



Oak House Nursery
at
St Pius X
Preparatory School

200 Garstang Road
Fulwood
Preston
PR28RD
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St Pius X Preparatory School

St Pius X Preparatory School was founded in 1955 by a group of Catholic Preston businessmen.

It is owned by C.P.S. (Preston) Ltd and is a non-profit making charitable trust administered by a Board of Governors. It is co-educational and has a Catholic foundation but welcomes children of all denominations.

The School is a member of the Incorporated Association of Preparatory Schools (IAPS) and as such is subject to inspections.

There are three school departments – Oak House Nursery, the Infant and Junior departments. The school itself lies in 4 acres of landscaped grounds incorporating playing fields to the front and rear.

Oak House Nursery

The Nursery department has been running since 1982 and caters for children from 2 to 4 years of age. It is a self-contained unit but is closely linked to the main school with weekly P.E., Music and French lessons with Ballet, Tennis and Drama as optional extras. A large number of children continue into the Infant department from the Nursery.

The main outdoor play area has a full safety surface and a good variety of outdoor equipment for the children. Each nursery room has an outdoor classroom, where children are able to move freely between indoors and outdoors and explore their natural surroundings throughout the day.

It has excellent OFSTED and IAPS inspection reports which are available for perusal.

The Nursery is an eligible provider under the Early Years Funding (formerly known as Nursery Education Grant) and supports children who are in receipt of 2 year old funding.

Oak House Nursery aims to:

- provide high quality care and education for children primarily below statutory school age;
- work in partnership with parents to help children to learn and develop;
- offer children and their parents a service which promotes equality and values diversity.

As a member of Oak House Nursery, your child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of adults to children; 2 year olds 1:4 and 3 & 4 year olds 1:8.
- has the chance to join with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what he/she already knows and can do;
- has a personal key worker who makes sure your child makes satisfying progress;
- is in a nursery which sees you as a partner in helping your child to learn and develop.

The service offered by Oak House Nursery

The nursery is open approximately 48 weeks per year.

We are closed approximately 4 weeks per year.

We are open 5 days per week.

We offer Full Day Care between the hours of 07.30am and 6.00pm.

We provide care and education for young children between the ages of 2 and 4 years.

The curriculum provided by Oak House Nursery

Children start to learn about the world around them from the moment they are born. The care and education offered by Oak House Nursery helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development. For children between the ages of 2 and 4, the nursery provides the Early Years Foundation Stage.

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.



The EYFS seeks to provide:

- **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **Partnership working** between practitioners and with parents and/or carers;
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

Four guiding principles shape practice in early years settings.

These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **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.

The Learning and Development Requirements

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. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

- communication, and language;
- physical development; and
- personal, social and emotional development

Providers must also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and

- expressive arts and design.

Educational programmes must involve activities and experiences for children, as follows.

- **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 behavior in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children are 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 problems; and to describe shapes, spaces, and measures.
- **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.

Practitioners in our nursery consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Progress check at age two

When a child is aged between two and three, practitioners will review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check will identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners will develop a targeted plan to support the child's future learning and development involving other professionals (for example, our Special Educational Needs Co-ordinator) as appropriate. Practitioners will discuss with parents and/or carers how the summary of development can be used to support learning at home.

The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website:

www.education.gov.uk/publications



The Safeguarding and Welfare Requirements

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

All early years providers must meet these requirements regardless of type, size or funding of the setting. Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. The safeguarding and welfare requirements are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

Child Protection

The provider must be alert to any issues for concern in the child's life at home or elsewhere.

A practitioner must be designated to take lead responsibility for safeguarding children in every setting. He/she is responsible for liaison with local statutory children's services, and with the LSCB.

Providers must train all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues.

Providers must have regard to the Government's statutory guidance *'Working Together to Safeguard Children.'*

Providers must inform Ofsted of any allegations of serious harm or abuse.

Suitable People

Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles.

Providers must have effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children are suitable.

Providers must record information about staff qualifications and the identity checks and vetting processes that have been completed.

Staff Qualifications, Training, Support and Skills

Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities.

At least one person who has a current paediatric first aid certificate must be on the premises at all times when children are present.

Providers must ensure that staff have sufficient understanding and use of English to ensure the well-being of children in their care.

Staff: Child ratios

Staffing arrangements must meet the needs of all children and ensure their safety.

Children must usually be within sight and hearing of staff and always within sight or hearing.

Providers must ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met.

Providers must inform parents and/or carers about staff deployment.

The ratio and qualification requirements below apply to the total number of staff available to work directly with children.

For children aged two:

- There must be at least one member of staff for every four children;
- At least one member of staff must hold a full and relevant level 3 qualification; and
- At least half of all other staff must hold a full and relevant level 2 qualification.

For children aged three and over

- There must be at least one member of staff for every eight children;
- At least one member of staff must hold a full and relevant level 3 qualification; and
- At least half of all other staff must hold a full and relevant level 2 qualification.

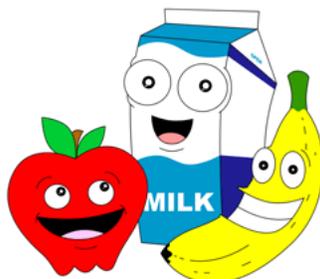
Food and Drink

Children must be provided with meals, snacks and drinks that are healthy, balanced and nutritious.

The provider must obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements.

Fresh drinking water must be available and accessible at all times.

Staff involved in preparing and handling food must receive training in food hygiene.



Accident or Injury

Providers must ensure that there is a first aid box accessible at all times with appropriate content for use with children. Providers must keep a written record of accidents or injuries and first aid treatment.

Providers must inform parents and/or carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given.

Providers must notify Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken.

Managing Behaviour

Provider must have and implement a behaviour management policy, and procedures.

A named practitioner should be responsible for behaviour management in every setting.

Providers must keep a record of any occasion where physical intervention is used, and parents/carers must be informed on the same day, or as soon as is reasonably practicable.

Safety and Suitability of Premises, Environment and Equipment

Providers must ensure that their premises, including outdoor spaces, are fit for purpose.

Providers must have, and implement, a health and safety policy, and procedures, which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.

Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or other emergency, and must have an emergency evacuation procedure.

Smoking

Providers must have a no smoking policy, and must prevent smoking in a room, or outside play area, when children are present or about to be present.

Premises

The premises and equipment must be organised in a way that meets the needs of children.

Access to an outdoor play area must be provided.

Provision must be made for children who wish to relax, play quietly or sleep, equipped with appropriate furniture.

Sleeping children must be frequently checked.

Providers must only release children into the care of individuals who have been notified to the provider by the parent, and must ensure that children do not leave the premises unsupervised.

Providers must take all reasonable steps to prevent unauthorised persons entering the premises, and have an agreed procedure for checking the identity of visitors.

Providers must carry public liability insurance.

Risk Assessment

Providers must have clear and well-understood policies, and procedures for assessing any risks to children's safety, and review risk assessments regularly.

Risk assessments should identify aspects of the environment that need to be checked on a regular basis.

Outings

Children must be kept safe while on outings, and providers must obtain written parental permission for children to take part in outings.

Providers must assess the risks or hazards which may arise for the children, and must identify the steps taken to remove, minimise and manage these risks and hazards.

Equal opportunities

Providers must have and implement a policy and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

Complaints

Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers, and must keep a written record of any complaints, and their outcome. All providers must investigate written complaints relating to their fulfilment of the EYFS requirements.

Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. Providers must enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting.

Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them.

Providers must ensure that all staff understand the need to protect the privacy of children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

Key Person

The nursery has a key person system. This means that each member of staff has a group of children for whom she is particularly responsible. Your child's key person will be the person who works with you to ensure that what the nursery provides is right for your child's particular needs and interests. When your child first starts at the nursery, the key person will help your child to settle and throughout your child's time in his/her age appropriate class, your child's key person will help your child to benefit from the nursery's activities.

Information for Parents and Carers

Providers must make the following information available to parents and/or carers:

- how the EYFS is being delivered in the setting, and how parents/carers can access more information;
- The range and type of activities and experiences provided for the children, the daily routines of the setting and how parents and carers can share learning at home;
- how the setting supports children with special educational needs and disabilities;
- food and drinks provided for the children;
- details of providers policies and procedures;
- the name of their child's key person.

Our partnership with parents

Oak House Nursery recognises parents as the first and most important educators of their children. All of the staff see themselves as co-workers with you in providing care and education for your child. There are many ways in which parents take part in making the nursery a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff on a daily basis and at parents' evenings.
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- taking part in events and informal discussions about the activities and curriculum provided by the nursery;
- joining in community activities in which the nursery takes part; and
- building friendships with other parents in the nursery.

Your child's key worker and the nursery manager are always willing to meet with you and discuss your child's progress or answer any concerns you may have. When you come to collect your child, their key worker or a member of Nursery staff will tell you about his or her day. In addition, each classroom has a parents' notice board to keep you up to date with news about daily/weekly activities and information regarding the individual classrooms.

Partnership is a two-way process and we like parents to help us make sure the nursery runs smoothly. We request, for example, that you follow our security guidelines with regard to admitting unknown people into the nursery, and that you keep us informed about any allergies or special dietary requirements your child may have. Our nursery has a policy on admitting children with infectious illnesses, and we would ask that you respect the quarantine period specified by the nursery manager, for the benefit of the other children, parents and staff.

The nursery is happy to welcome parents to take part in a session by sharing your own interests and skills with the children. Parents have visited the nursery: dentists, policemen, nurses, postmen etc. Bringing your interests and skills into nursery enables you to see what the day-to-day life of the nursery is like and to join in helping the children to get the best out of their activities.

Do feel free to arrange to drop into the nursery, if you would like to see it at work or to speak with the staff. Our Parental Involvement Co-ordinator (PICO) is Miss Nicola Newton.

Safe and Sound

Your child's safety and well-being is our paramount concern, and it's vital that parents feel confident they can leave their children in our care, knowing they are safe. Our staff are recruited with particular care and attention: references are fully investigated and every member of staff undergoes clearance through the Disclosure and Barring Service (DBS).

You will be required to specify which people will regularly deliver and collect your child. If any other person is to pick up your child this must be notified to staff in advance. Staff are trained to offer first aid to children. Inside and outside the building all play areas are safe, with fences, doors, locks and gates fully secured and all play equipment checked for breakages and faults.

Risk assessments are ongoing on a daily and half termly basis.

Working together for your children

Oak House Nursery has a high ratio of adults to children in the setting.

This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.



The staff who work in Oak House Nursery are:

Name	Job Title
Miss Naomi Covell	Deputy Manager
Mrs Gillian Redpath	Nursery Nurse
Miss Amrin Dasu	Nursery Nurse
Miss Ruth Lambert	Nursery Nurse
Miss Jessica Patel	Nursery Nurse
Miss Tammy Penny	Nursery Nurse
Miss Nimra Khalifa	Nursery Nurse
Miss Sarah Tully	Nursery Nurse
Miss Nicola Carroll	Nursery Nurse
Miss Saima Malik	Nursery Asst (contingency staff)
Mrs Tahera Koder	Nursery Asst (contingency staff)
Mrs Slama Mohammed	Nursery Asst (contingency staff)

Learning Journey's

The nursery keeps a Learning Journey for each child and staff and parents work in partnership. This enables both parents and nursery to add to this file and to jointly celebrate the child's achievements and to provide for his/her needs, well-being and progress. Through formative and summative trackers we monitor your child's progress across the 7 areas of learning.

At Oak House Nursery an online Learning Journal called Tapestry is used. This is a secure online learning journal to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum, to build up a record of your child's experiences during their time with us. Parents are given their own log-in using their email and password. An email is then generated to parents/carers every half term and they are informed that observations and assessments are ready to be viewed. Parents can add their own comments to a practitioner's observation or provide their own observation through this service.

Your child's key person will work with you to keep your child's Learning Journey up to date. Information about your child's needs, activities, interests and achievements will be collected to decide on how to help your child to move on to the next stage of development.

Home Link Activities

Home Link activities are sent home on a half termly basis. These activities are based around children's learning and give parents the opportunity to support their child's work that is done in nursery.

Letters and Sounds

At Oak House Nursery we follow the Letters and Sounds programme. Staff plan activities that concentrate on developing children's speaking and listening skills which lay the foundations for the phonic work. The emphasis is to get children attuned to the sounds around them and ready to begin oral blending and segmenting skills.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the nursery staff takes part in further training to help them to keep up-to-date with thinking about early years care and education.

The nursery also keeps itself up-to-date with best practice in early years care and from time to time the nursery displays posters about educational events for parents to attend at local colleges. These usually look at how adults can help children to learn and develop in their early years

The Nursery's timetable and routines

Oak House Nursery believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the nursery's session/day are provided in ways that:

- help each child to feel that she/he is a valued member of the nursery;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

The day

The nursery organises the day so that children can take part in a variety of child-chosen and adult initiated activities. These take account of children's changing energy levels throughout the day. The nursery caters for children's individual needs for rest and quiet activities during the day. These take place between 12.30pm and 2.00pm.

Snacks and meals

Hot meals are provided for the children and are cooked and prepared in the school kitchen. The cook is made aware of the children's dietary requirements and these needs are catered for. The nursery makes snacks and meals a social time during which children and adults spend time together. We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. Menus are displayed in nursery for the information of parents and so that parents can complement their child's diet with food served at home. Do tell us about your child's dietary needs and we will make sure that these are met to the best of our ability.

Policies and Procedures

Copies of the Nursery's policies are available for parents to read at any time and are available in the school office. Parents are encouraged to read these policies when their child starts nursery. The nursery's policies help us to make sure that the service provided by the nursery is a high quality one and that being a member of the nursery is an enjoyable and beneficial experience for each child and his/her parents.

The staff in the nursery work together to adopt the policies and they are reviewed annually. Parents have the opportunity to read the revised copies. The annual review helps us to make sure that the policies are enabling the nursery to provide a quality service for its members.

Children's Rights and Entitlements

- We promote the children's right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

Safeguarding Children

The nominated officer will always be available for support and guidance and should be the first point of contact for staff and volunteers within the setting who have concerns about a child's welfare. In any event, such information/concerns must be shared with the Nominated Officer within 24 hours.

Oak House Nursery's Nominated Officer is Miss Gill Moss. In the unlikely event that the Nominated officer within the Nursery is unavailable, the contact person is Miss Bridgeen Banks, Head-teacher.

- We ensure all staff and parents are made aware of our safeguarding policies and procedures.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring Service before posts can be confirmed.

- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and Disclosure and Barring Service checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers and students do not work unsupervised.
- We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have lead to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

For further information please read Oak House Nursery's Policy and Procedures file.

Inclusion

We offer the best possible learning experiences to all our children and we welcome and actively promote inclusive practices and diversity within our setting.

- We make our setting accessible to all children and families who wish to use it.
- We provide resources and organise the environment to ensure that children's individual needs are met in accordance with the Early Years Foundation Stage Curriculum.
- We observe children regularly and use these observations to inform our planning, purchasing of resources and the organisation of the environment.
- We have regard for the DfES Special Educational Needs Code of Practice 2015 and comply with the requirements of the Disability Discrimination Act 1995/2005.
- We provide practitioners to help and support parents and children, including those who have additional needs.
- We respect all children and parents and respond to their individual needs.
- We observe and assess all the children and provide support, using the graduated response outlined in the Code of Practice for those children identified as having additional needs.
- We work in partnership with parents and other agencies in meeting children's individual needs.
- We monitor and review our practice and provision and, if necessary make adjustments.

The role of the SENCO is to:

- Take responsibility for the day-to day organisation of any matters regarding children with additional needs. It is however, the responsibility of all staff to plan for, work with and support all children whatever their needs.
- Discuss any concerns in the first instance with parents and together plan a course of action and support that will be closely monitored by the SENCO.
- Advise and support practitioners in the setting.
- To co-ordinate liaison between other agencies and professionals and also to work closely with parents.
- To ensure that all staff are familiar with the inclusive policies and procedures of the setting.
- We assess and monitor the progress of all children regularly and make any necessary adjustments to our practice.
- The Special Educational Needs Co-ordinator and Area SNCO review practice annually.

The name of our Special Educational Needs Co-ordinator (SENCO) is Mrs Frances Templeton. For further information please read Oak House Nursery's Policy and Procedures file.

Achieving Positive Behaviour

Oak House Nursery believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects.

This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

We have a named person, Miss Gill Moss, who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. For further information please read Oak House Nursery's Policy and Procedures file.

Starting at Oak House Nursery

The first days

We want your child to feel happy and safe at the nursery. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the nursery. You will be invited to stay with your child until he or she settles in, after which we will encourage you to leave for short periods of time. The settling-in period is rarely as difficult as you imagine it to be, and children quickly learn that nursery is a happy, friendly place to be. If there are any problems, these are quickly addressed by your child's key person, with you, and the nursery manager if required.

When your child starts nursery we ask you to provide all the necessary information such as contact telephone numbers, names of people who will collect him or her on a regular basis, sleeping routines, food likes and dislikes, interests and so on. Our aim is to ensure that children's routines, reflects where possible what they are used to doing at home.

The nursery has a policy about helping children to settle in: a copy is available for you to read.

Clothing

Nursery children must wear the Oak House Nursery uniform. This is available to buy from the on-site uniform shop.

The nursery provides protective clothing for the children when they play with messy activities. The nursery encourages children to gain the skills which help them to be independent and look after themselves. These include taking themselves to the toilet and taking off - and putting on - outdoor clothes. Clothing which is easy for them to manage will help them to do this. Oak House Nursery hopes that you and your child enjoy being members of the nursery and that you both find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas, views or questions.

Please note, whilst every effort is made to recover any missing items of clothing, the Nursery/School cannot be responsible for lost property and is unable to replace them.

Activities outside nursery premises

Most activities will take place within the Nursery school or its grounds, but from time to time, children may be taken off the premises for such activities as a nature walk, visits to local parks, schools or shops. Children will always be accompanied by the appropriate number of responsible adults to ensure safety and adequate supervision. If transport is required, we will use our school minibus and a transport consent form is enclosed with this booklet, which you are required to complete appropriately and return with your registration form.

Refreshments and lunchtime arrangements

- Breakfast is provided for children who arrive in nursery before 8.15am. This consists of toast, fruit and cereal and a choice of milk, juice or water.
- Morning and afternoon snacks are available for the children. These consist of a selection of fruits and raw vegetables and a choice of milk, juice or water.
- At lunch-time, all children have a cooked school meal.
- Familiar lunch time staff are on hand to assist the children.
- Children who stay in nursery after 4.15pm will be provided with a hot snack or a light tea of sandwiches, fruit and raw vegetables.
- Fresh drinking water is available to the children at all times during the day.
- Dietary requirements are catered for on request.
- The menus are drawn up on a four week cycle and are changed each term.

Learning Outdoors

We are committed to ensuring that children who attend our setting have access to the outdoors on a daily basis. Young children need challenge and risk within a framework of security and safety. The outdoor environment lends itself to offering challenge, helping children learn how to be safe and to be aware of others. Young children need to be able to set and meet their own challenges, become aware of their limits and push their abilities (at their own pace), be prepared to make mistakes, and experience the pleasure of feeling capable and competent. Children should play bravely and adventurously in a provocative environment where new chances are made possible. Taking risks in a controlled environment with adult support and supervision encourages children to develop a positive disposition for learning, the 'I can do attitude'. It is essential for their emotional well being and resilience. Lack of risk taking is actually damaging for children's development as children who are never exposed to any risks do not know their limitations

Children, who are dressed appropriately for the differing weather conditions, will get the best possible learning experience from the outdoors. An all-in-one, waterproof outfit is available from our uniform shop. This will ensure your child has access to the outdoors on a daily basis, whatever the weather. (Extreme weather conditions excluded!) The puddle suit will be stored in nursery, along with wellington boots, which we also ask you provide.



Financial Information

Nursery Breakfast Session - this will be provided between 7.30 – 8.00am. The cost of the session will be £3.00.

Sibling Discount – a 5% discount is applied for a second child and a 10% discount for a third child and subsequent. Discount applies if you have one child in main school.

Change of Sessions – A charge of £10.00 will be made for the administration of change of sessions through the Finance Dept.

Late Charges – failure to collect children from **nursery** on time at lunch time will incur a charge of £10.00 within the first 30 minutes and the additional cost of the full session thereafter. Late collection of children after close of nursery at 6.00pm will incur a charge of £25.00.

Late Charges – failure to collect children from **Holiday Sessions** on time at lunch time will incur a charge of £10.00 within the first 30 minutes and the additional cost of the full session thereafter. Late collection of children after close of Holiday Sessions at 5.30pm will incur a charge of £25.00.

Late payment – the definition of a 'late payment' is set as 10 days (not working days). After 10 days from the first day of term, a first reminder letter will be sent out with a £15.00 charge (per child) and the account will be placed on hold. Any sundry costs will be required to be settled by cash or card payment e.g. uniform etc. After 28 days thereafter further letters will be sent with £15.00 charge (per child).

The school will reserve the right to charge interest at 4% above base rate from the 10th day.

The school reserves the right to use its discretion with all individual cases.

Salary Sacrifice Scheme – the school accepts all childcare vouchers. Please quote our Registration number with your Salary Sacrifice provider.

Oak House Nursery Registration Number: EY310513

Opening Hours (Term Time Only)

8.00am – 6.00pm

Sessions

Mornings

8.00am – 1.00pm (Lunch is included.)

From 8.00am – 8.30pm all children will be cared for in an upstairs nursery classroom. (At 8.30am, nursery children will be taken to their own classrooms.)

Afternoons

1.00pm – 6.00pm

(From 5.00pm – 6.00pm all nursery children will be cared for in the upstairs nursery classrooms).

Nursery Breakfast Session

7.30am – 8.00am - The cost of the session will be £3.00

- Sessions will be predetermined between you and the nursery manager. Children must attend a minimum of 2 sessions per week. We recommend that new children attend two alternate sessions and not one full day – we feel this will help your child to settle more quickly.
- Sessions may only be increased/changed subject to availability and only by prior consultation with the nursery manager. A charge of £10.00 will be made for the administration of change of sessions through the Finance Dept.
- **Please note there will be no reduction in fees should you choose to decrease your child's sessions at any time, for whatever reason.**
- The nursery is open approximately 48 weeks per year.
- Please inform a member of nursery staff, preferably your child's key worker, if your child is absent from nursery for whatever reason. (There will be no refund for sessions missed due to illness or holidays)

Nursery Holiday Sessions

Opening Hours 8.30am – 5.30pm

Sessions

Mornings 8.30 – 1.00pm

Afternoons 1.00 – 5.30pm

(Various nursery classrooms are used during the holiday sessions)

- Oak House Nursery holiday sessions operate out of term time only.
- Parents must complete a holiday club form and return it by the due date with full payment. **Forms received after the due date and without full payment cannot be accepted.**
- The completed holiday club form must be placed in the holiday club box, situated outside the school office.
- Once completed, your child's holiday sessions are reserved automatically.
- Children attending holiday sessions will be provided with a hot lunch. A rolling programme of snacks and drinks are available throughout the day. Children who attend the afternoon session will be provided with a light tea of sandwiches, fruit and raw vegetables.
- Sessions may only be increased subject to availability and only by prior consultation with the nursery manager.
- Please note there will be no reduction in fees should you choose to decrease your child's holiday sessions at any time, for whatever reason. Refunds will not be given.
- Please contact the nursery if your child is absent from holiday sessions for whatever reason.

Fees (Holiday Sessions Only)

Fees from September 2014	£140.00 per week
	£ 28.00 per day
	£ 14.00 per session

Payment of Fees

- By cash, cheque or debit/credit card. Payment must be handed in by the due date which is indicated on the holiday sessions form. Cheques to be made payable to CPS (Preston) Ltd
- Payments must be placed in the holiday club box situated outside the school office.
- All payments must be in a sealed envelope.
- Please note there will be no reduction in fees should you wish to decrease your child's sessions at any time, for whatever reason.

Early Years Funding (Formerly known as Nursery Education Grant)

It is important that parents of all children attending the nursery read the following information on the government Early Years Funding scheme. Even if your child is not yet three years old you will need to retain this information in order to understand how the grant will work for you in the future.

2 YEAR OLD FUNDING

Fifteen hours of free childcare is available for all eligible two year olds in Lancashire. Parents can complete an online eligibility checker at www.lancashire.gov.uk to see if they meet the criteria.

This funding should not be applied for any earlier than eight weeks before the start date of the term that you want your child to attend. All term dates are available for your information using the above website address, alternatively search for two year old funding Lancashire.

Please note, it is the responsibility of parents to apply for this funding. Oak House Nursery can only complete the process when the finance department has received a copy of your confirmation letter, without this normal session fees will apply.

3 & 4 YEAR OLDS

A free part-time nursery education place is available to all three year old children in Lancashire. Your child will be eligible the term after his/her third birthday and will continue to be eligible during his /her time in Pre-School. This also continues for children who progress through to our reception class in main school until the term during which your child turns five.

Eligible children are entitled to a minimum of fifteen hours (3 sessions) per week for up to 39 weeks of the year and a maximum of 30 hours (3 days). You may wish your child to attend the nursery for more than these sessions per week, which will be charged in line with our current fee structure. Personal Accident Insurance is charged at £5.25 per term.

For clarity you are entitled to the following:

- 15 hours (3 sessions) taken over 2 or 3 days – food charges apply
- OR
- 30 hours taken over 3 full days – food charges apply - Parents are responsible for applying through the Government website. <https://childcare-support.tax.service.gov.uk/>

If you move your child either to or from our nursery after the headcount date, you will not be able to claim a free place for the rest of the term.

ILLNESS/ABSENCE

It is important that the staff in the Nursery or the office staff are notified if your child is to be absent. This can be done by calling in at the nursery or ringing 01772 719937.

Absence due to illness

Below is a list of common ailments and the accepted periods of exclusion from school. For any other diseases or medical conditions, please contact your G.P.

<u>DISEASE</u>	<u>Min. Period of exclusion</u>
German Measles	4 days from onset of rash
Impetigo	Until sore has been treated
Infective Jaundice	7 days from onset of rash
Measles	7 days from onset of rash
Mumps	5 days from onset of swelling
Scabies	Until adequate treatment started
Sickness and diarrhoea	Children must be 48 hours clear from the last signs of sickness and diarrhoea
Chicken Pox	6 days from onset of rash
Whooping Cough	21 days from onset of cough
Hand, Foot & Mouth	3 days from onset of rash/blisters

- Treatment of head lice - children should not attend nursery until the appropriate treatment is carried out.
- Treatment of conjunctivitis – medical advice must be sought.
- Treatment of impetigo - medical advice must be sought, and the problem must be cleared, prior to returning to nursery.
- Treatment of worms - medical advice must be sought.

If your child is taken ill while at nursery or is involved in an accident which warrants our contacting you, we will telephone you on the contact telephone numbers as indicated on your registration form. It is **imperative** that these details are kept up to date so please inform the school of any changes of address or telephone numbers.

Illness in nursery

- It is the practice of the nursery that when a child becomes unwell he/she should be collected as soon as possible by his/her parent/guardian.
- Parents must inform nursery if their child has suffered an accident/injury at home. This will enable us to monitor their health and is particularly important if he/she suffers a head injury.
- Children should not be brought to nursery if they are feeling unwell.
- Parents must keep us informed/updated of emergency contact numbers.
- Any child considered unwell at nursery will be sent home immediately.
- At least one person who has a current paediatric first aid certificate will be on the premises at all times when children are present.

- There will be at least one person on outings who has a current paediatric first aid certificate.
- A record of accidents and first aid treatment is kept and parents are informed of any accidents or injuries sustained by the child whilst in our care.

(Please see our Health and Safety Policy for further information.)

MEDICINES

- Medicines will not normally be administered unless they have been prescribed for your child by a doctor, dentist, nurse or pharmacist. Non-prescription medication e.g. pain and fever relief or teething gel may be administered, but only with prior consent of the parent and only when there is a health reason to do so.
- If the administration of prescription medicines requires technical/medical knowledge then individual training will be provided for the staff from a qualified health professional.
- Children's prescribed drugs are stored in their original containers with the child's name, medication name and dosage clearly marked and dated.
- All medicines are inaccessible to the children.
- Parents must give prior written permission for the administration of medication. Medication will not be administered if parents have not given written consent.
- Parents must inform nursery staff of any change to the prescription or the support required.
- The administration is recorded accurately and parents sign the record book to acknowledge the administration of a medicine.

(Please see our Health and Safety Policy for further information.)



CLOTHING/UNIFORM

Children in the nursery are expected to wear the school uniform and this must be purchased from the school uniform shop.

P.E. – Only pre-school children need a PE kit and may bring their own kit from home.

A yellow drawstring bag is available from the uniform shop. Every child should have one of these to ensure that all items of information etc go home with the child at the end of every day.

In the event of your child having an accident, we have washing facilities available in the nursery. It is imperative that all nursery children bring some spare clothes i.e. underwear, sock, shorts, t-shirts – all clearly marked. Please also send extra whilst your child is toilet training.

Please note that ALL uniform must be clearly identified with name tapes. Whilst every effort is made to recover any missing items of clothing, the Nursery/School cannot be responsible for lost property and is unable to replace them.

Things to bring into nursery for your child

Please ensure that all clothing is named and that other items are in a named bag.

1. Nappies & Baby wipes
2. A change of clothes
3. Spare knickers/underpants
4. Comforters (Blankets, dummies, teddy etc)
5. Liaison booklet (2 & 3 year old classroom)
6. Home activities e.g. pre-reading activities etc. (Pre-School classroom)
7. Wellington boots
8. Regatta puddle suit (available from the uniform shop.)
9. Sun cream and sun hat during warm weather.
10. Your child's achievements i.e. certificates etc
11. Change of details, where applicable.

Suitable Outdoor Clothing

1. Regatta puddle suit
2. Wellington boots
3. Fleece
4. Woolly hat
5. Scarf
6. Extra pairs of socks
7. Thermal insulate, waterproof gloves
8. Sun hat
9. Sun cream
10. Change of clothing