



# BISHOP CHALLONER SCHOOL

## NURSERY

### Parent Handbook

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Dear Parent/Carer,

We are delighted to welcome you into our school community and a very warm welcome to our nursery. We look forward to getting to know you all over the next fifteen years.

We aim to work in partnership with parents and school to ensure children make good progress and are happy throughout their early years. No doubt you have many mixed emotions at the moment and we will ensure that the transition is a smooth one. As parents, you are your children's first educators and play a vital continuing role when your child joins nursery and then school. There is not one right way to bring up a child and every parent has their own perspective on what is best for their child. Parenting is certainly the toughest job of all.

The information contained within this pack is designed to give you the useful pieces of information and answer some of your many questions.

We believe that it is very important to prepare our children for an ever-changing world by encouraging them to be their very best. The nursery staff will communicate effectively with you and we will assess every child's ability on entry to nursery to enable us to further their learning by identifying their needs. The nursery staff value and build on children's successes and keep parents informed about their children's learning throughout their journey with us.

We look forward to receiving applications for 4+ places in Reception. Applications packs can be collected from the main reception office, please be reminded that transition to Reception from nursery is not automatic and all children are subject to entry assessment.

We are sure that you and your child will be very happy at Bishop Challoner and thank you for giving us the opportunity to share this first step of their education.

Please do follow our twitter feed to keep to-up-date with all that the nursery is doing @NurseryBC.

Ms Emma Ludlam

Head of Nursery & EYFS Co-ordinator

Mrs Paula Anderson

Headteacher

# School Values and Mission Statement

## Our Values

- Community and service
- Celebrate diversity
- Faith and spirituality
- Forgiveness
- Happiness
- Honesty
- Justice
- Love
- Respect and Responsibility
- Trust
- To #LiveLovelearnlikeChrist

## Mission Statement

Through faith and a broad education, Bishop Challoner School strives to develop and nurture each child's unique talents. To Live, Love and Learn like Christ and fulfil their true potential in an ever changing world.

## School Motto

Our motto 'Quantum Potes Tantum Aude' challenges each member of our community to dare to do their very best.

## Allergies/Intolerances

Please inform us if your child suffers from an allergy. It is best, if your child has an allergy, for you to provide a packed lunch if they stay for lunch, so that you can be certain that what you provide for them is safe. From time to time we may carry out cooking activities and if necessary your child's Key Person will liaise with you to ensure what is being prepared is safe for your child. We may also ask you to provide a packed lunch for your child at events; such as our Christmas Party.

If your child has medicines that may need to be administered at nursery i.e. asthma inhalers or Epipens, then you will be required to provide a clear Tupperware style box, marked with your child's photograph, name and emergency telephone numbers. We will also need you to complete a medical administration permission form and provide clear details of any emergency protocol that should be adhered to. If you have a protocol or care plan from a GP or consultant we would require a copy of this to keep with your child's medicine.

Occasionally you may be required to sign a Risk Assessment or Health Care Plan if there are specific needs around your child's condition.

## Assessment, Reporting and Tracking and Monitoring

At Bishop Challoner, the EYFS uses software called Tapestry to collect observations, make assessments and track your child's progress. Information is collected on an Ipad within the setting and then uploaded into a cloud storage which can be viewed through the associated website. The beauty of this is that the Practitioner gets to spend more time with the child as they are not bound to more traditional methods of recording data and endless paperwork. As a Parent, you will be invited into your child's Tapestry account so that you can view their observations, adding comments and sharing information via your own observations from home – strengthening the important bond that is the parent/setting relationship and endorsing best outcomes for the children.

Reports will be collated on your child termly and you will be able to view these via Tapestry. If your child turns 3 during their time with us, a 2-3 year development check will also be carried out by your child's Key Person. Also in this scenario, we may ask to see any development checks carried out at a previous setting or through your child's Health Visitor.

Copies of your 2-3 year development check (if applicable) should be stored, for your records, in your child's red book.

Please see the link below for more information on Tapestry and its use. There is also an important section about security which is of course so important to us all.

<https://tapestry.info/>

## A typical day

### Classroom timetable/routine for Butterfly group

0845	Children enter the setting
0900 or 0915	EYFS assembly / whole school assembly or service if applicable <b>Or</b> Activity time – usually a mixture of adult led/child initiated
0930	Circle time / child led activity
1000	Snack time
1030	Outside play
1100	Chapel on Tuesday IT suite/library
1125	Tidy up time / round up of morning

On a Monday Butterflies go to Forest School for the morning

On a Wednesday Dolphins go to Forest school for the morning

Routines are always flexible to suit the needs of the group and individual child and any other activities that may be happening i.e. trip, whole school assemblies, Masses and school functions etc.

- Each Friday morning the children are allowed to Free-flow between selected rooms and outside.
- Each afternoon – after 1300- the children are encouraged in child-initiated activities, usually teaming up with other groups and ages.
- Friday afternoons are allocated as time to link up with Reception class.

## British Values within the EYFS

The EYFS curriculum and its statutory framework puts strong emphasis on the support and development of the individual child. It also promotes the nurturing of a holistically well-rounded individual, by focusing on developmentally appropriate ideals. The division of the Prime & Specific Areas highlights the importance of ensuring PSED is well developed within the developing child. Children in the EYFS are encouraged to be independent and confident learners, with the use of positive role modelling and imaging and positive reinforcement for good behaviour and effort. Sanctions may be put in place at an age appropriate level to reinforce the benefits of good behaviour and kindness towards our peers and adults.

Pupils are supported to develop self-esteem and confidence through measures such as taking the Challoner Bear home as a reward, the team reward jars and through the sticker chart system. Children are encouraged to regard themselves both as a member of the “family of Bishop Challoner” and the “family of God.” They are encouraged to view themselves as important, special and individual, but with a whole school ethos and part of a team.

Children are actively supported to develop skills to identify the differences between right and wrong. Children will be spoken to using language that refers to being kind to their friends, using kind hands and using kind, inside voices. Children who exhibit negative behaviour will be given the opportunity to consider their behaviour and decide whether that is deemed desirable by everyone. They will be asked to reflect on whether or not that is a way in which they would like to be treated by others.

Children in the EYFS are supported to try to understand that their behaviour and actions have an impact on others. The Nursery actively takes part in fundraising activities and the children are assisted to understand what charity is and how to help those who are less fortunate.

The Nursery setting is highly diverse, welcoming many children from various faiths, cultures, races and levels of ability. All of the children are valued equally and equality is actively endorsed across the setting. Children are advised against singling other children out as different or considering themselves to be more important than another. Initiatives such as language of the month, celebrating other festivals etc. gives the children the opportunity to look at other walks of life with respect and dignity.

Above all the children are supported, within the Catholic ethos of the school, to respect themselves, others and God. The use of prayers prior to snack and lunch helps the children to show appreciation and respect for what they have.



### Areas of the curriculum that pay particular relevance:

PSED self confidence & self awareness 22-36 months:

- Expresses own preferences and interests.

PSED self confidence & self awareness 30-50 months:

- Welcomes praise for what they have done
- Enjoys responsibility of carrying out small tasks.

Confident to talk to other children when playing, and will communicate freely about home & community.

PSED self-confidence & self-awareness 40-60 months:

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

PSED managing feelings and behaviour 22-36 months:

- Aware that some actions can hurt or harm others.
- Tries to help or give comfort when others are distressed
- Can inhibit own actions/behaviours e.g. stopping themselves from doing something they shouldn't do.

PSED managing feelings and behaviour 30-50 months:

- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Aware of own feelings, and knows that some actions and words can hurt others' feelings.

PSED managing feelings and behaviour 40-60 months:

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Beginning to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy.

PSED making relationships 22-36 months:

- Shows affection and concern for people who are special to them.

PSED making relationships 30-50 months:

- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

PSED making relationships 40-60 months:

- Takes steps to resolve conflicts with other children e.g. finding a compromise.

Understanding the World people and communities 22-36 months:

- Learns they have similarities and differences that connect them to, and distinguish them from others.

Understanding the World people and communities 30-50 months:

- Recognises and describes special times for events for family and friends.
- Knows some things that make them unique and can talk about some of the similarities and differences in relation to friends and family.

Understanding the World People and communities 40-60 months:

- Enjoys joining in with family and customs and routines

## **CATHOLICITY IN THE NURSERY**

As a Catholic school, our Catholic ethos is the focal point and basis for all of our learning right from the outset. In the nursery we endeavour to support the children in their journey of faith.

The Roman Catholic tradition and Christian values are seen as key to the outstanding pastoral care and dignity with which pupils treat each other and we expect pupils to support and uphold our Catholic ethos. We provide a supportive learning environment for all pupils and promote the Catholic Christian values of respect, tolerance, fairness and generosity to others.

Children in the nursery are taught about God in an age appropriate way. We discuss the birth of Jesus at Christmas and recognise the Crucifixion and Resurrection as the true meaning of Easter. The children are encouraged to pray both with an adult and to make up their own prayers. The nursery follows the EYFS curriculum “The Way, The Truth and The Life.”

Prayers are important in the nursery and the children say a prayer at morning and afternoon snack and at lunch times. These give the children the opportunity to reflect on those who are less fortunate than themselves and to give thanks to God for all that is good. Children also attend the school Chapel on a Tuesday morning for activities that support Catholic teaching and enable the children to be in the Chapel and learn appropriate etiquette and reverence of such a wonderful place. The nursery children join the Junior division of the school to celebrate May Procession and give thanks for Our Lady in this most delightful of occasions.

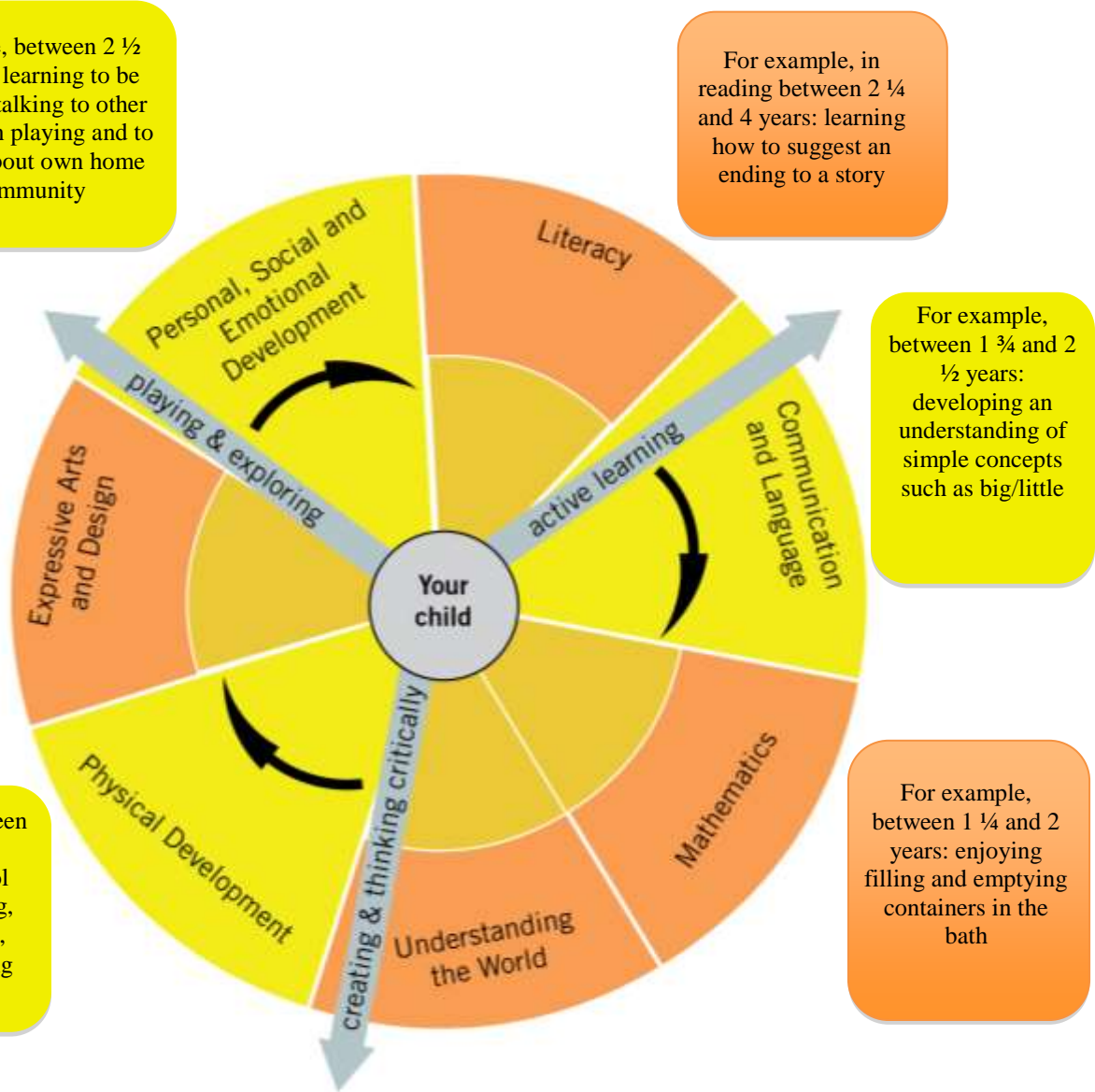
Children in the nursery are expected to attend appropriate whole school Masses and assemblies and have their own EYFS assembly with Reception class approximately twice every half term where morals, Catholic attitudes and bible stories can be examined. The class Prayer book is shared between the two oldest groups in the nursery and a child is invited to take this home on a weekend and write a prayer with the support of family. Other religions are shared here too and respected.

Our Catholic teaching and ethos is the basis to all that we do and alongside Fundamental British Values we encourage the children to consider what God wants us to do in life and how we should behave.

# The EYFS Curriculum

## The Prime and Specific Areas of Learning

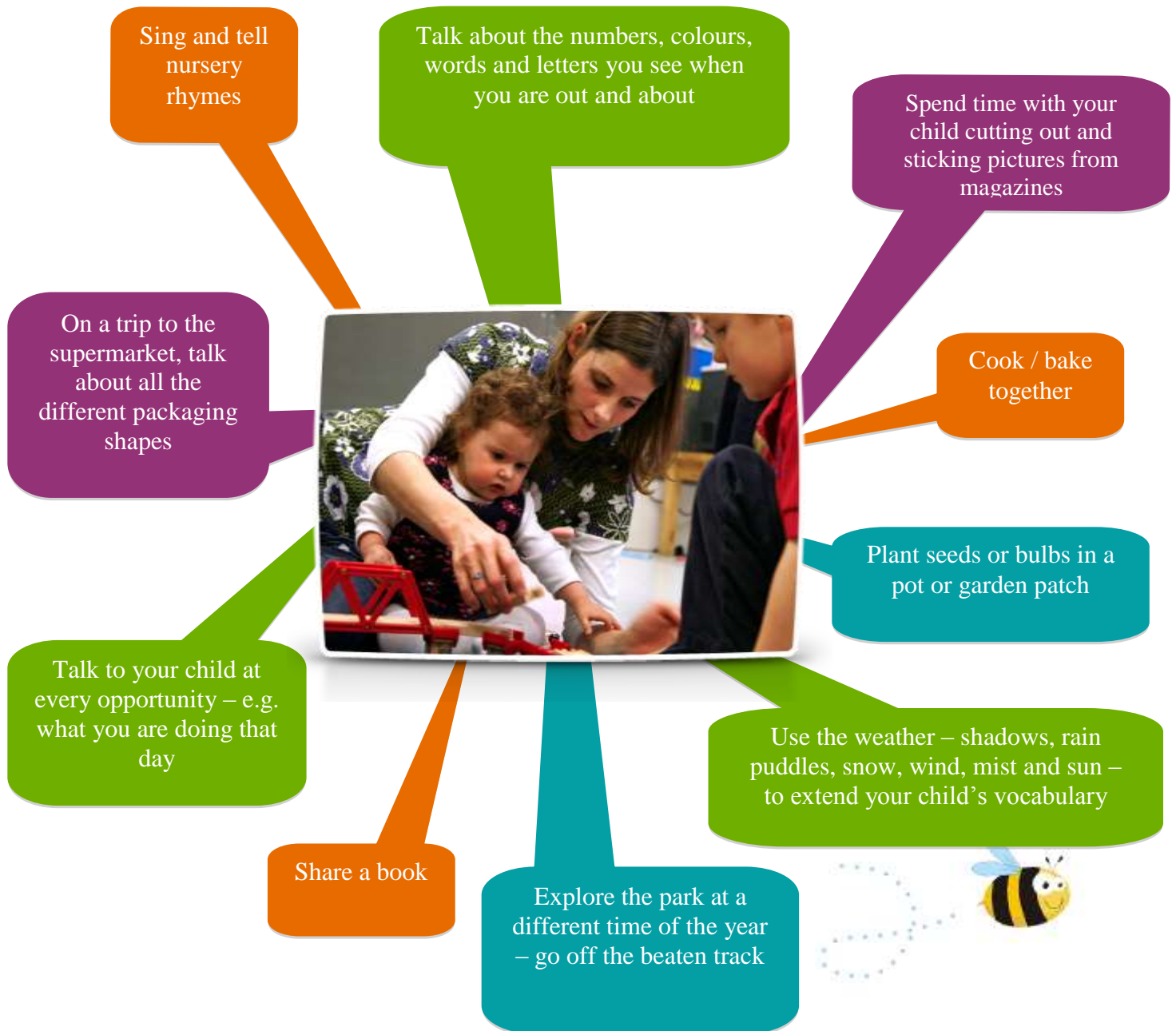
The diagram below gives examples of the areas of learning and development and shows the links between the way in which your child learns and what they learn.



## As a mum or dad, how can I help with my child's learning?

All the fun activities that you do with your child at home are important in supporting their learning and development, and have a really long lasting effect on your child's learning as they progress through school.

Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the following things with your child it will make a real difference to their confidence as a young learner.



If you are looking for new ideas for things to do then find out what is on offer at your local children's centre. Many offer 'messy play' activities which you and your child can join in with and many of the activities they provide are free. Staff can also give you advice about the kinds of books or other activities your child might enjoy at different ages.

## **The Three Prime Areas:**

The three prime areas are the first areas which are focused upon as they are the building blocks for development and learning and are as follows:

### **Physical Development - Moving and handling Health and self-care**

This area of the development focuses on looking at a child's movement both in gross motor (large muscles) and fine motor (small muscles) areas. Children are supported to ensure that on completion of the EYFS they are independent in dressing themselves and tending to their own hygiene needs. The physical development of the child is monitored to make sure children are able to use their bodies well in a variety of ways from climbing, to writing.

### **Personal, Social & Emotional Development - Self-confidence and self-awareness Managing feelings and behaviour Making relationships**

PSED is an essential area of development and one that continues for many years. By helping children to develop good personal and social skills, they are given the tools that they need to make friends, share and take turns; tools for life-long learning. Young children are monitored through the curriculum to accept change and be able to manage their feelings and behaviours in different social contexts. Children are helped to develop an understanding of boundaries and rules within school and wider society; such as being kind, comforting those in need and being mannerly. Our Catholic ethos is also reflected here.

### **Communication and Language – Listening and attention Understanding Speaking**

It is very important that early communication and language is monitored and assessed as it is the seed from which all learning grows. The child who struggles to communicate clearly will struggle to show understanding of concepts and will find it difficult to meet social and emotional curriculum goals. In the early years children are encouraged to do "good sitting" and "good listening" so that they can learn to pay attention and have a focus for learning.

## **The Four Specific Areas:**

### **Literacy – Reading Writing**

Within the EYFS children are encouraged to make marks from an early age and then to ascribe meaning to these marks; eventually this becomes legible writing. Phonic awareness is introduced from a young age and the understanding that these sounds go to make up words is eventually realised. Assessments are made at age appropriate levels, remembering that all children develop at different stages and are not all ready for the same activities at the same age.

### **Mathematics – Numbers Shape, space and measures**

Young children start off by counting by rote and then adding understanding to their counting by being able to identify that numeral match quantity. Other mathematical concepts such as language that describes size, shape, weight and position are introduced through play scenarios. Children are also encouraged to express their knowledge regarding things such as money and time in basic forms.

### **Expressive Art and Design – Exploring and using media and materials Being imaginative**

Expressive arts and design looks at creativity, not only in the forms of producing craft work such as paintings and drawings, but also music, movement and singing. Exploring a variety of media such as paint, play dough and collage introduces children to different forms of expression and texture. Children are also supported to demonstrate what they know about the world around them by re-enacting scenarios in role play both on large scale i.e. the restaurant or on a small scale i.e. the doll's house.

### **Understanding the World – People and Communities The World Technology**

The Understanding the World section of the curriculum gives the children the opportunity to make sense of their world, looking closely at the natural environment; weather, plants and animals and those who live in it. It is of particular importance that the children see tolerance and understanding of all, particularly of different cultures by exploring them and celebrating their diversity.

## Enrichment

There are various additional extra-curricular activities on offer in our nursery. These incur an additional charge and are arranged directly with the company facilitating the activity. These activities take place towards the end of the nursery day. The activities on offer are outlined below:

- **Tuesday** – Provided by “Premier Sports.” A gymnastic based activity promoting fitness and wellbeing 2.30pm-3.15pm
- **Thursday** – Ballet for boys and girls provided by Miss Munns. 2.15pm-3.15pm (includes time for changing)
- **Friday** – French provided by Mrs J Atkinson, known as “Petit Tetards.” During the morning session.



## Food and Eating in Nursery

If your child attends full time – i.e. 5 full days, then you can choose to pay for a hot school lunch provided by our caterers. Lunch consists of a hot meal, fruit and a delicious dessert.

Alternatively, if your child stays all day, they may bring their own packed lunch, however, *the Nursery does not re-heat foods.*

Children will require a snack for mid-morning and mid-afternoon if they stay all day. Please ensure that snacks are as healthy as possible, we do have a “fruit first” rule, so it is important that snacks do contain at least some fruit (please remember if you send in grapes, olives or cherry tomatoes to cut them in half, as they pose a significant choking hazard.) They will also require a water bottle that they can access if thirsty during the session. In addition to your child’s water bottle, they may also bring in a carton of juice, should you wish, but please refrain from sending in your child with sports cap fruit juices, as the lids do also pose a choking hazard.

**Please do not send in NUTS or products containing nuts as they are a contamination risk for children with allergies. We may from time to time ask you to refrain from sending other items depending on the needs of the cohort.**

If your child suffers from a food allergy, we would please ask that you send in a packed lunch as we cannot guarantee the contents of school meals, thank you.

If your child has an allergy, then we will ask you to sign to authorise any ingredients prior to cooking activities etc. If these are not received back in time, then we cannot allow a child to participate without your consent. This measure is in place to maintain the safety of the children.

# Forest School



The Early Years department runs a Forest School initiative two mornings per week for the children who are in their last year of nursery before they move onto Reception. We are proud to say that our Forest School was officially opened by the Mayor of Bromley on May 4<sup>th</sup> 2016, during its first full year in fruition.

Forest School is an exciting and invaluable feature for the children. Forest School is an outdoor learning opportunity for the children to take part in. Being in the natural environment and open-air, supports the children's EYFS curriculum across all seven areas of learning, as shown.

1. **Personal Social and Emotional Development** - sharing, problem solving, supports independence, working as a team, seeking out new friends and taking responsibility such as managing the balance between appropriate risk and challenge.
2. **Physical Development** - using both gross and fine motor skills. Being outside in the open gives the children the chance to use their bodies in ways that would not be given scope within the classroom setting, using large muscle groups to explore and make dens and small muscles to create and handle natural items. In an age of supporting healthy activity and the health benefits of being outside, this opportunity will hopefully encourage a life-long awareness of physical activity and well-being.
3. **Communication and Language** - The natural setting and different opportunities inspire language and communication i.e. increased and varied vocabulary. Children are extended the time and confidence to communicate with others. Well supported language and communication development directly improves the developing skills needed for literacy i.e. reading and emergent writing. Some children find the constraints of the classroom inhibits their communication, being outdoors seems to liberate children and help them engage.
4. **Literacy** - the sensory input and experiences from learning outside often encourages children to record these events back in the classroom through recording data, early mark making (which in turn leads to writing).
5. **Mathematics** - children learn best when motivated and engaged and counting, recording data and looking at shapes in the environment could not be more fun or inspiring.
6. **Understanding the World** - what better way to learn about the world around us, than to experience it first hand? The beauty of Forest School allows children to be outside in all weathers, monitor the changing seasons and enjoy their natural world by seeking out mini-beasts, exploring plants and flowers and understanding from a young age the need to nurture and look after our planet.
7. **Expressive Arts and Design** - the opportunity to create and gather natural materials that are simply not available in the classroom and to explore textures and colours as they appear in nature. Role play can be supported and extended in the open freedom of Forest School.

Forest School has proven to be popular and highly successful nationwide and we are aiming for nothing less here at Bishop Challoner. We expect and hope that all of the children will find Forest School to be a valuable part of their school life, building memories and learning through fun and free exploration.

## Welcome to Forest School!



We are so excited to be running Forest School for the Nursery children at Bishop Challoner. This leaflet has been designed to answer any questions that you may have.

Your child will spend every **Monday** morning on our Forest School, which is situated at the top of the field on the main school site.

During this time they will be able to explore the natural world around them and learn through play and exploration.

There are a few basic 'rules' of Forest School, and once these are learnt then the children are safe to go and do exactly what they want.

Some children find endless fascination in collecting bugs, others want to dig whilst others are just happy sitting and listening to the noises around them.

### All experiences are learning opportunities in Forest School.

The children will be accompanied by their Forest School Leader, Mrs Coates, and one other member of the Nursery team.

Mrs Coates will lead the Forest School session, and there will be a chance for the children to try a new activity every week, if they wish to do so. Individual child observations will be taken which will then be added to children's profiles to help plan for their development.

One child each session will be lucky enough to bring home our Forest School mascot, Twilight the owl, and relive all their morning's adventures at home with their family.

We are sure that the children will really enjoy their Forest School experiences and look forward commencing these sessions in September.

## Your child's kit list

As the saying goes 'there is no such thing as unsuitable weather, just unsuitable clothing'.

With this in mind, a kit list has been put together to ensure that your child can get the most out of their Forest School sessions.

Please send your child into school on the morning of their weekly Forest School session wearing the following **named** base layers:

- Dark blue leggings or jogging bottoms
- T shirt or vest
- **Long-sleeved** Bishop Challoner Forest School polo shirt

In Winter it is advisable to add a thermal fleece layer for your child and an extra pair of socks.

They will need a hat, scarf and gloves in Autumn and Winter and a Bishop Challoner legionnaire style sunhat on sunny days.

Full outdoor waterproofs will be provided by the Nursery, but please ensure that your child has their wellies in Nursery at all times.

Finally, on sunny days, sunscreen must be applied at home. The children are outdoors all morning and we need to ensure their skin is protected.

## Our Forest School Rules

We will look after our Forest School  
We never put anything in our mouth – including our fingers

We never pick anything growing

We make sure we stay within the boundary (fenced area) of the Forest School, and do not go out of the gate

When we hear '1,2,3 base camp!' we go and sit on a log in base camp.



Some activities that the children will be enjoying whilst at Forest School:

**wood painting**      **den building**  
**bird spotting**      **leaf collecting**  
**bug hunting**

The children will sit together and share a healthy snack whilst at Forest School, and they may be lucky enough to have a special Forest School treat of hot chocolate at the end of term.

Children will be able to explore Forest School in all weathers. However, Mrs Coates will do a full safety sweep before each session and if the site cannot be used or if there is due to be high winds or a thunderstorm then the children will have an 'Indoor' Forest School session on that morning.

### Exploring the seasons

The children will be able to attend Forest School once a week during each school term. This means that they will be able to explore the changing seasons and appreciate the wonder of nature at different times of the year.

They will also be able to help Mrs Coates care for our Forest School area and will learn about the different flora and fauna that are situated there.

## Bishop Challoner Forest School



### Parent and Carer Information

## General Information

Bishop Challoner is a wonderful place to be with plenty of activities taking place. There are many things to remember so we hope that the information here will help to keep you informed as to what is going on and when.

### **Registering your child**

You are welcome to express an interest at any time for your child and this can easily be done by contacting Ms Knowles on [HKnowles@bcsweb.co.uk](mailto:HKnowles@bcsweb.co.uk) who will be happy to help you. Once an interest has been registered, Ms Knowles will arrange for your child to come in and complete an age-appropriate assessment in the setting, usually the term before you would like your child to start. At this point you will also be asked to confirm your intentions regarding sessions etc., so that availability can be established for you. Once the assessment is carried out, we intend to write to you very quickly if your child is to be offered a place. Children may start at Bishop Challoner Nursery in the term that they have their third birthday. All fee enquires can be answered by the Bursar – Mr David Rolls.

*Once you have registered your intentions for sessions and your place has been accepted, sessions cannot be reduced, but can be increased dependent on availability.*

### **Communication**

The website [www.bishopchallonerschool.com](http://www.bishopchallonerschool.com) is invaluable source of information. The Parentmail system is used to communicate with our parents via email and SMS text messaging; to register we simply need your email address and mobile number.. Parentmail emails are generally sent on a Monday and Friday, unless it is urgent, so keep a look out for updates. The Challoner Update is published on a Friday and will keep you informed of forthcoming events as well as the activities within the school – the perfect round up to the week. There is also a termly calendar which should help to provide good notice of activities and events.

### **House System**

Bishop Challoner has a house system in place and your child will be assigned to a house to help give them a sense of belonging and a whole school feel. The Houses are St. Denis, St. Edmund, St. Patrick and St. Michael. There will be opportunities throughout the year to help boost your child's House by assisting in PTA activities etc., so do not forget to join in!

### **Assemblies and Mass**

To support our through school ethos, children from the nursery will also be given the opportunity to attend whole school assemblies and Mass, particularly as they get closer to their transition to Reception class. Smaller, EYFS assemblies are held bi-weekly by the nursery team and Reception teacher and nursery children are also invited to join in services with the infant department. Services and EYFS assemblies take place in our newly refurbished chapel.

As a Catholic school, our religion is a vital characteristic of who we are. There is a Mass every Tuesday morning at 0810am and you are welcome to join us. Our Parish priest will celebrate the Mass, very often accompanied by Deacon Sean. Mr Lohan is our school chaplain and supports the whole school in its Catholic endeavours.

### **Wrap Around Provision**

For children needing to stay on at school a little longer than the nursery day, we have a breakfast club in the morning running from 0720am. The afterschool crèche also helps to extend the day, running until 6pm in the evening. These facilities are available to nursery children provided they have turned 3 years of age. Children under the age of three will need to wait until their birthday before they can attend. There is a charge for these services and advance booking should be made via appropriate forms which are available from the Bursar's assistant.

### **Security**

Please remember that security is of the utmost importance in caring for our children. Please endeavour to put away your mobile phone at the nursery gate and keep an eye out for your child at all times travelling to and from nursery. If you cannot collect your child in person for whatever reason, please ensure you have spoken to a member of staff and emailed or written in advance to inform us, so that we are confident in handing your child over safely. The nursery team will not hand your child over to anyone without authority and will insist that you are called to clarify any change in arrangements. To prevent embarrassment or delays, ensure that you have authorised any change in collection with me or a member of the team in writing.

### **Parking**

There is a no parking policy on school site, however, there is plenty of parking on the nearby roads. Please use the pedestrian gates at the entrance and exit from the school. Please ensure you escort your child through these access gates, rather than the large vehicle access gates. Wheeled toys such as scooters and rollerblades are not allowed on site and should be dismounted at the gate.

### **Through progression to Reception class.**

We aim and hope that all children will progress from nursery to sixth form, but this is not guaranteed. Behaviour is expected to be excellent and is indeed a requirement for progression. If it is felt that progression is not in the best interests of your child, this will be communicated to you prior to assessment at the beginning of January in their Reception year.

# Health

It is important that you keep us up to date at all times regarding your child's health. Please state all medical history on your child's medical form.

If your child is unwell at any time, then please telephone in using this number tel 0208 460 3546 ext 564 and report your child's illness. It is important we are aware if your child is suffering from any contagious illnesses such as Diarrhoea and Vomiting or skin conditions such as chicken pox or impetigo.

Children suffering from chicken pox may return to Nursery once the blisters have dried completely and your child feels well enough to do so.

If your child has a temperature/fever (Pyrexia) then please keep them at home as temperatures can spike very quickly in small children and can be dangerous.

***Any child who has diarrhoea and/or vomiting must not return to Nursery until 48 hours after the last bout of diarrhoea or sickness.*** This is extremely important in helping to minimise cross-infection.

If your child is unwell whilst they are at Nursery, then you will be telephoned and asked to collect. Please ensure your child is completely well before they return.

The Nursery will only administer ***prescribed*** medications as part of a chronic condition or in case of emergency i.e. in the case of allergies. The Nursery team will not administer Paracetamol, antibiotics or other medications for short-term infections. Please ensure that if your child is taking a medication that they have never taken before, that you keep them at home for at least 48 hours to ensure they do not have any adverse reactions.

Please remember to inform the nursery if your child has been given any medication prior to entering nursery as this information may become pertinent in the case of emergency. General rule of thumb should be that if your child requires medication to feel well enough to be in school, then they are better off monitored at home as conditions can deteriorate very quickly.

***\*\* Please note that any planned absences should be put in writing to Ms Ludlam and Mrs Anderson and authorised by the Head Teacher. Holidays / days off are usually expected to be taken outside of term-time. Any recurrent absence must be monitored and in some cases disclosed to the Local Authority for children who receive Early Years Education Funding. \*\****

## Health and Safety

Whilst it is extremely commonplace for children to sustain small accidents, such as trips or falls during the course of play, we would never anticipate for this to be any more serious than usual childhood cuts, bumps and abrasions.

If an accident is witnessed, or reported to a member a staff, then appropriate first aid will be given and the accident will be recorded. A copy will be given for you to sign as acknowledgement.

Any bumps to the head, no matter how minor, will be reported to you by telephone. We will always recommend that you consider getting bangs to the head looked at by a professional. It may be that a member of staff requests that your child is collected immediately and their condition assessed by a health professional.

In the event that your child sustains a more serious accident, or is suddenly taken unwell, the nursery staff will make a careful assessment but will (in the best interests of keeping your child safe) call an ambulance if they consider the symptoms to be outside the realms of what is normally expected. We will, of course, telephone you immediately, so that you can meet with your child at the hospital. The child would always be escorted by a member of staff and treated with the child's best interests at the forefront of any decision making.

The attached form needs to be completed if your child has a prescribed medicine that may need to be given at nursery. This includes asthma inhalers and any prescribed eczema creams.





## Bishop Challoner School

### Parental Agreement to administer prescribed medication

We will not give your child medicine unless you complete and sign this form, in accordance with our school policy for staff to administer medicine.

Name of child	
Date of birth/Age	
Tutor Group/class	
Contact Telephone Number	
Doctor's Name	
Doctor's Telephone Number	
Medical condition or illness	

#### Medicine

Name/type of medicine <i>(as described on the container)</i>	
Expiry date	
Dosage and method	
Timing, e.g lunchtime, break, after food.	
Storage requirements	
Special precautions/other instructions	
Are there any side effects that we need to know about?	
I give permission for my child to self-administer the medication– yes/no <i>(Not applicable for EYFS)</i>	

The information supplied is, to the best of my knowledge, accurate at the time of writing and I give consent to school staff administering medicine in accordance with the school policy. I will inform the school immediately, in writing, if there is any change in dosage or frequency of the medication or if the medicine is stopped.

I understand that it may be necessary for this treatment to be carried out during educational visits and other 'out of school' activities as well as on the school premises.

Parent/Carer Signature(s)..... Date.....

Print Name.....

# Involving Parents

## Parent Meetings

After the first half-term you will be invited in to attend an informal meeting to see how your child has settled into Bishop Challoner.

Informal meetings with parents will take place throughout the year, with opportunities to discuss your child's progress. The Head of Nursery can be contacted by telephone 0208 4603546 ext 564 or by email [eludlam@bcsweb.co.uk](mailto:eludlam@bcsweb.co.uk) and is available to speak with at the door in the mornings or afternoons. Your child's Key Person will be available to see you at any other times with an appointment, should you require more time.

If there are any concerns about your child's development, we will discuss these with you as they arise. Any concerns regarding behaviour will be discussed with you and your support in facilitating change is expected.

## Learning at home with Maths

- Play board games, such as Snakes and Ladders, to help children to recognise numbers and to help counting in sequence. Dice can have dots or numbers.
- Use your home and immediate world about you - look for shapes and patterns, opportunities for counting and comparing e.g. the shapes of cereal boxes, bus numbers, patterns of floor tiles, have we got enough biscuits for everyone?
- When your child is secure in their counting, get them to match the numeral to quantity. Introduce the terms 'more or less' and vocabulary linked to time and money.
- Sing number rhymes and songs together, e.g. 10 green bottles, 5 fat sausages, 5 little men in a flying saucer, to consolidate learning.
- Look at patterns – matching pairs of socks – understanding 'same' or 'different'.
- Use positional language in everyday language i.e. 'on top', 'beside' or 'in-between'.
- Discuss weights and measures during cooking activities.
- Above all – keep it practical and visual, as this will support learning.

## **Learning at home - supporting the development of your child's Communication, Language and Literacy skills.**

Your child's Language and Communication skills are best developed by using them all the time. Discussions using open-ended questions such as 'how' or 'why' challenge their thought processes and give them the opportunity to experiment with their language and vocabulary. Give your child time to talk and share their ideas.

The introduction of phonics is part of learning to read and write, but should not be the sole area of focus. Share stories with your child and ask them questions – do they understand the story? The ability to sit and listen is very important and will assist developing literacy skills.

Encourage your child to look at words in the environment i.e. logos and different forms of print, to excite their interest in the written word.

Remember that writing is a complex skill – many muscles need to develop along with your child's understanding. Early fine motor skills such as threading, moulding dough and finger painting are essential steps on the road to writing.

## EYFS IDEAS & SUGGESTIONS

Area of learning	Activities that support development
Personal social & Emotional	<p>Encourage self-exploration – let your child take control of their own learning.</p> <p>Try to promote independence – putting on own coat, shoes &amp; socks and putting their things away.</p> <p>Lots of praise and <i>constructive</i> help – let them know it’s good to have a go.</p>
Physical	<p>Gross motor skills or “big muscles” –these develop first so try football, catching and throwing and dancing to get those muscles developing.</p> <p>Fine Motor- small muscle development – remember this includes kneading dough, using tongs, using scissors (with supervision!!) as well as writing and drawing.</p>
Communication and Language	<p>Use open-ended questions i.e. how, when, why, who or where. Give your child time to develop an answer and express it.</p> <p>Read with your child – ask them questions about the story, did they understand the story? Can they retell you the story?</p> <p>Ask your child to tell you what is happening in the pictures without you telling them.</p>
Mathematics	<p>Count anything and everything – after stationary objects try counting moving things i.e. skips &amp; hops.</p> <p>Reinforce the understanding of quantity – help your child to understand 1 means 1 and so forth.</p>
Understanding the World	<p>Discuss simple concepts with your child – floating &amp; sinking, taller &amp; shorter</p> <p>Look at the natural world – the weather &amp; natural materials.</p> <p>Using Information Technology - but try to monitor “screen time” (especially viewing) and always ensure it is age appropriate. Try different IT, not just tablets; cameras and CD players are considered IT too.*</p>
Expressive arts and design	<p>Large role-play toys such as kitchens, or “small world” such as castles or dinosaurs are great at encouraging imaginative play.</p> <p>Provide different types of construction – large Lego, wooden blocks, even “junk modelling” i.e. egg boxes and cereal boxes to help guide creativity.</p> <p>Try and explore different media – paints, pens, modelling clay and other craft material to create different effects.</p> <p>Encourage your child to “put on a show” – puppets, dancing, singing or story telling – using imagination to entertain you!</p>
Literacy	<p>Provide lots of blank paper and pens/pencils. Many children are not ready for formal worksheets at this age – perhaps try making “name biscuits” or using playdough if your child is not ready for writing.</p> <p>Sound out the first letter sound to anything and everything you see – b for bus, c for cat, d for dog.**</p>

\*It’s never too early to check your parental settings on your smart phone or tablet so that your child can only view appropriate content – little fingers can get a little “swipe” happy!

\*\*Try to use the *phonetic* sound rather than the letter name. We use Read, Write, Inc system for teaching phonics at Bishop Challoner School

## Meet the Team

The EYFS team is dynamic and friendly, incorporating both the nursery and reception class team, with support from our breakfast club and after school crèche supervisors.

### Head of Nursery & EYFS Co-ordinator

Ms E Ludlam                      BSc (Hons) / Early Years Professional Status  
[eludlam@bcswb.co.uk](mailto:eludlam@bcswb.co.uk)

### EYFS Team

Ms S Scicluna                      BA (Hons)  
Montessori Early Childhood Teaching Diploma  
Named second in charge.  
[sscicluna@bcswb.co.uk](mailto:sscicluna@bcswb.co.uk)

Mrs I Coates                      BA (Hons) / Early Years Professional Status  
Forest School Leader  
[icoates@bcswb.co.uk](mailto:icoates@bcswb.co.uk)

Mrs H Bateman                      PGCE QTS BSc (Hons)  
Mrs J Murphy                      NVQ 3  
Mrs J Tomkins                      Nursery Assistant

Mr A Peck                      Reception Teacher  
Mrs Vander Elst                      Reception TA

### Breakfast Club Supervisors

Mrs H Vander Elst  
Mrs J Cable

### Creche Assistants

Mrs H Vander Elst  
Mrs K Reid

# Opening times

## The Nursery

Morning session	8.45am	-	12.00 noon
All Day session	8.45am	-	3.15pm
Afternoon Session	12.00 noon	-	3.15pm

## Sessions

When your child first starts nursery they will be invited to start on slightly shorter sessions, for the first two weeks, as a settling in period. If your child attends all day, then they will attend 0930-1430. Morning sessions will be shortened to 0930-1130 and afternoons 1230-1430. These shorter sessions give your child the chance to settle into their new environment and get to know the new children and adults around them. Your child's Key Person will liaise with you and let you know when they are happy for them to attend for the full session.

If your child is finding it hard to settle, we will do our best to advise on the best course of action, it may be that the settling period will need to be adapted, perhaps to a short time every day just to break the cycle of being upset on leaving their parent. We all want your child's first experience of nursery to be the most positive it can be.

If at any time your child appears distressed or unhappy, please discuss it with your child's Key Person so that we can assess what the problem might be and advise accordingly. No question is too small or insignificant. Please feel free to come and talk with us at any time.

We do hope your child will have a happy experience at Bishop Challoner and that it is a wonderful start to their school life from nursery to sixth form.

# Outdoor Learning

The nursery is proud to be equipped with an amazing outdoor learning area. The provision was updated and dramatically improved in the summer of 2015 and January of 2016. The outdoor area boasts an amazing “ship” climbing frame, permanent sand pit, sand and water table, weighing scales and play house.

Safety is of the utmost importance and the outdoor area is covered extensively in a cushioned safety flooring and in synthetic grass which remains clean and mess free in all weathers.

The outdoor area provides an outstanding and aesthetically pleasing space for the children to access so that they can enjoy learning and playing all year round and in all weathers.





## Policies List

In line with the Guidance and Regulations from the DCSF our Safeguarding/Child Protection Policy is published on our school website and we have included other key policies which ensure the safety and well-being of your son or daughter.

All new parents to the school receive an Information pack where several of our relevant policies appear in hard copy.

Here is a list of all policies available from the school office for parents of pupils and parents of prospective pupils. These policies are updated regularly to ensure compliance with the Independent School Standards Regulations. The **Safeguarding Policy, Anti-bullying Policy, E. Safety Policy, Health and Safety and Complaints Procedure** are available for download from our website.

Policies available:

Able, Gifted and Talented	Data Protection	Missing pupils/Suspect a child is running away from home
Accessibility	Disability	Parental Rights
Acceptable Use of ICT for Pupils	Disciplinary	Pay
Administering medicines EYFS	Drugs	Presentation of Work
Admissions	E-Safety	Probationary Procedure
Anti-bribery and corruption	EAL including EYFS	PSHEE
Anti-bullying	Eating Disorders	Quality Assurance
Assembly	Educational visits	Retention
Assessment and Reporting including EYFS	Emergency Actions	Return to Work
Attendance and Punctuality	Emergency procedures - Fire Evacuation	Risk Assessment
Behaviour Management including EYFS	Equal Opportunities	Scholarships
Biting EYFS	Exclusions	School Council/Pupil Voice
Bomb Threat	Extreme Weather	Sex Education
Bursaries	Fire Risk	Sickness/Absence
Camera and recording device use	First Aid	Social Contact
Capability	Health & Safety	Self-Harm
Careers Education and Guidance	Homework	Special Educational Needs & EAL
Charity Fundraising	ICT Acceptable Use Agreement	Spiritual, Moral, Social & Cultural Development & British Values
Code of Conduct for Parents	Induction (new staff)	Staff Supervision inc. EYFS
Code of Conduct for Pupils	Learning and Teaching	Teaching and Learning
Controlled Assessment	Literacy	Visiting Speakers
Curriculum including EYFS	Marking	Whistle Blowing
Cyberbullying	Minibus	

## SCHOOL READINESS

In the last year before children make their transition to Reception class, much of our focus is ensuring children are ready for school. Readiness for school is a holistic approach and does not only include academic readiness, but looks closely at the child's independence and social skills.

There are some useful documents that you may wish to look at which may support your understanding of how children develop and what to expect at typical development stages. There is also some very helpful information on how you, as parents, can support school readiness.

[http://www.foundationyears.org.uk/files/2015/09/4Children\\_ParentsGuide\\_Sept\\_2015v4WEB1.pdf](http://www.foundationyears.org.uk/files/2015/09/4Children_ParentsGuide_Sept_2015v4WEB1.pdf)

<https://www.pacey.org.uk/Pacey/media/Website-files/PACEY%20general/Steps-to-starting-school.pdf>

[https://www.pacey.org.uk/Pacey/media/Website-files/school%20ready/PACEY\\_preparingforschool\\_guide.pdf](https://www.pacey.org.uk/Pacey/media/Website-files/school%20ready/PACEY_preparingforschool_guide.pdf)

# Nursery Uniform List

The items marked with an asterisk \* are regulation and must be purchased from the School Outfitter. Other items may be purchased from the School Outfitter or elsewhere:

## Boys

- Blazer - Maroon embroidered with Bishop Challoner emblem\*
- Polo Shirt - Navy short sleeves embroidered with Bishop Challoner emblem\*
- Polo Shirt - Navy long sleeves embroidered with Bishop Challoner emblem (Dolphin and Butterfly groups essential for Forest School)\*
- Shorts - Charcoal grey\*
- Pullover - V-necked navy with stripe\*
- Sweatshirt - Maroon embroidered with Bishop Challoner emblem\*
- Joggers - Navy for winter (optional)
- Socks - Grey school stripe socks\*
- Shoes - Black with velcro (Not suede or patent)
- Please note – no other footwear is permitted unless previously discussed with Head of Nursery
- Shoe bag - Maroon, black or navy
- Book bag - These are available from the school office\*
- Hat - Legionnaire style for summer embroidered with Bishop Challoner emblem and Knitted Navy in winter\*
- Cap - Maroon embroidered with Bishop Challoner emblem (optional)\*
- Coat - Black/Navy

## Girls

- Blazer - Maroon embroidered with Bishop Challoner emblem\*
- Polo Shirt - Navy short sleeves embroidered with Bishop Challoner emblem\*

- Polo Shirt - Navy long sleeves embroidered with Bishop Challoner emblem (Dolphin and Butterfly groups essential for Forest School)\*
- Skort – in uniform plaid\*. Worn with tights in winter and socks in summer.
- Cardigan - Navy with stripe\*
- Sweatshirt - Maroon embroidered with Bishop Challoner emblem\*
- Joggers - Navy for winter (optional)
- Socks - Grey school stripe socks\*
- Shoes - Black with velcro (Not suede or patent)
- Please note - no other footwear is permitted unless previously discussed with Head of Nursery
- Shoe bag - Maroon, black or navy
- Book bag - These are available from the school office\*
- Hat - Legionnaire style for summer embroidered with Bishop Challoner emblem\* Knitted Navy in winter\*
- Hat/Boater - Maroon (optional)\*
- Coat - Black/Navy raincoat
- Hair Accessories – Maroon/Navy ribbons/bands/slides

Jewellery should only consist of stud earrings and jewellery of a cultural/religious nature. Discussion with the Head of Nursery may be appropriate.

Additional Information:

All items must be clearly named with name tapes.

All children require a pair of wellington boots (own choice of design) and a navy blue cagoule to be kept at nursery. Also a long sleeved painting apron in either black, navy or maroon.

No uniform is stocked at school with the exception of the book bag.



Please sign the following to confirm you have read and understood the contents of this booklet.

**Name:**.....

**Child's name:**.....

**Signature:**.....

**Date:**.....