



GLEBE HOUSE
SCHOOL

Glebe House School Nursery Welcome Pack

Our Nursery Ethos

We aim to work together with
Parents and carers,
to ensure that all children feel valued,
safe, secure and happy.

Happy children learn and thrive and
develop the necessary confidence to cope
with
life's challenges.

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Welcome to Glebe House School Nursery, we hope the following information will act as a guide as to what goes on within our setting, showing what our priorities are and how we value working together with you to ensure we give your children a happy, healthy, safe and secure start to their education away from home.

At Glebe we aim to:

- provide high quality care and education for children below statutory school age;
- work in partnership with parents to ensure children are happy, so they can learn and develop to their full potential;
- add to the life and well-being of the local community; and
- offer children and their parents a service that promotes equality and values diversity.

Parents

Parents are regarded as members of our Nursery who have full participatory rights. These include a right to be:

- valued and respected
- kept informed
- consulted
- involved and
- included at all levels

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as our supernumerary student helpers;
- 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 she/he already knows and can do;
- has a personal Key Person who makes sure each child makes satisfying progress;
- is in a Nursery that sees parents as partners in helping each child to learn and develop; and
- is in a Nursery in which parents help to shape the service it offers.
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Children's development and learning

The provision for children's development and learning is guided by Development Matters in The Early Years Foundation Stage (DfE 2012). Our provision reflects the four key themes and these are the principles of how we put them into practice.

A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships

Children learn to be strong & independent through positive relationships

Enabling Environments

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs & there is a strong partnership between practitioners & parents & carers

Learning and Development

Children develop & learn in different ways. The framework covers the education & care of all children in early years provision, including children with special educational needs & disabilities.

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered at Glebe 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.

The Areas of Development and Learning comprise:

Prime Areas

- Personal, social and emotional development;
- Physical Development
- Communication & Language

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education

The 'Development Matters' also sets out the likely stages of progress a child makes along their learning journey towards the early learning goals. Our Nursery has regard to these matters when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding for;

Personal, social and emotional development

Making relationships;
Self confidence and self awareness; and
Managing feelings and behaviour.

Physical development

Moving and handling; and
Health and safe-care.

Communication & language

Listening and attention;
Understanding; and
Speaking.

Literacy

Reading; and
Writing

Mathematics

Numbers; and
Shape, space and measure.

Understanding of the World

People and communities;
The world; and
Technology.

Expressive Arts & Design

Exploring and using media and materials; and
Being imaginative.

Our approach to learning and development and assessment

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. At Glebe we use Development Matters in the Early Years Foundation Stage (EYFS) to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the Development Matters in the Early Years Foundation Stage have been used to decide what equipment to provide and how to provide it.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Development Matters the Early Years Foundation Stage guidance as:

- Playing and exploring – engagement;
- Active learning – motivation; and
- Creating and thinking critically – thinking.

We aim to provide the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime areas of learning and development; personal, social and emotional development; and communication and language; when a child is aged between 24-36 months. The Key Person is responsible for completing the check using information from ongoing observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Records of achievement

At Glebe we keep a record of achievement for each child, known as 'All About Me Books'. Staff and parents working together on their children's records of achievement is one of the ways in which the Key Person and parents work in partnership. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's Key Person will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the Key Person to identify your child's stage of progress. You and the Key Person will then decide on how to help your child to move on to the next stage.

Working together for your children

In our Nursery we maintain the ratio of adults to children which is set through the Welfare Requirements. We also have students as helpers and supernumerary staff who are given "non contact" during the week where possible, to complement these ratios. 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.

N.B. "non contact" means time when staff complete paper work or observations and are not counted as part of the ratio, they are an enhancement.

Current Glebe House School Nursery Staff

Head Master

Louis Taylor	BA(Hons) PGCE		1 st Aider
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Administration & Head of Nursery

Susie Pull	NNEB, Norland & AMRSH	Nursery Nurse	1 st Aider
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0-2 Room

Emma Stepney (Head of Room)	NVQ level 3	Nursery Nurse	1 st Aider
Karen Gibson	NNEB	Nursery Nurse	1 st Aider
Emma Brown	CACHE level 3	Nursery Nurse	1 st Aider
Georgie Smart	BTE level 3	Nursery Nurse	
Chloe Hodges	CACHE level 3	Nursery Nurse	1 st Aider
Jodie Moss	IAO level 2	Nursery Nurse	1 st Aider

2-3 Room

Julie Ashby (Head of Room and Deputy Head of Nursery)	NNEB	Nursery Nurse	1 st Aider
Jane Fuller	NVQ level 3	Nursery Nurse	1 st Aider
Danielle Ratcliffe	BTEC level	Nursery Nurse	1 st Aider
Hayley Baxter	BTEC level 3/BA	Nursery Nurse	1 st Aider

3-4 Room

Marie Day (Head of Room)	BTEC GNVQ	Nursery Nurse	1 st Aider
Lyn Smith	NNEB	Nursery Nurse	

Shared Key Persons who work in all rooms

Katy Collingsworth	CACHE level 3	Nursery Nurse	1 st Aider
Sharon Frohawk	BTEC level 2	Nursery Nurse	1 st Aider
Alison Brookes	NNEB	Nursery Nurse	1 st Aider
Millie Bristow	CACHE level 3	Nursery Nurse	1 st Aider

Temps

Dede Eyre	Experienced	Nursery Assistant	
Lucy Fuller	Student	Nursery Nurse	
Lucy Imlach	Student	Nursery Nurse	

Debbie Peel	Administration Assistant
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Several of the part time staff work regularly in all areas of the nursery, that way when staff are on holiday it means children have familiar adults working with them to make them feel as secure and safe as possible.

All staff regularly up date their training which includes Food Hygiene, Child Protection & First Aid, amongst others such as Behaviour Management.

How parents take part in the setting

At Glebe we recognise parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their 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;
- helping at sessions of the setting;
- 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;
- being part of the parents committee of the setting;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- building friendships with other parents in the setting at various functions organised either by the setting or the parents committee.

Joining in

Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to play instruments for the children, talk to children about their job, and show the children special items of interest. We welcome parents to drop into the setting to see it at work or to speak with the staff.

Key Persons and your child

At Glebe we use a Key Person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's Key Person will be the person who works with you to make sure that what we provide is right for your child's particular needs and interests. When your child first starts at the Glebe, she/he will help your child to settle and throughout your child's time here, she/he will help your child to benefit from the setting's activities.

Learning opportunities for adults

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

We also keep ourselves up-to-date with best practice in early years care and education, through the Nursery World and other such publications. Copies of these are available in the Nursery Office if anyone would like to borrow them.

From time to time the setting holds learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

Our timetable and routines

We believe that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- 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.

We offer various types of care: sessional and full day care. Therefore we have listed both types of routines below for you to decide which would most suit your family.

The session

Either 0900-1200 for 2 year olds only or for all children 0800-1300 / 1300-1600 / 0800-1600 / 0800-1800.

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom(s), hall and gym.

OR

The day

Either 0800-1600 / 0800-1800 if required.

We organise the day so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the day. The setting caters for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

We are open daily – Monday to Friday as the above hours state, except for Easter, Bank Holidays and for a short period over Christmas. Please refer to our policies for admission and waiting list policies. For our termly children please refer to our Termly Calendar for Term Dates.

Tea Time Club

Either 1600-1700/1600-1800

This is an optional extra for those needing extended hours, and it can be booked in advance or on a daily basis subject to availability. Children will be entertained and given a light tea time snack.

Snacks and meals

We make snacks and meals a social time at which children and adults eat together. We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. **Do tell us about your child's dietary needs and we will make sure that these are met.**

Policies

Copies of our policies and procedures are available for you to see in the Nursery Office or on the School Web Site. www.glebehouseschool.co.uk

Our policies help us to make sure that the service provided by us is a high quality one and that being a member of our Nursery is an enjoyable and beneficial experience for each child and her/his parents. The staff and parents at Glebe work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling us to provide a quality service for its members and the local community.

Contents of Policies and Procedures for the EYFS

1. Safeguarding and promoting children's welfare

Safeguarding Children

Children's rights and entitlements

Safeguarding children and child protection

Looked after children

Confidentiality and client access to records

Information sharing

Uncollected children

Missing child

Supervision of children on outings and visits

Maintaining children's safety and security on premises

Making a complaint

Procedure for the collection of a child in Foster Care

Safeguarding children & protecting them from inappropriate use of cameras, mobile phones, video cameras etc.

School Prevent Policy

Equality of opportunity

Valuing diversity and promoting equality

Supporting children with special educational needs

Achieving positive behaviour

Promoting health and hygiene

Animals in the setting

Administering medicines

Managing children with allergies, or who are sick or infectious

Nappy changing

No-smoking

Food and drink

First Aid

Sun protection

School Intimate Care Policy

2. Suitable People

Employment

Employment and staffing

Induction of staff, volunteers and managers

Student placements

3. Suitable premises, environment and equipment

Health and safety

Risk assessment
Health and safety general standards
Health and safety risk assessment template (shown as 3.5)
Fire safety and emergency evacuation
Fire safety risk assessment template
Reporting and recording of accidents and incidents
Food hygiene
Basic kitchen opening and closing checks template
Slips & Trips Policy

4. Organisation

Administration

Admissions
Registration form
Welcome Pack contents; Additional forms,
 All About Me Books
 Forms for Completion
 Welcome Pack

Charging Policy

Child care practice

The role of the Key Person in the setting and settling-in

Partnership

Parental involvement
Working in partnership with other agencies
The role of setting manager, Reception Teacher, head of year groups and all staff
Transition policy

Documentation

Children's records
Provider records

Areas of Learning and Development

Prime Areas

Personal, social and emotional development
Physical development
Communication, language & literacy

Specific Areas

Literacy
Mathematics
Understanding of the World
Expressive Arts and Design

Safeguarding children

At Glebe we have a duty under the law to help safeguard children against suspected or actual 'significant harm', part of our policies include strict vetting procedures and police checks on all staff.

Our employment practices ensure children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff, including a whistle blowing procedure (please see policies for more information).

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Our Safeguarding Lead Practitioner is	Susie Pull
Our deputy is	Julie Ashby
Our Safeguarding Governor is	Nigel Flower

Special needs

As part of our policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0-25 years (July 2015)

Our Special Educational Needs Co-ordinator is	Susie Pull
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Equal Opportunities

The staff will encourage recognition of the value of each individual regardless of colour, culture, gender or disability. All children will be given the opportunity to develop their full potential and with a positive identity.

Our Equal Opportunities Co-ordinator is	Susie Pull
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Complaints Procedure

If you are unhappy about any aspect of our setting, complaints must be taken to either the senior member of staff on duty, the Headmaster or to Ofsted or Independent Schools Inspectorate (ISI direct).

The management of Glebe House School and Nursery

We have a Governing Body of the whole school - whose members are elected by the current Headmaster and or Governors. The elections take place at Annual General Meetings and members are made up from members of the school staff, parents and members of the local community. The committee is responsible for:

- managing the setting's finances;
- employing and managing the staff;
- creating a senior management team, made up of various heads of department, such as Headmaster, Deputy Head of School, Bursar, Director of Studies and Head of Nursery, making sure that the setting has, and works to, policies that help it to provide a high quality service; and
- making sure that the setting works in partnership with the children's parents.

An EYFS Sub-committee made up of staff, governors and parents meet Termly to help improve quality within the EYFS in close liaison with the Governing Body.

There is also a parents committee which is open to the parents of all of the children who attend the Nursery and School. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan, to raise money for the School and Nursery.

Fees

Our fees are payable monthly in arrears, but must be paid if children are absent without notice for a short period of time. However for children's holidays the following entitlement applies:

Termly children – get all Glebe House School Holidays for free, but if they are absent during term time they pay full rates.

All Year Children – provided they give one full calendar months notice(as in 1st of month to end of month in advance), then you get each of the three weeks holiday entitlement at no charge, provided the notice is given for each holiday in writing on our nursery holiday form.

For your child to keep her/his place at Glebe, you must pay the fees. We are in receipt of Nursery Education Funding two,three and four year olds; where funding is not received, then fees apply. Early arrivals and late collections from Nursery will be charged extra, please refer to current fee sheet for guidance on charges likely to be incurred. Please see Charging Policy for more information on the School website.

Current Glebe House School and Nursery
Governing Body

Headmaster

Mr Louis Taylor

Chair of Governors

Mr Nick Crane - Chairperson

Governors

Mr Geoff Wingrove – Vice Chairperson, EYFS & Business Plan

Mrs Sharon Bottomely – School Welfare

Mr Paul Searle – Finance

Mr Tim Hipperson - Education

Mr Philip Haslam – Sports & Leisure

Mr Nigel Flower – Education / Safeguarding

Mr Richard Chalk - Legal

School Business Manager / Clerk to the Governors

Mr Paul Ashby

Starting at Glebe

The first days

We want your child to feel happy and safe with us. 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 setting. We have a policy about helping children to settle into our setting, which is available from the Nursery Office. (Policy 4.4 also available on school web site www.glebehouseschool.co.uk)

Clothing

We provide protective clothing for the children when they play with messy activities.

We encourage children to gain the skills that 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 that is easy for them to manage will help them to do this.

We hope that you and your child enjoy being members of our setting 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, particularly with view to clothes during potty training.

Outdoor Play – we suggest that all children bring wellingtons in during wet weather and if possible waterproof clothing and umbrellas, so that we can go out what ever the weather! During warm weather we strongly advise parents to bring appropriate clothing, and to provide them with hats and sun cream to protect them from the sun's harmful rays and heat.

Additional Information

Opening Times

Glebe House Nursery is open daily - Monday to Friday from 8am until 6pm excluding Easter, Bank Holidays and a short period over Christmas. Please see admissions sheet, which deals with session availability and charges. Glebe House Reception Class runs from 8.30am until 3.30pm, with a break during the morning session and for lunch. Pre Prep children can also join Tea Club in nursery from 3.30pm until 6.00pm. Please see school calendar for termly dates.

Early Arrivals and Late Pick Ups

Will be charged to cover the additional costs of maintaining safe ratios during this period, please see current fee sheet for charges.

Parking

Please ensure you drive slowly when entering and departing the school, also be especially vigilant for children getting into / out of cars and when crossing the children's walkway.

School Bus

There is a school bus service from and to King's Lynn, which is available for Reception Class children. Full details are available from the School Office.

Assembly

On Monday Reception children join the main school for assembly at 8.50am. On other days assembly takes place in the Junior School. There are other occasions throughout the term when all of the children from the Foundation Stage join the main school assembly.

Break Time

At mid-morning break the children are given fruit or a healthy snack and a drink of milk or water.

Birthday cakes can be brought in to celebrate children's birthdays. **HOWEVER, PLEASE ENSURE THE CAKE CONTAINS NO TRACES OF NUTS.**

Lunchtime

The main school kitchen prepares all meals, and special dietary requirements can be catered for upon request. Menus are displayed on the School notice board and in the Nursery Corridor. Lunch for the nursery is served between 12 noon and 12.20pm in the Nursery and at the same time for Reception in the School Dining Hall, in the Summer Term the 3-4 Year Group join the Junior School in the Dining Hall to help prepare them for their transition to 'Big School'. Funded children may bring in packed Lunches and Teas, please see Charging Policy for more information regarding this and the contents of the packed meals

Physical Development

P.E. /Gym: This takes place at various times throughout the week. In the Nursery your child will require black gym shoes in a named bag. In Reception the children require a PE kit, please refer to uniform list.

Swimming: Parent/Toddler sessions are available for Nursery children; please ask for details from the Bursary. The Reception Class children have swimming as part of their timetable in the first half of the Autumn Term and in the Summer Term.

Ballet and Musical Movement: Lessons are available to all children in the Foundation Group after their second birthday.

Additional Activities

Fun Music Session: Takes part once a week; however the children have access to musical activities both inside and outside almost all the time.

Fun French: Takes place once a week for the 3-4 Year Group.

Yoga: Takes place once a week for the 3-4 Year Group.

Visits

There will be a number of visitors to Nursery, and trips for the Reception Class during the year, which will enrich the children's experiences. Parents will be notified by letter about the arrangements prior to these occasions.

Home Time

Nursery: Please collect your children on time so that staff ratios for the next session remain within the legal limits.

Reception: Parents are requested to collect their children from outside the Junior School entrance at 3.30pm or after Tea Club from Nursery; unless they are attending an activity which may be in the Hall or Gym.

If you are unable to collect your child on time please inform the Nursery or the School Office.

Parents must give written notice if their child is to be collected by anyone other than themselves. This can be done via the home contact book or on the blue board in the front of the Junior School. Within the Nursery a description or photo of people likely to collect your child should be placed in the home contact book or All About Me Book.

In the case of an emergency we may release your child if a request has been made by telephone, but only in exceptional circumstances.

Absence from School

Please inform the School or Nursery Office as soon as possible if your child is ill and will not be attending. Please obtain a leave of absence form for holidays etc. from the Nursery Office or the School Office. PLEASE NOTE: In the Nursery one calendar month's notice of holiday must be given, or full charges will be incurred.

Notice of Leaving Nursery

Please inform the Head of Nursery/Bursar in writing two months prior to leaving date.

Security

Please pay attention to the notices and close all doors behind you, only staff can let people in to the setting.

Health and Safety.

In order for us to maintain high standards of health care it is important that staff are kept informed of all matters affecting your child's welfare. It is important that the staff have an up to date contact number during the day at which a parent can be reached if a problem arises. Please complete all attached health forms, and abide by our recommendations.

Please note the following:

Smoking is not allowed on school premises.

Dogs are not allowed on Nursery premises.

Children are not allowed to bring snacks including **sweets** and **nuts** in to School or Nursery.

General Health

All children with a temperature, diarrhoea or sickness should be kept at home, both for their own comfort, and to prevent the spread of infection. It is important that you read through the chart on Communicable Diseases and follow the recommendations. From time to time there are outbreaks of head lice, please check your child's hair regularly and inform a member of staff if head lice are found. Notices regarding any health problems within Nursery or School will be clearly displayed to parents or letters will be sent home in the case of a pandemic.

Medication

We have to be careful when administering medicines to children on your behalf. To protect our staff and your children, we will only give medicines if a parental consent form has been completed and the medication is prescribed or to help prevent febrile convulsions.

Accidents.

All Nursery Staff are qualified first aiders. If a child has an accident whilst at Nursery or School a member of staff will complete an accident form and you may be required to sign it.

Uniform/ Nursery Sweatshirts

A selection of clothing is available for Nursery children if required, please order on the attached form. For the Main School, uniform is available from the School Shop.

Working Together

There are many ways in which you are able to help in the education of your child and we are aware that your help and support has a most valuable part to play. Throughout the term, guidance on ways to cover learning outcomes will be given via home contact books, scrap books, target setting and work sheets. We try to keep you as informed as possible with general nursery information and about your child's progress via the following channels:

- **Group Welcome Talk.**

All parents are invited to find out more about what happens in their child's specific year group by attending a welcome talk. During these talks parents will be given advice on how they can help their child develop through the Seven Areas of Learning, thus giving continuity between home and school.

- **Parents Consultations/ Reports**

Each term parents will receive either a written report or have the opportunity to discuss their child's progress on a more formal basis. They are also welcome to look at their child's All About Me Book at any time which includes wow moments, observations, next steps and a progress tracker, at any time, however if they wish to look at any other records written notice will be required for Child Protection purposes.

- **Notice boards.**

Information about forthcoming activities, visits and any other general information will be displayed on notice boards around Nursery or School.

- **School Website**

For Information about forthcoming activities, visits and any other news

www.glebehouseschool.co.uk

Behaviour.

Our aim is to develop children's self discipline and self-esteem. We endeavour to do this through a firm discipline in a mutually respectful environment where the children develop a sense of responsibility towards themselves, their peers and adults.

We strive to give the children clear boundaries and reinforce good behaviour with verbal praise and smiley faces. Unacceptable behaviour will be dealt with on a daily basis, encouraging children to know right from wrong. If we feel that a child is not responding, parents will be informed, so that we can work together to encourage positive behaviour.

Special Educational Needs

The setting welcomes all children provided we are confident that we can offer them the quality care they require. The child's developmental age is taken into account in order that we can assess the staffing ratios they require. Staff would always work with parents and other agencies if necessary to provide a secure environment catering for developing individual needs.

Equal Opportunities

All children will be given the opportunity to develop to their full potential and with a positive identity, regardless of colour, culture, gender or disability.

Complaints Procedure

If you are unhappy about any aspect of the EYFS, complaints must be taken to either the senior member of staff on duty or to the Headmaster. Alternatively you can contact Ofsted or the Independent Schools Inspectorate (ISI) direct.

Disaster Recovery Plan

We hope this will never have to be used, however we take contingency plans very seriously as a School and have made every effort to ensure that we minimise the risks to pupils and staff, please see Whole School Disaster Recovery Plan in Nursery Office or on the school website.

Registration details

Ofsted	Registration number	EY298976	- Telephone	0300 123 1231
DCSE	9266004		- Telephone	08700 012345
ISI	NA		- Telephone	0207 6000100

Information Sharing Guide

We welcome parents to have access to their children's records, in the following ways:

- All About Me Book – at any time, please help yourself on a daily basis and write any comments you may have on the comments page.
- Other records such as Initial Records of Concern, IEP s etc – may be viewed by arrangement as they may contain reference to other named children
- Child Protection related records – will not be shared and will be dealt with in accordance of our Child Protection Policy as can be seen on our website www.glebehouseschool.co.uk or via a hard copy of the policy in our Nursery Office.

Queries relating to any of the above points, please contact either the Head of Nursery or Reception Teacher

Things to bring to Nursery on first and subsequent days

1. Nappies (*if applicable*).
 2. Bottles & formula milk (*if applicable*).
 3. Baby food may be brought into Nursery until a child's 1st birthday.
 4. One set of spare clothes.
 5. Gym shoes (2-3 year group upwards).
 6. Wellington Boots, waterproofs and umbrellas
 7. Coat, Hat and gloves (either sun/woolly dependent on weather).
 8. Sun cream.
 9. Sharing of All About Me Book, which is provided by Nursery.
 10. Home Contact book, also provided by nursery
- N.B. Please name all clothing and personal items to avoid confusion.

Things to check at Nursery

1. Your letter file in the corridor for new information.
2. Notice boards for new information and events posters.
3. Dirty/wet spare clothes in bag.
4. Lost Property regularly.

Any queries please do not hesitate to speak to a member of staff.

Nursery Uniform Order Form

If you would like your child to wear the Nursery sweatshirt or a Nursery polo shirt (available in emerald, yellow, red, royal blue or navy) please contact:

Sew & Sew Forth
20 Beach Road
Hunstanton
Norfolk
PE36 5BQ

A typical day's routine in Glebe House Nursery:

0800	Settling in period
0830hrs	Welcome children & encourage learning through free play with toys & equipment.
1000hrs	Tidy Up Time. Songs, circle time.
1015hrs	Snack Time.
1030hrs	Either outdoor or indoor activities which may include garden play, walks, music and movement, gym, yoga, fun french, forest school or ballet. This is sometimes dependent upon weather.
1100hrs	Group Time: 0-2 years continue free play. 2-3 years and 3-4 years organised activities are provided to develop specific skills, using Dcsf's Early Years Foundation Stage as guidance.
1140hrs	Prepare to go home if on 2 Year funding or get ready for lunch for all other children who stay till 1pm.
1200hrs	Lunch – special diets catered for.
1300hrs	Settling in for new arrivals and rest time for some and home time for others.
1315hrs	Free play, as above with varied activities.
1400hrs	Tidy up time as above.
1430hrs	Snack Time.
1500hrs	Either outdoor or indoor activities (as 1030hrs).
1530hrs	As above at 1100hrs.
1600hrs	Some children go home and others stay for Tea Time Club
1800	Nursery Closes

Please see individual room leaders for more accurate time tables for each year Group.

