – develops receptive (understanding) and expressive (speaking) language skills

For more information about our SEND provision please visit our SEND padlet

<https://padlet.com/broughamstreetcommunitynurseryschool/253fv96tpisti8rq>

If you would like to know more about any of our interventions, please do not hesitate to ask Michael, Alison or Beccy.

English as an Additional Language

Our staff team is very experienced in supporting young learners of English as an additional language (EAL) i.e. a pupil who does not have English as a first language.

'First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become.' School census preparation and guidance for 2007 (DfES 2007).

Within nursery school we have children who have a wide variety of first languages including Malaysian, Thai, Miripuri, Romanian, Hungarian, Greek, Portuguese, Mandarin, German and Polish. Our class teacher Alison has also completed training with the British Council which included how to best talk to young children with EAL; how to create the best environment for them to learn English as an additional language; and how to monitor their progress. Alison has also shared her training experience with the staff team.

Examples of how we support children with EAL include:

- Symbol based communication e.g. communication books, communication cards.
- Transcription of reading materials into symbols eg Handa's Surprise, The Very Hungry Caterpillar, Nursery Rhymes
- Talk as you do
- Dual language Widgit

Safeguarding and Child Protection

Safeguarding is an umbrella term for what we do in order to ensure children are safe from harm. It means the protection of children within our setting from abuse and maltreatment, including child protection, recruitment of suitable people, medication, accidents, illness and emergencies, suitability of the premises and equipment, health and safety (definition from PACEY). Safeguarding also covers PREVENT which is about safeguarding individuals from being drawn into terrorism, ensuring those vulnerable to extremist and terrorist narratives are given appropriate advice and support at an early stage. Safeguarding is the responsibility of all staff members in the setting.

The Nursery is committed to the safeguarding of all children:

- All staff, volunteers and students have fully enhanced CRB clearance.
- All staff have up-to-date child protection training.
- Staff are qualified in paediatric first aid.
- The School has a special educational needs co-ordinator (SENCO).
- The School has a named Governor responsible for child protection (SEND Policy and Behaviour).
- Our child protection policy is published on our website and hard copies are available in the school office.

Within nursery school we have two designated safeguarding leads: Michael Pettavel (headteacher), Louise Shaw (Childcare Manager) and a deputy DSL Nikki Ingham (Toddler Room Manager); and they have overall responsibility for safeguarding children in nursery school.

We work closely with other agencies to protect children in our care and we are duty-bound by the Children's Act. The Nursery will make a referral to the Children's Services if we feel a child has suffered or is at risk of harm. We will always try to discuss our concerns with parents or carers first. If you ever feel that a child may be at risk (either at nursery or outside of nursery), please talk your concerns through with a member of staff in order for us to ensure that both you and the child are supported. rule").

Talking to Children About Online Safety

Talking to children about online safety is essential because many of them will be using a wide range of technologies in their home environments, even before they start school.

Ofcom's 'Children and Parents Media Use and Attitudes Report' (2018 – released in January 2019) found that:

- 1% of 3-4-year olds have their own smartphone and 19% have their own tablet.
- 52% of 3-4-year olds go online for an average of nearly 9 hours a week.
- 45% of 3-4-year olds use YouTube

It's important that within nursery school we ensure children are learning about the world around them and how to keep themselves safe online.

NSPCC – The PANTS Underwear Rule



We introduce the NSPCC The Underwear Rule during the school year. This is that: No one should ever make you do things that make you feel embarrassed or uncomfortable. If someone asks to see or tries to touch you underneath your underwear say 'NO' – and tell someone you trust and like to speak to. This supports the statutory framework for the Early Years foundation stage including Personal, social and emotional development - Pupils learn: To talk about their own and others' behaviour, its consequences, and to know that some behaviour is unacceptable

Making relationships - Pupils learn: To form positive relationships with adults and others.

Children's Oral Health

We actively promote good oral health in nursery school. To support you at home, Health Education England e-Learning for Healthcare has worked with the Faculty of Dentistry, the Royal College of Surgeons and UCL Eastman Dental Institute and Hospital to develop a new Children's Oral Health e-learning programme. This free e-learning programme provides information and advice about children's oral health and is available for all.

Children's Oral Health Advice programme aims to help learners support children to maintain good oral health. It covers the main causes of tooth decay and simple actions that can be taken to prevent the problem. It explains when a child's primary (baby) and adult (permanent) teeth appear and to do if a tooth is knocked out. Users will develop their knowledge of oral health and be more confident in providing children's oral health advice.

The programme consists of one e-learning session that will take about 20 minutes to complete with a number of self-assessment questions throughout the learning. For more information about the e-learning programme and for details of how to access it visit: <https://www.e-lfh.org.uk/programme/s/childrens-oral-health/>.

Children Oral health promotion video resources

The school nursing team in Doncaster have developed this video - https://youtu.be/ES8DZk_OKz0

NHS doctor and TV presenter Dr Ranj presents "What to expect when you take your child to the dentist for the first time?" <https://www.bspd.co.uk/News-Media/Videos>

Dr Ranj also presents mini videos made by the British Society of Paediatric Dentistry:-

0-3 <https://youtu.be/owbp5F0K45c>

3-6 <https://youtu.be/IQE4xxk1r5g>

The Governing Body

As a school we are legally required to have a Governing Body made up of a variety of local people whose have the best interest of the school as their main principle.

Our Governing Body:

- Has wide responsibilities for the Nursery and takes a major role in its running.
- Agree policies that are all available for inspection.
- Is a keen, enthusiastic and very supportive group who take their statutory responsibilities for the school very seriously.
- Are familiar with the life of the school and it's philosophy and make regular visits to the Nursery
- Share the whole school vision for development and work hard to ensure continuous improvement.

Representatives Of Governing Body- September 2021

Chair (Local Authority Governor): Heather Mason

Vice-Chair Co-opted:

Co-opted Governor: Ian Turvey

Co-opted Governor: Anne-Marie Merifield

Co-opted Governor: Jennifer Dean (Health and Safety)

Parent Governor:

Parent Governor: Jonathon Carter (Safeguarding)

Staff Governor: Daisy Pennett

Headteacher: Michael Pettavel

Clerk to the Governing Body: Sallie Wareham

If you wish to make contact with a Governor directly please ask at the Nursery School Office

Policies and Procedures

As a school we have a number of different policies. You can download some of them from the nursery school website (<https://www.broughamstreetnursery.org.uk/parents/school-policies>). Alternatively you can contact Ayesha and she will send you any information that you require.