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## SECTION 1

### Introduction to St Matthew's Nursery Centre

#### 1.1 School Details

St Matthew's Nursery Centre  
Church Road  
Donnington Wood  
Telford  
Shropshire  
TF2 7PZ

TEL: 01952 386260

Headteacher: Mrs K. Clark

Nursery Leader / Manager Miss S. Goldingay

Chair of Governors: Mrs Gregory

The staff and I would like to welcome you and your child to our Nursery Centre. We hope that this booklet will be of some use to you in explaining the general organisation and policy of the centre. If all your questions are not answered here, please do not hesitate to discuss them with us.

Miss Goldingay

#### 1.2 The Staff

Headteacher Mrs K.Clark

Nursery Leader / Manager Miss S.Goldingay

Nursery Teaching assistants Mrs Price and Miss Bowering

Associate School Administrator Mrs Y Miles

#### 1.3 Session Times

##### Nursery Sessions

Monday, Tuesday, Wednesday, Thursday and Friday, 8.40 am until 11.40 am **or**  
Monday, Tuesday, Wednesday Thursday and Friday, 12.30 pm until 3.30 pm

##### Induction sessions

These induction sessions are offered to children at the start of the half-term of the child's entry to Nursery, forming a bridge between home and school. They provide opportunities for

parents to discuss Nursery policy and practice and to talk about their children with Nursery Centre staff.

### **Consideration for Admission to our Nursery Centre**

Within the Authority of Telford and Wrekin, children become eligible for early years provision at the beginning of the term after their third birthday, providing that a place is available - see The Borough of Telford and Wrekin (BTW) Criteria.

Children living outside Donnington Wood may be admitted to our Nursery Centre providing a place is available. A Nursery 'Consideration for Admission Form' may be obtained from the Nursery Centre or School Administration Office and returned upon completion.

The process for consideration for admission to the Nursery Centre is as follows:

Parents complete the Nursery Consideration for admission form, indicating the date of application and session preference (if any). Parents are also asked to confirm whether or not they wish to be placed in the School's Consideration for Admission Register.

Names are added to the Consideration for Admissions Registers.

Parents are notified of available Nursery places during the half-term prior to entry and are invited to attend taster sessions.

A reply must be received within 14 working days or the reserved place will be offered to the next child on the waiting list.

Parents, however may be offered Nursery places at 'short notice' should this be deemed appropriate.

On admission to the Nursery, each parent will be asked to complete the Nursery Admission form.

The LA will help parents to locate a suitable setting for their child by giving information on settings within the 2-mile boundary of a child's home address. If a chosen setting such as St Matthew's Nursery Centre does not have any vacancies then the parent will be advised to access an alternative within the area.

There will no appeal process for pre-school settings.

A place in St Matthew's Nursery Centre will not require the child to attend that mainstream setting on reaching school age (see admission policy 2013/14)

A parent who chooses to send a child to another LA Nursery or non-LA provision will not be discriminated against when school places are allocated.

Our Nursery provides places for 60 children on a part time basis. The staffing establishment consists of 1 experienced qualified senior teacher (Nursery Leader) and 1 NNEBs (Nursery Nurse), 1 qualified Teaching Assistant plus students and voluntary support.

## Reception Transfer

These are for Nursery children who will be transferring to St Matthew's School and take place during the half term prior to transfer to full time school. The children are invited to a minimum of two sessions plus a whole day. Parents will be notified of these dates during the term prior to entry into school. There are also planned opportunities for the Reception teacher to visit and work with the children within the Nursery Centre to further support the transition from Nursery to Reception.

## Induction Sessions

These operate at the end of the half-term before a child starts Nursery. Children are invited to attend a minimum of three sessions. During the sessions parents are encouraged to leave their children in order for their child to begin to familiarise themselves with nursery routines and expectations. These sessions are also used to ensure that children become familiar with the adults and children that they will be working with during their time in Nursery.

An additional meeting is also arranged for the parents of new Nursery starters. This session allows parents to complete admission forms, familiarise themselves with the environment, staff and ways of working and order uniform and book bags.

## OUR VISION

*At St. Matthew's we all work to the same goal. As our motto states we are*

*'Individuals working to potential , together'*

*and as such we aim to be the best that we can be.*

*We have identified 5 Principles of Learning which lead everything we do.*

*C*uriosity and Creativity

*R*isk Takers

*A*spirational Attainers

*F*aith and self belief

*T*eamwork

*'CRAFT'*

## CONSIDERATION FOR ADMISSION TO OUR SCHOOL 2013 - 2014

### Coordinated Scheme for Admissions to Primary School in Telford and Wrekin 2013/2014

The scheme is designed to ensure that all children applying for reception places in infant and primary schools and year 3 places in junior schools receive only one offer of a place in a Telford & Wrekin School.

Parents of children within the relevant age group should complete the Telford & Wrekin common application form to apply for any primary or infant school within the borough.

There is a separate form on which to apply for a place at a Junior School within the borough.

In both cases parents are invited to express up to three preferences, in ranked order.

The Local Authority operates an equal preference scheme within the primary phase.

Completed application forms should be returned to the Admissions Team within Children and Young People by 13<sup>th</sup> January 2013. Change of address can be accepted up to and including 8<sup>th</sup> February 2013.

### Single Level Entry

A single level entry policy has been adopted by the Local Authority which means that all children born between 1<sup>st</sup> September 2008 and 31<sup>st</sup> August 2009 will be eligible to start school from September 2013.

**Parents should note that if their child is admitted to the school's Nursery Centre, this will not automatically guarantee them a place at the school.**

Parents will be asked to complete a "Consideration for Admission form" available from the Nursery Centre or School Administration office. Whilst it is helpful if parents can inform school at an early date if they would like their children to attend in due course, such expressions of interest do not constitute registering a child nor placing a child's name on a waiting list nor being offered a place.

Parents who wish their child to be considered for a school place will be required to fill in an LA application form. This form and the information regarding admissions will be sent to parents in the September prior to the child's school starting date. Details will also be publicised in the local press around the same time. The forms must be returned directly to the LA. Offers of places will be made in the March preceding the year of entry to school.

Our school is Church Aided in status and therefore the school's Governing Body is its Admitting Authority. The Governors of St Matthew's will support the Headteacher in any decisions that he makes on behalf of the Governing Body as an appointee of the same. Parents are actively encouraged to visit our school whilst considering their application for admission. Such parents are invited to make an appointment to view our school by telephoning our School's Administration Office and arranging a mutually convenient time. The Headteacher will then take the opportunity to show prospective parents around school, place the school in context and answer any problems, queries or concerns that parents might have.

In such circumstances that a parental request for their child to attend our school is refused, and parents take exception to this, then the Borough of Telford & Wrekin will act as mediators and Children and Young People Services will advise parents of their statutory right to appeal and the process which they need to follow.

The school's current admission policy is therefore operated in conjunction with the LA, full details of these, together with information about the arrangements for admission will be set out in the LA's information for parent's booklet "Primary Schools Information Booklet (2013-2014). A parent's introduction to primary education including arrangements for admission". Copies of which are held in school for the reference of interested parents or alternatively are available from the LA, Children and Young People Services, Civic Offices, P.O. Box 440 Telford TF3 4WF

**The agreed admissions policy for St Matthew's C E (Aided) Primary School for the admission year 2013/2014 is therefore as follows:-**

If there are more applications for places than places available, places will be allocated up to the admission number in the priority order detailed below.

The standard number should remain at 40 other than in exceptional circumstances for the school admission year 2013/2014.

The priority order will be:-

1. Children in public care;
2. Children who live in the school's defined attendance area.

If places are unavailable for all those local children, then places will be given first to:

- a) Those children who have exceptional health reasons where there is written medical evidence that admission to the school is essential for their medical well being; and then
- b) Those children who will have on the day of admission a brother(s), sister(s), step brother(s), step sister(s), half brother(s) or half sister(s) living as a family at the same address and who attend the school; and then
- c) Those children whose families are regular worshippers at St Matthew's Church or who, not being regular worshippers at St Matthew's Church and having moved into their current home within one month of the application, were regular worshippers at another church prior to that move. In either case, the term "regular worshippers" shall mean attending church services at least twice in each calendar month during the preceding six calendar months. Such attendance shall be confirmed by the written evidence of the minister concerned; and then
- d) Other children living in the school's attendance area.

Any places which remain available will then be allocated to applicants from outside the school's defined attendance area in the following priority order:

- b) Those children who have exceptional health reasons where there is written medical evidence that admission to the school is essential for their medical well being; and then
- c) Those children who will have on the day of admission a brother(s), sister(s), step brother(s), step sister(s), half brother(s) or half sister(s) living as a family at the same address and who attend the school; and then
- d) Those children whose families are regular worshippers at St Matthew's Church or who, not being regular worshippers at St Matthew's Church and having moved into their current home within one month of the application, were regular worshippers at another church prior to that move. In either case, the term "regular worshippers" shall mean attending church services at least twice in each calendar month during the preceding six calendar months. Such attendance shall be confirmed by the written evidence of the minister concerned; and then
- e) All other children.

If there are insufficient places for all children in any one category, places will be allocated on the basis of the distance between home and the main school entrance as measured by straight line distance with those closest having priority. Distances are measured using the borough of Telford and Wrekin's computerised mapping system.

The following definitions apply in the case of **public care** and **home address**:

Children who are in **public care** are those children who are subject of a court order and the local authority share parental responsibility with the natural parents, or others who hold parental responsibility; and children who are looked after by the local authority under a voluntary agreement with the parents.

A child's home address will be the normal residence of the parent(s) or legal guardian(s) who has care of the child. Where a child lives with parents with shared responsibility, each part of the week, the home address will be considered to be the address of the parent where the child spends most time. If time is spent equally between the two parents, the home address will normally be taken to be the address registered to receive child benefit in respect of the child.

Whilst St Matthew's is a Church of England voluntary aided school, the governors are happy to receive applications from all parents regardless of their faith or religious beliefs.

## Session Times

St. Matthew's Nursery Centre provides Nursery places for up to 60 children on a part-time basis. The Nursery is open 5 days per week. Session times are as follows:

Monday - Friday morning 8.40 am - 11.40 am.

Monday - Friday afternoon 12.30 pm - 3.30 pm.

## **2.3 Our Nursery Aims**

At St Matthew's Nursery Centre, we aim to provide a safe, happy and caring environment, which will enable your child to develop to his/her potential.

We hope that we will be able to work with you, forming a partnership between home and school that will benefit your child through his/her school life.

We aim to provide a wide range of activities, experiences and opportunities that are carefully planned to aid the development of early skills.

We aim to foster the desire to learn, nurturing curiosity and an understanding about the world in which your child lives.

We provide opportunities for children to express their thoughts and ideas in a variety of ways and in different situations.

The transition from home to school can be a traumatic one for some children. Nursery sessions aim to settle your child into the Nursery Centre gradually and make the transition from Nursery to Reception a happy one.

We aim to assist in the development of the "whole" child. This includes his/her social, emotional, physical, intellectual and spiritual development.

We aim to work alongside teachers and staff at St Matthew's School. Copies of the school aims are published in the School Prospectus.

## **2.4 Nursery Sessions, General Organisation**

### **Getting Ready for School**

### **Monitoring your Child's Progress before Starting School**

#### Nursery Sessions, General Organisation

The children are divided into two groups for registration and small group time. This is known as their focus group and is organised in mixed age groups. Each group will be assigned to a member of staff, their group leader who will be responsible for them. This will allow your child to establish a relationship with one adult initially and give them a focus on entering Nursery. It also enables us to monitor your child's progress more closely.

The Nursery session begins at 8.40 am or 12.30 pm. Please arrive no earlier than 5 minutes before the session is due to begin.

On Wednesdays, the Nursery children have the opportunity to go over to the school hall and have an indoor P.E. session, using a variety of different small and large equipment. Please send your children in suitable clothing and footwear so that they can undress and dress independently.

### Getting Ready for School

The children will attend a minimum of 2 school induction sessions.

During the child's final term in Nursery before beginning school, the Reception class teacher will spend time working with and getting to know the children.

These sessions are provided as an introduction to school so that children may familiarise themselves with their new environment and learn about daily routines. This will alleviate any concerns which parents and children may have before full time school.

### Monitoring your Child's Progress

Throughout your child's time in Nursery, we like to keep a record of achievements and keep some examples of work.

The comments written and work kept are available for you to see and will be passed on to your child's Reception teacher on entry into school.

There will be opportunities for you to talk to us both formally and informally about your child's progress in Nursery throughout the year. Should you be at all worried about your child's development, please contact us.

### Before Starting School

Prior to starting school many children will have attended a pre school provision such as an LA Nursery or a private provider, the majority will have attended our Nursery Centre. During this time your child will have developed a range of skills which will be built upon during the early days at school.

Your child will already be very familiar with his/her new class teacher and the school environment and therefore will be used to entering the school cloakrooms independently. Any concerns regarding this matter should be discussed prior to the first day. You may also make an appointment via the main office.

It would be useful if you would continue to foster your child's independence by encouraging them to 'have a go' in a variety of everyday situations eg dressing/undressing for P.E.

### Literacy

Parents can support and encourage the acquisition of early literacy skills by:

- Sharing stories/rhymes at home and developing their child's enthusiasm for books.
- Encouraging child to independently tell a story using picture and other cues
- Familiarising their child with initial letter sounds

- Encouraging their child to experiment with writing tools/make notes
- Encouraging their child to write their name and also explore independent writing. Please refer to the style of handwriting used throughout the school further on in this prospectus. It is important that children learn to write in lower case letters before they embark on using capitals.
- Children who have attended St Matthew's Nursery Centre will be familiar with taking home reading books and some key words. This continued support from parents will be essential in order to continue to develop early literacy skills (this is further explained in the English section of this prospectus)

### Mathematics

It is important from an early age to encourage the children to explore and investigate mathematics in a range of everyday situations for example:

- Counting and handling numbers
- Sorting and matching
- Using simple mathematical language
- Practising pouring, filling and emptying from a variety of different sized containers
- Exploring colour and shape
- Playing games and puzzles
- Reading stories with a number context
- Estimating and measuring e.g. cooking

## SECTION 3

### The Foundation Stage

This stage begins when your child becomes 3 years old and ends at the end of the Reception year. We receive funding for your child in the term after their third birthday. Some children may already have attended a pre school setting or a number of settings before they start at St Matthew's Nursery Centre.

At whatever age your child joins us, they will have had a wide range of varied experiences, on which we will build.

Practitioners in the Nursery, including a highly experienced Nursery staff, teacher and Nursery Nurses will play a crucial role in developing the children's learning, and develop their confidence and build on what they already know.

The Foundation Stage prepares children for learning in Key Stage 1 and is consistent with the National Curriculum.

Within the Foundation Stage, we take account of children who may need additional support and liaison between agencies and provision for Special Educational Needs is addressed. Equally, where children are seen to have specific gifts or talents, more challenging opportunities are set.

Children's progress is monitored throughout the foundation stage, with close liaison between Nursery and Reception.

The curriculum for the Foundation Stage underpins all future learning, by supporting, fostering, promoting and developing children's:

- **personal, social and emotional well-being:** in particular by supporting the transition to and between settings, promoting an inclusive ethos and providing opportunities for each child to become a valued member of that group and community so that a strong self-image and self-esteem are promoted;
- **positive attitudes and dispositions towards their learning:** in particular an enthusiasm for knowledge and learning and a confidence in their ability to be successful learners;
- **social skills:** in particular by providing opportunities that enable them to learn how to cooperate and work harmoniously alongside and with each other and to listen to each other;
- **attention skills and persistence:** in particular the capacity to concentrate on their own play or on group tasks;
- **language and communication:** with opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and to each other, to practise and extend the range of vocabulary and communication skills they use and to listen carefully;
- **reading and writing:** with opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts and to experience a rich variety of books;

- **mathematics:** with opportunities for all children to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk about them;
- **understanding of the world:** with opportunities for all children to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts, and to explore and find out about their environment and people and places that have significance in their lives;
- **physical development:** with opportunities for all children to develop and practise their fine and gross motor skills and to increase their understanding of how their bodies work and what they need to do to be healthy and safe;
- **creative development:** with opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative and role play activities.

Within the Nursery planning, which is displayed on the parents' board, termly and weekly planning ensures that there are opportunities for children to develop and extend learning in the 6 main areas:

- Personal, Social and Emotional Development
- Communication and Language
- Maths
- Literacy
- Understanding the World
- Physical Development
- Creative Development

Teaching and Learning ensures that there are opportunities for:

- i. supporting children's learning through planned play activity, providing opportunities for children to work on focus activity with adult support and facilitating children's independent play.
- ii. extending and supporting children's spontaneous play, and providing a variety of opportunities for children to make their own decisions and choices.

The Early Learning Goals establish the expectations for most children to reach by the end of the Foundation Stage. There are Stepping Stones within each of the areas of learning which demonstrates progress towards the Early Learning Goals. Children are all individuals and therefore, some children will have already exceeded the Early Learning Goals, whereas, some will be working within the stepping stones.

Please refer to the Curriculum Guidance for the Foundation Stage published by the DfE. (A copy is available in the Nursery, or can be accessed on the DfE Website)

## **SECTION 4**

### **Developing Early Skills**

The children in the Nursery are three and four years old and at this stage in their lives, most learning occurs through play. Play is the vehicle through which children learn about their world, other people and themselves.

It presents them with a whole range of decisions and is the process by which children develop new skills.

Activities, equipment and experiences are provided in the Nursery to stimulate play and your child will be working towards the following:

#### **4.1 Social Skills**

- building relationships with other children and adults.
- learning how to play and work cooperatively, sharing and taking turns.
- appreciation of other peoples feelings
- developing a caring and responsive personality
- gaining confidence and becoming independent

#### **4.2 Personal Skills**

- working and playing safely
- valuing others
- feeling responsible for their environment
- personal cleanliness
- valuing honesty and fairness
- understanding the need for rules
- having a positive self image

#### **4.3 Early Language Skills**

- developing different ways of communicating through writing, speaking, listening and reading.
- by handling books, listening to and telling stories
- by listening to tape recordings and listening to what others have to say
- identifying with examples of writing around the Nursery and being interested in words
- conversing in role play situations
- learning songs, poems, rhymes and jingles

#### **4.4 Early Mathematical Skills**

- counting and handling numbers
- practical number investigations

- sorting matching and ordering real things
- using simple mathematical language
- sand and water investigation
- making comparisons and estimations, practising pouring, filling, emptying, fitting in, stacking up and balancing
- experimenting with colour and shape
- playing games and making puzzles

#### 4.5 Early Scientific and Technological Skills

- handling a range of different materials and looking at the properties of materials
- learning about themselves, their senses, their bodies
- exploring their natural environment - including plants, animals and climate
- investigate sound and music
- use simple scientific equipment
- learn about health issues
- carry out simple investigations - questioning, testing, observing and recording
- looking at how things are made and how they work
- building, making, constructing, designing
- learning about our technological world.
- developing knowledge and understanding about computers and ICT
- using computer technology as a tool for learning in other areas.

#### 4.6 Early Creative Skills

##### Art

- learning art techniques using a range of different tools and media
- working from observation and from memory
- experimenting with different 3D materials including dough, clay, junk, plaster
- working on collage and printing
- using different crayons, chalks, pencils, feltpens and inks
- cutting and sticking
- looking at textures
- mixing paint and exploring colour

##### Music, Drama and Dance

- listening to and appreciating different types of music
- singing and responding to music through dance
- playing musical instruments
- making music using instruments and voice
- recognising differences in music - egg fast/slow, high/low, loud/soft
- reacting to music through dance or mime
- acting and role play
- making musical instruments and experimenting with musical sound

#### 4.7 Physical Skills

##### Fine Motor Skills

- tracing and colouring
- threading beads, lacing cards
- making jigsaws
- using small and large pegs and boards
- using small construction equipment
- mazes, puzzles and dot to dots
- cutting and sticking

- handling brushes/pens and pencils in a variety of sizes

### Gross Motor Skills

- free play - indoors and outdoors bicycles, scooters, large construction equipment, balls, hoops, skittles ropes.
- structured P.E. sessions - throwing and catching skills, balancing, rolling, jumping, hopping running and skipping, body control and coordination

Wherever possible, experiences and activities that are planned for the children are practical and involve "doing".

*"what they hear they forget  
what they see they remember  
what they do they understand"*

## **SECTION 5**

### **How you can help with your Child's Learning**

#### **5.1 General Information**

One of the greatest things that you can do to help with your child's learning is to **MAKE TIME** for them.

- Time to play together
- Time to read stories
- Time to listen
- Time to talk with them
- Time to share
- Time to tell you about their day

If you want to help your child write his/her name, teach him/her to start with a capital letter and continue in lower case. An example of how to form the letters correctly is included in this booklet.

- Help your child to know his/her name, address and telephone number
- Help your child to tackle buttons, buckles, bows and shoe laces and be able to recognise his/her own clothes.
- Help your child to use elementary tools eg knife, fork, spoon, pencil, chalk, scissors etc.
- Make sure your child can use the lavatory and wash and dry hands.
- Give opportunities for painting, cooking, dressing up and helping you with your jobs.
- If your child wants to count, encourage counting of real objects by touching and counting aloud.

#### **5.2 The First Days in the Nursery**

Your child will have busy exciting days at Nursery and may come home tired and perhaps bad tempered. He may not want to talk to you about the day and if you ask him what he has done

he may well say "nothing". Leave him to talk in his own time and you will hear just how much has gone on.

If your child seems particularly anxious about you leaving in the early days, stay a while and see that he has settled. Please remember we are here to help, so don't hesitate to ask if you yourself are anxious.

### **5.3 Specialist Help**

We are pleased to have the services of the following:

- School Doctor
- School Nurse
- Dentist
- Speech, Hearing and Vision Advisers
- The Church
- Education Welfare Officer
- Social Services
- Child and Family Service
- Community Police

Information concerning any of the above can be obtained by contacting the main school office.

## SECTION 6

### General Information

#### 6.1 Clothing

It would help if all your child's clothing is named and suitable outdoor clothing made available at all times. We want the children to become independent and able to manage their own fastenings. Please make it as easy as possible for your child. We have successfully introduced the school uniform into our Nursery. This consists of:

- White or Blue Tops, grey, black navy trousers skirts or pinafores

In the Summer:

- Blue gingham dresses.
- Grey, navy, black school shorts.

Children's Sweatshirt	£7.50
Children's Sweatcardi	£9.00
Polo shirt - White	£6.00
Polo shirt - Navy	£6.00
Ultimate reversible coat	£16.00
Book Bags	£3.00

#### Nursery new Starters

\* Sweatshirt and book bag can be purchased for a discounted £5.50

\*Sweatcardi and book bag can be purchased for a discounted £7.00

#### 6.2 Snack Time

Children are offered a piece of fruit and a drink of milk/water daily

#### 6.3 Voluntary Contributions

As you know, there is no charge for your child to come to Nursery. We want to provide the best for your child and we respectfully ask for a voluntary contribution of £5.00 per term to subsidise refreshments, cooking ingredients, specialist materials, photographs etc.

#### 6.4 Books

We operate a simple loan system so that your child can borrow a book each day. Please help us by signing books out at the beginning of each session and returning them the following day.

## SECTION 7

### Health and Safety

#### 7.1 Illness

If your child is poorly, please keep him at home with you where he will be more comfortable - this also limits the spread of any infection. Should your child become ill during the session, parents will be contacted immediately and therefore it is vital that we have at least one telephone contact number.

The Shropshire Education Committee Regulations 109 offer the following guidelines about periods of exclusion.

##### Dysentery

All cases to be excluded from Nursery until certified by a GP as clinically fit to return.

##### Chicken Pox

Minimum period of exclusion 6 days from onset of the rash

##### German Measles (Rubella)

Minimum period of exclusion 4 days from the onset of the rash

##### Measles

Minimum period of exclusion 7 days from the onset of the rash

##### Streptococcal Infection (Scarlet Fever)

Until clinically recovered and pronounced fit by a GP

##### Whooping Cough

Minimal period of exclusion 21 days from the onset of the characteristic cough

##### Impetigo

Until the skin has healed. If the affected skin areas are few, occlusive dressings will, in most cases, render exclusion unnecessary.

##### Head Lice

Until treatment has been completed and declared free from infection

##### Warts

Exclusion is not necessary provided that the warts are covered

##### Food Poisoning

All cases to be excluded from Nursery until certified by a GP as clinically fit to return

##### Meningitis

Until considered fit and free from infection by a GP

##### Ringworm

a) Scalp - Until cured and GP indicates that they may return

- b) Body - Exclusion not normally necessary during treatment
- c) Feet - Exclusion not necessary, but treatment advisable

#### Scabies

Exclusion unnecessary once adequate treatment of the child has been started by the G.P.

**All contagious diseases have to be reported to the Shropshire Area Health Authority via the school.**

## **7.2 First Aid**

The first aid box is situated in the kitchen area of the Nursery. Should minor accidents occur, these are recorded in "First Aid/Accidents" book and reported to the responsible person who collects the child.

## **7.3 Medicines**

If your child requires medication during Nursery time, please inform the Nursery staff. For example, an inhaler for asthma should be clearly labelled with the child's name and accompanied by a consent form.

## **7.4 Fire Regulations**

Please ensure that you have read the fire procedures displayed by each fire exit. Periodically we will have a fire practice to ensure that in the event of a fire, the building can be cleared quickly and people present accounted for.

A fire extinguisher and blanket are situated in the Nursery building. The building and surrounding grounds is a "No Smoking" area.

## **7.5 Car Parking**

Please do not bring your cars down the school drive way as the car park is often congested. This could be dangerous to pedestrians arriving and leaving school.

## **7.6 Valuables**

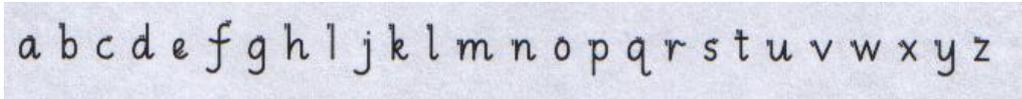
Valuables could be damaged or mislaid to avoid causing distress to all concerned, please discourage children from bringing in jewellery, expensive toys and money as we cannot accept responsibility for any loss or damage.

## **7.7 Collection from School**

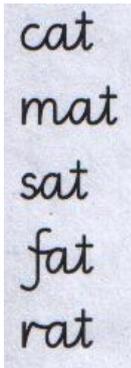
Every child should be brought to and collected from Nursery by a responsible adult. It is very important that we know who this person is. This is recorded on the admission form. Staff should be informed of any changes. Children will not be released to older siblings.

## 8.2 School Writing Script

The school writing script follows the cursive joining format and encourages children to first print with flicks;



Then move onto joining;



The Nelson format is available on all school networked computers and there is a comprehensive range of resources available within school to support this scheme.

## 8.3 Postscript

*A Legal Post Script*

*The details included in this booklet were correct at the time of preparation but it should not be assumed that there will be no variation before the start of, or during this academic year or subsequently. It is not intended to create contractual relationship, and may be varied in the light of changing circumstances.*