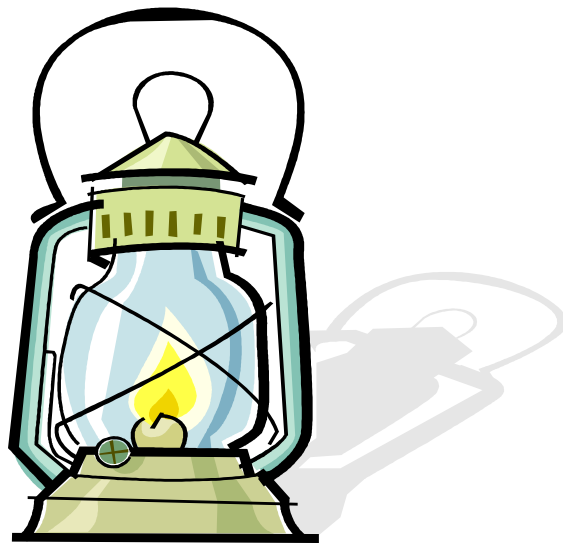




# ***INFORMATION FOR NURSERY PARENTS***



Summer 2017



*"Shine like a lantern in the presence of the Lord."*

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## **Welcome to the Nursery**

We hope that you and your child will enjoy your time with us. The purpose of this booklet is to inform you about the Nursery, the people who work here and the way the curriculum is organised.

All the staff are professionally qualified to educate and care for young children. The staff regularly undertake training to give your child the best start in their education.

The staff are always available to speak to you at the beginning or end of each session. We are always interested to hear about your child's family life and issues, which might be affecting them on a particular day. Your child will be allocated a key person on entry to Nursery.

### **We aim to:**

- Provide a warm, safe and stimulating environment that is accessible to everyone.
- Establish and maintain a mutual understanding and respect between staff, children, parents/carers and other professionals.
- Value and respect each other as individuals with different needs and experiences, whilst challenging behaviour or statements which discriminate.
- Encourage children to be more independent, confident, and to value themselves and others.
- Develop a carefully planned and monitored curriculum in line with the Early Years Foundation Stage (EYFS) guidance for each child based on learning through play.
- Acknowledge that parents/carers are their children's main educators by recognising and building on the experiences that parents and children bring with them from home and their community.
- Actively involve parents in the nursery and in their child's learning and development.
- Acknowledge God as central to our lives and develop a strong and loving relationship with Him.
- Make learning achievable, enjoyable, stimulating and fun.

### **Staffing**

The Role of the Nursery Staff:

- To provide a safe and stimulating environment
- To make observations on children's learning and plan for the next steps in their learning
- To keep shared records with parents and use information to develop play-plans for individual children
- To celebrate each new achievement, large or small, and then to look for ways to build on present attainments, to move forward with the child, and explore the next area of potential.

They work hard to make the Nursery a happy place.

### **Nursery Hours**

Morning Session            9.00 am to 12 noon

Afternoon Session        12.30 pm to 3.30 pm

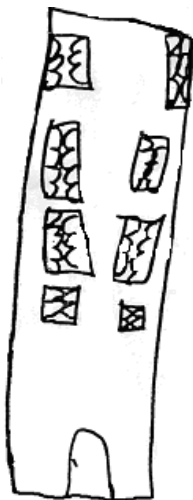
For safety reasons children must be brought and collected by an adult. If you are unable to collect your child for some reason, prior notification is required.

## Attendance and Punctuality

If you accept a place we expect regular attendance, as the demand for Nursery places is high. You should not take your child out of school for holidays during term time. We will require a note if your child is absent for any reason. Punctuality is also important. We require children to be on time as lateness can disrupt the structure of the session. It is also important to be on time to collect your child at the end of the session.



## Home Visits



During your child's time in the Nursery their development will be carefully monitored. We greatly value the work that you as a parent/carer have successfully started with your child's education and aim to build on prior experiences to extend their learning.

The Nursery team would, therefore, with your consent, like to visit you in your home before your child starts Nursery.

The purpose of a home visit is primarily to provide an opportunity for us to meet your child in a familiar environment where they feel secure and also to establish invaluable links between home and school at an early stage. During the home visit there will be an opportunity for us to discuss Nursery policy, your child's needs and interests and to overcome any problems or queries you may have.

We hope that you will take up this worthwhile opportunity.



In the Autumn and Spring term you will be invited to a parental consultation about your child's progress but you can make an appointment or talk to us at any time.

## Induction

In the Summer Term before a child joins the Nursery, they are invited in for a "Play and Stay" session in Nursery with their parent/carer. Parents then attend a Parents' Information meeting whilst the pupils continue to play in Nursery with the Nursery team. These sessions give parents/carers and pupils a chance to meet the team and learn more about Nursery. During the summer holiday prior to starting

Nursery, the Parents and children are encouraged to make an “All About Me” book, ready to share in the first few weeks in Nursery.

In the first two weeks of the Autumn Term the Nursery staff attend home visits during which time they meet the parents and child in their home. The Nursery Learning Assistant Key person engages in simple activities with the child and takes a photograph of them to put on their peg space in the Nursery. She also encourages the child to draw a picture, which is put on the first page of their ‘Busy Book’ and observes your child in their home environment. The teacher fills out a questionnaire with the child’s parents/carers to gather information about the child. This includes medical history and their likes and dislikes. Parents/carers have the opportunity to ask questions based on the handbook or their previous visit to the Nursery. The meeting lasts about half an hour. Once all the home visits are completed, we invite a small group children to start in the morning, and in the afternoon on the first two days.

After the first day new children start each session slowly building up to a full intake of 26 children in each session. The oldest children in each session start first, the youngest last. The children are split into two key person groups. The Nursery Learning Assistant Key person is the key person for one group, and the Teacher the other. The children are split at different times of the session into their groups, and this builds a closer relationship and sense of security with their key person.

On the first morning the parents are welcome to stay, but if a child has been in another setting and is very independent and happy we do not insist on this. The parent/carer can stay for as many days as the child needs although the teacher could be monitoring progress, and encouraging the parent/carer to go for a short time when the child is ready. If a parent/carer goes and then returns after a short time they then take the child home so the child understands the routine. Slowly, we lengthen the time the parent/carer stays away.

At the end of the session children are all collected from the Nursery. Parents enter the nursery from the school’s back gate, on Bishops Avenue.

### **Starting Nursery/Routine**

This is an important time for your child and we need your help to make the transition from home to Nursery as smooth as possible. The sessions begin at 9.00 am and 12.30 pm. The Nursery room will be set up ready to welcome the children as they arrive. They each have a peg with their own photograph and their name. You can help your child to hang up their coat and then to take their name card and stick it on (by means of Velcro) to their group display board depending on which group your child is in.

At 9.20 am or 12.50 pm we gather the children in their groups for circle time to talk about the plan for the session. At 9.35 am or 1.05pm the children will be working in their chosen area, which could be inside or outside. At 11.25 am/2.55 pm the children help with the tidying up and by 11.40 am/3.10 pm the children gather to enjoy talking about their experiences, sharing a story and a song, saying prayers prior to giving out work for home time. Children are collected from the Nursery at our home times of 12 noon/3.30pm. During the session fruit, milk and water are available for the children at our free choice snack table.

### **Classroom Management**

The Nursery is organised in curriculum areas. The room is set out so children can make choices and have easy access to equipment. The children start to work as soon as they arrive. There is free access to the inside and outside areas. The staff join in with their play and invite children to do indoor and outdoor focus activities. The emphasis is on child initiated activity, as well as activities planned by adults. All children help to pack equipment away at the end each session. There is a movement session once a week.

### **Parental Involvement**

Parents are encouraged to help in the Nursery. If you are interested in helping in the Nursery and are able to commit to a session per week, please contact the Office Staff once your child has started in the Nursery setting. Parents/carers are invited to the nativity play at Christmas time. There is a home library book box and parents can sign out books for their child. There is also a library box for parents to increase their knowledge of nutrition, child development and child centred activities. There is an opportunity to discuss pupil progress during the parental consultation days in the Autumn and Spring terms. Staff are always available to meet with parents. Nursery parents receive a Nursery newsletter every week which they can also view on the school website.

### **The “Early Years Foundation Stage”**

Since September 2008, it has been a legal requirement for all Early Years Providers to meet the requirements of the Early Years Foundation stage (EYFS). The documents set the standards for the

learning, development and care for children from birth to five. A new revised, framework for the Early Years Foundation Stage (EYFS) was implemented in all Early Years settings from September 2012.

### **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.

All school nurseries are required to work with children towards set learning goals. They show seven areas of learning and the development you can expect for your child and the stage they should reach at the age of five. The curriculum offered at the Nursery covers these areas.



### **How Children Learn: Planning for Learning in the Nursery**

#### **The Curriculum**

“Parent friendly” weekly plans are displayed on the door showing the various areas of learning that our half termly topics cover. The topic is the starting point for the staff to plan activities and learning experiences for the children. Plans are flexible, to enable the staff to follow the children’s individual interests and needs. The activities are carefully planned and are based on the staff’s daily observations and detailed record keeping. The Early Learning goals are also displayed in the Nursery foyer.

Children are encouraged to plan their activities during circle time to direct their work in the classroom and in the outdoor area. There is a planned focus activity usually supported by an adult as well as a large variety of structured activities for the children to choose from.

Taking into account the individual children’s interests, abilities and general development, equipment and the materials in the classroom are organised so that the children can have easy access to them. Children are encouraged to ask for what they need if they cannot find it. The staff will encourage the children to make their own way to activities, to move between indoors and outdoors as they wish, and to ask for help when they need it. Staff will offer help when appropriate, mainly by asking open-ended questions and listening to the children, by encouraging children to think and to solve problems for themselves.

At first glance, especially by people whose early learning took place in a more formal setting, it can appear that the children are ‘only playing!’ However, the best Nursery education is based on the understanding that whilst children are playing, they are learning all the time. We separate this complex learning experience into different areas.

Within the group, all children are supported in developing to their full potential at their own pace. Our system allows us, by means of observation and a “look, listen and note approach” to plan activities, which provide appropriate learning opportunities for every child in the group. We offer a curriculum, which leads to nationally approved learning outcomes and prepares children to progress with confidence to the National Curriculum.

All children have a “Busy Book” which celebrates their learning and achievements throughout their year in Nursery. Nursery staff share Busy Books with parents during the year and parents are also encouraged to contribute to their child’s Busy Book.

There are seven areas of learning in the Early Years Foundation Stage Curriculum:

## **Personal, Social and Emotional Development**

Within a nurturing environment, children are individually supported in developing confidence, the ability to make their own decisions and self-respect. They are encouraged to work and concentrate independently and also to take part in the life of the group, sharing and co-operating with other children and adults. Through activities, conversation and practical example, they learn acceptable ways to express their own feelings and to have respect for the feelings of others. All children are given the opportunity, as appropriate, to take responsibility for themselves and also for the group, its members and its property.

## **Religious Education**

In the Nursery we follow the Diocesan programme of study called ‘Come and See’ which we adapt for Nursery children. We share aspects of this through prayer, discussion, story, drama, role-play and art. The children are encouraged to make up their own prayers and to join in with songs on a religious theme. We have a short Early Years Foundation Stage Liturgy on a Friday and this has a theme that is based on our faith values. Children also have quiet “prayer time” known as “Reflection”.

## **Communication and Language**

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening, and by hearing and responding to stories, songs and rhymes. Children are helped to understand that written symbols carry meaning, to be aware of the purposes of writing and, when they are ready, to use drawn and written symbols for themselves.

## **Literacy**

We follow a “Letters and Sounds” phonics programme in Nursery. We follow Phase 1 throughout the year and begin to teach Phase 2 in the Summer Term. This programme is also supported by the “Jolly Phonics” scheme.

All books, posters and materials used in the Nursery have been carefully selected to promote positive images throughout a wide range of cultures and also to show people in non-stereotypical roles.

We welcome parent(s)/carers into the Nursery to share books and stories with children. Please let us know if your child has a favourite story so we can share it with them in the Nursery.

## **Physical Development**

A range of equipment and opportunities, both indoors and out of doors, allow the children to develop confidence and enjoyment in the use and development of their own bodily skills. A high level of adult participation and supervision enables children safely to create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing. At the same time, children are supported in the development of fine motor skills required to use tools, including pens and pencils, and to handle small objects with increasing control and precision. The children also have one Movement session in the school hall each week.

## **Mathematics**

By means of adult-supported practical experience, children become familiar with sorting, matching, ordering, sequencing and counting activities, which form the basis for early mathematics. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identify objects by shape, position, size, volume and number. Songs, games and picture books help children become aware of number sequences and when they are ready, to use simple mathematical operations such as addition and subtraction.

## **Understanding of the World**

A safe and stimulating environment allows children to explore and experiment with a range of natural and man-made materials. They learn to observe the features of objects and substances, recognising differences, patterns and similarities, and to share and record their findings. Children are encouraged and assisted in exploring and understanding the environment, both with the group, and also in the wider community. A range of safe and well maintained equipment enables children to extend their understanding of the way things work. They have the opportunity to use the computer and interactive whiteboard every day. ICT is used every day to support children’s development in all areas of learning.

Children are encouraged to re-enact real life experiences in role-play situations e.g. the hospital, going shopping or the vet surgery.

## **Expressive Arts and Design**

Children are encouraged to use a wide range of resources in order to express their own ideas and feelings and to help them make sense of the world around them. Art equipment, including paint, glue, crayons

and pencils as well as natural and discarded resources, provides for open ended exploration of colour, shape, and texture and the development of skills in painting, drawing and collage. Children join in with, and respond to, music and stories, and there are many opportunities for imaginative role-play, both individually and as part of the group.

## Health

If your child is ill, please visit the doctor and keep them at home until they are fully recovered.

A telephone call is expected on the first day of any absence. A written letter addressed to the Nursery teacher is expected on the day that your child returns to Nursery, to explain their absence. If your child needs to attend a medical appointment during their Nursery session a letter to give advance warning of the appointment and time should be addressed to the Nursery teacher.

If your child is asthmatic it is vital that you inform the teacher and she will keep your child's medication on the Nursery premises.

Simple first aid is applied in the Nursery and if your child is unwell we will contact you. We therefore require all parents to provide us with up to date contact information. We also ask that you provide us with a telephone number of a friend/relative we can contact in a case where we are unable to contact you. It is important that you inform us of any change of address or telephone number.

Here is a useful guide of common ailments and the recommended length of time to keep your child at home. Please note that each child will react differently.



Chicken pox:	Not less than 5 days from onset of rash
German measles:	6 days from onset of rash
Measles:	4 days from onset of rash
Mumps:	5 days from onset of swollen glands
Whooping cough:	5 days after start of antibiotics or 21 days from onset of illness if no antibiotic treatment
Head lice:	Treat head lice at home but can still attend school

Children do occasionally have minor accidents in the Nursery and these will be recorded in an accident book.

Please try to encourage your child to notify a member of staff if they do bump or hurt themselves.

## Dentist

It is important that your child visits a dentist regularly and if your child has not been it may be advisable to arrange an appointment at a local practice/clinic at some point during the year.

In the Nursery we do not encourage children to eat too many sweet things as these foods can cause tooth decay. We, therefore, ask you not to let your child bring sweets, biscuits or cakes to Nursery unless it has been arranged with a staff member for a special occasion.

## Child Profiles

We assess and record your child's development through written observation and samples of their work. These are stored in a profile which also contains background information about your child. Your child's profile will always be accessible to you and is stored in a central place in the Nursery. The aim of the profile is to enable staff and parent(s)/carer(s) to monitor progress.

Staff are always available to discuss your child's progress and we aim to establish both formal and informal meetings whereby you can gain a deeper understanding of Early Years Foundation Stage and discuss your child's progress.

Our Early Years Foundation Stage noticeboard and weekly newsletters can also give you information about the Nursery, curriculum, special events and ways to help your child at home. Please take the time to read them.





The School Website has a Nursery classroom page on Fronter and posts are published on a weekly basis. You will be able to see photographs, slideshows and videos of the activities and learning that takes place in Nursery.

### **Rules for Children's Welfare and Safety**

- Confidentiality will be maintained at all times.
- If your child is to be collected by anyone other than yourself **we must** have signed permission for this.
- A fire drill will be carried out once every term.
- Site security will be maintained at all times.
- Please let us know if your child has any of the following:
  - ◆ an infectious illness
  - ◆ head lice
  - ◆ if you have any concerns about your child's health.

### **Behaviour Management**

- Adults within the Nursery will be positive role models.
- Positive behaviour will be praised and rewarded.
- Negative behaviour will as far as possible be ignored.
- Explanations will always be given.

We believe that all children should be treated fairly. If a child displays anti-social behaviour eg biting/kicking, these are the steps that we would take to discourage this:

- Talk to the child/children positively but firmly eg 'I don't like it when you .....
- Distract the child and encourage them to participate in a different activity with an adult.
- Time-out – sitting to the side with an adult and observing positive behaviour.

If children do not settle or are very disruptive we may ask the parent/carer to stay throughout the session, we may suggest a shorter session or a part time week for a short time. We discuss these strategies with the parents and come to the best decision for the child. We always make sure the child knows it's their behaviour not them we do not like.

**Sharing** – Sharing dressing up clothes and bikes are the most challenging for children and we always say that they have to wait and tell the other child to give up the coveted things in a short time.

We have a system in EYFS whereby children all have their names on a green traffic light at the beginning of a session. If they work hard or do something which deserves recognition, their name moves onto the star and they are rewarded at the end of the session. If they break one of the rules, their name is moved onto the amber light and if this behaviour is repeated then they will move to the red light. They then have "time out" to reflect on their mistake. They are given the opportunity to put things right. Children start every day on the green light for a fresh start.

**Rewards** – These may be in the form of stickers, stamps on work, verbal praise individually or as a group. The children collect lanterns for working hard and for positive behaviour and conduct in school. When they receive 10 lanterns they are rewarded with a Lantern certificate.

### **Child Protection**

All adults who work with the children (including parent helpers) are assessed by the Disclosure Barring Service as to their suitability. The Headteacher is the named Child Protection Co-ordinator, The Deputy Headteachers are the named Deputy Child Protection Co-ordinators, Mark Butcher is the named Governor for Child Protection.

### **Nursery Fund**

A free one third of a pint of cow's milk is available for the children to drink at the Nursery. We belong to the Government Free Fruit Scheme and so we are able to provide a healthy snack free of charge during each session. Please inform us if your child is allergic to any foods.

We ask for a donation of £5 a half term to fund cookery, ingredients for play dough and additional snacks and drinks related to our topics.

We also ask that each parent provide a box of tissues at the beginning of the first term.

### **Birthdays**

These are important and recognised occasions in the Nursery. We celebrate birthdays by singing a birthday song, and blowing out candles on a cake. Some parents also like to send in biscuits/sweets to share with the children.



### **Toys**

We do not encourage children to bring toys to the Nursery as they can get easily broken and cause distress. If they bring anything that is special to show we will keep it in a 'home' box for the remainder of the session.

We may sometimes ask children to bring things in from home related to our Nursery theme and this could occasionally be a toy. If this is the case, please ensure it is clearly labelled with your child's name.

### **Links Beyond the Nursery**

The Nursery is a valued and respected part of the school community and, from time to time will visit the main school to attend special assemblies. It is envisaged that older pupils will also spend time in the Nursery sharing their skills and knowledge with the younger children.

We hope that this information has been useful in giving you an introduction to our Nursery. If you have any problems or queries, please do not hesitate to come and talk to us.

We hope that you and your child will spend a happy year with us and that it will lay a firm foundation for your child's future progress and education.

Although your child is just about to start at Nursery School, you will need to make an application to a Primary School. Please apply on-line through e-Admissions for your child's Primary School place. You are encouraged to use all six options of school which will hopefully ensure your child is offered at least one of your choices. If you wish to apply to St Bede's as one of your six choices, you should complete a Supplementary Information Form (**SIF**) and Priest's Reference Form or Other Faith Form if appropriate. The SIF is available from the Primary Admissions booklet on the Redbridge website or via the School website. The SIF, plus listed supported documentation, should be returned to the school at the Governors' admissions session. The date of this will be available on the school website. Please ensure you bring originals of all supporting documents PLUS a photocopied set of the papers. This will ensure that your child's application can be reviewed by the Admissions Panel against the Admissions Criteria. Once all applications are ranked against the Admissions Criteria, the top 60 applicants are offered a place in Reception. It is important to note that attending St Bede's Nursery School **does not** give you automatic transition into St Bede's Primary School.

### **The Governing Body**

The committee members' work hard to support the Nursery and the school of St Bede's in a variety of ways, for example; appointing staff and monitoring policies and procedures. They have been instrumental in making decisions about the building of the Nursery and will continue to take an interest in its development.

### **St Bede's School Development Fund**

In order to maintain the upkeep of the Nursery building it is expected that all parents contribute to the School Development Fund.

### **Inclusion**

It is important for all children to experience a range of activities, irrespective of difference in race, gender, cultural background or physical disability. Appropriate attention is given to both boys and girls.

We will promote racial equality and encourage, support and enable all children to reach their potential regardless of race or culture.

Our commitment to equal opportunities is reflected in the aims of our school. We offer equal access for every child to all subject areas in line with the Early Years Foundation Stage Framework. Our planning and teaching must actively reflect an awareness of age, gender, ethnicity and ability across the year groups.

We foster an ethos of mutual respect and esteem for everyone in our community. As a whole staff, we strive to provide positive role models for the children in our care.

For further information, please read our “Early Years Foundation Stage” policy.

## **Prayers**

We slowly teach prayers bit by bit so the children understand what they are saying.

Prayers are said at the beginning and end of each session. Below are the set prayers used.

### **The Sign of the Cross**

In the name of the Father  
and of the Son,  
and of the Holy Spirit. Amen.

### **Morning Prayer**

O my God you love me,  
You're with me night and day.  
I want to love you always  
In all I do and say.  
I'll try to please you, Father  
Bless me through the day. Amen

### **Night Prayer**

God our Father, I come to say  
Thank you for your love today.  
Thank you for my family  
And all the friends you give to me.  
Guard me in the dark of night  
And in the morning send your light.  
Amen.

## NURSERY UNIFORM

### Why does the school insist on all pupils wearing school uniform?

Our school uniform is very important to us. It is one way in which we identify ourselves as a school family and it promotes a strong, cohesive school identity which supports high standards and expectations in all areas of school life. It promotes harmony between different groups represented in the school, and it enhances security, assisting the school to identify individual pupils in order to maintain good order.

### Where can I buy my child's uniform from?

We have two uniform shops which sell our official uniform items:

Lucilla's, Cranbrook Road, Ilford (0208 554 5133); and

Rupens, Meads Lane (off Barley Lane) (0208 590 3734)

### Do I have to buy it from there?

In order to comply with our uniform policy, please purchase items from one of our official suppliers. If you do want to purchase items from elsewhere, you must either first visit the official shops and view the items or see the photos on the school website to ensure they are the same as the ones you would like to purchase.

<p><b>Winter Uniform</b></p> <p>Royal blue plain track suit</p> <p>White Polo shirt with school badge</p> <p>Sensible flat footwear i.e. trainers with a Velcro fastening (no laces)</p> <p>Coat (any colour) with a strong loop in the back so it can be hung up easily</p> <p>Hat, gloves, scarf (any colour)</p>
<p><b>Summer Uniform</b></p> <p>Royal blue David Luke shorts/royal blue plain track suit</p> <p>White Polo shirt with school badge</p> <p>Sensible flat footwear i.e. trainers with a Velcro (no laces)</p> <p>Light jacket (any colour) with a strong loop in the back so it can be hung up easily</p> <p>Sunhat/cap (any colour)</p>
<p><b>Jewellery and Make-up</b></p> <p>No jewellery (including earrings*) of any kind can be worn</p> <p>No make-up of any kind is permitted (including nail varnish/false nails)</p>
<p><b>Hair</b></p> <p>We do not allow unusual hairstyles (e.g. tram lines/steps/stripes/motifs/mohawks/mohicans/coloured hair extensions etc). Beads are not permitted in any part of the hair. Hair that is long enough (boys and girls) must be tied back at all times.</p> <p>Beads are not permitted in any part of the hair.</p> <p>Hairbands; hair ties; small ribbons (no diamantes or other decoration) and clips must be plain white, royal or navy blue. Hair bows must be small – we do not allow oversized bows embellished with decorations/diamantes.</p>

Remember some activities at Nursery are messy and your child may occasionally get wet. Children are free to go to toilet at any time but toileting accidents do sometimes occur if a child is absorbed in an activity, this is quite normal. It would be a great help if you could train your child to use the toilet properly at home, and to wash their hands afterwards. If your child's clothes are very wet, we will offer a

change of clothes from our spare set. However, please wash and return them to Nursery as quickly as possible.