



# Oxhill Nursery School

## Oxhill

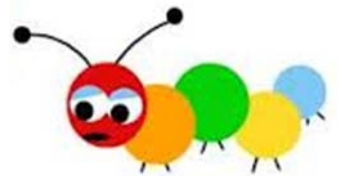
## Stanley

## County Durham

## DH9 7LR

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[oxhill.durham.sch.uk](http://oxhill.durham.sch.uk)



# **Welcome to our School !**

**“THIS IS A GOOD SCHOOL”**

**(Ofsted 2015, 2019)**

**“ Children achieve well and make good progress as a result of the good teaching they receive. Children form warm and trusting relationships with adults who are good role models in contributing to children’s strong personal development.”**

**The aim of this brochure is to provide you with information about the Nursery and the Early Learning opportunities we provide for your children.**

**Our large, well resourced nursery provides high quality early learning for over 150 children aged 2-4, between 8.00am and 4pm. The Victorian building is very spacious and we benefit from having a range of areas and spaces which are used for a variety of purposes.**

**Highly experienced and qualified staff, stimulate children’s interest and natural curiosity through a range of well planned, interesting, imaginative activities for the children in a stimulating environment both indoors and out.**

**Our large outdoor area is accessed in all weathers, to enhance the children’s learning in all areas of their development. Here the children are encouraged to access a wide range of good quality play equipment, including a static climbing frame with wide slide, a large sunken sand pit, a ‘wild life’ area, a vegetable garden and a mud kitchen!**

**We are an inclusive school where children with Special Educational Needs are supported by caring staff with expertise and experience to ensure children thrive. Our building is accessible to both adults and children with a range of disabilities and children with Special Educational Needs are encouraged to access all activities provided.**

**If you would like to see for yourself how we provide the best possible start in education for the children entrusted to our care, please call to arrange a visit.**

**Looking forward to meeting you!**

**Julia Watson (BA Hons)  
Headteacher**

# Aims, Ethos and Vision

Oxhill Nursery school is inclusive in its approach and welcomes ALL children. We believe that 'Everyone is Special'. Through a broad and balanced Early Years Foundation Stage Curriculum, each child will be enabled to develop holistically. A well-planned curriculum based on play and communication in a rich and stimulating environment provides first hand experiences that motivate and challenge all children.

**Our indoor and outdoor environments are;**

active	enjoyable	fun	happy	interactive
	meaningful	motivating	meets the needs of all	
purposeful	relevant	safe	secure	

Staff demonstrate a high level of engagement, using their knowledge and skills to respond to children's interests and needs. Through observing and interacting with the children, the environment is enhanced to extend child initiated play.

## Our Vision

- to provide a safe, happy, caring, stimulating and secure environment for our children where EVERYONE feels special, valued, included and respected
- to enable all children to develop their capabilities as successful learners
- for all children to be confident and caring individuals, responsible citizens and effective contributors to society.
- to engage our children in the highest-quality teaching and learning and to maximise success for all.
- to equip our children with skills for learning, life and work, ready to actively grasp and follow their dreams in the future.

## Our Aims

**our children...**

- are listened to and have interested and caring adults to share in their enjoyment and learning.
- are encouraged to play, explore, experiment and learn through exciting and meaningful experiences.
- will be supported to develop an understanding of the world and their place in it.
- learn because it is fun and not just simply to meet their next developmental milestone.

**Our staff ...**

- will liaise with other services and agencies in order to meet the needs of children with special educational needs and disabilities, ensuring that they are included in a purposeful curriculum that meets their individual needs.
- will welcome parents as partners.
- will use the community to enhance children's learning.

## What do our aims mean and how will we achieve them?

The above aims reflect our high aspirations and our commitment to excellence. Through effective teamwork; open lines of communication; working in partnership with our parents; following children's passions and interests and identifying individual children's paths of learning and celebrating their achievements we will work towards the realisation of our vision and aims, and ethos.

# Governors

The membership of our Governing Body is as follows:

<b>Mrs Sarah Golightly</b>	<b>Chair of Governors</b> (co-opted governor)
Miss Julia Watson	Headteacher
Ms Sonia Bell	Staff Governor
Ms Laura Teasdale	Local Authority Governor
Mr Keith Porter	Co-opted Governor
Kimberly Moor	Co-opted Governor
Alexis Bishop	Parent Governor
Sarah Padley	Parent Governor (Vice Chair)
Vacancy	Co-opted Governor with finance experience
Vacancy	Co-opted Governor

**The Chair** of the Governing Body is **Mrs Sarah Golightly**. She may be contacted by writing to the nursery.

**The Clerk** of the Governing Body is **Denise Tate**, School and Governor Support Service, Education, County Hall, Durham, DH1 5UJ.

## Let's meet the Staff

Miss Julia Watson	<b>Head teacher</b> , designated safeguarding lead, Senco,
<b>Ladybird and Caterpillars 2 Year Olds</b>	
Mrs Cheryl Lindoe	<b>Room Lead</b> Higher Level Teaching Assistant 2 year old room (qualified first aider, Deputy Designated Safeguarding Lead)
Mrs Laura Baker	Nursery Practitioner (paediatric first aider)
Mrs Alex Comby	Nursery Practitioner
Miss Ashley Bradley	Nursery Practitioner (paediatric first aider)
Mrs Gemma Lawes	Extended services Nursery Assistant
<b>Butterflies, Dragonflies &amp; Bumblebees 3 and 4 year olds (Pre School)</b>	
Miss Sarah Steele	<b>Class Teacher</b> Deputy Designated Safeguarding Lead
Mrs Helen Smith	Nursery Practitioner (qualified first aider)
Mrs Sonia Bell	Nursery Practitioner (paediatric first aider)
Mrs Carol Crowder	Nursery Practitioner (paediatric first aider)
<b>Grasshoppers</b>	
Mrs Haley Dawson	Nursery Practitioner (paediatric first aider and First aid at work)
Mrs Louise Strike	Nursery Practitioner (paediatric first aider)
Miss Leah Tas	Nursery Practitioner
<b>Support staff</b>	
Miss Georgia Young	Office Manager
Mrs Gemma Lawes	Extended services Nursery Assistant
Mrs Carole Graven	Extended services Nursery Assistant
Charlotte Mullen	Extended services Nursery Assistant
Mr Ken Boughey	Caretaker
Mrs Lisa Owen	Cleaner

# Early Learning

The Early Years Foundation Stage principles which guide the work of all practitioners are grouped into four distinct but complementary themes:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates.

This includes the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

## Learning through Play

Young children learn by doing, touching and seeing for themselves – through play. Play that is well planned and pleasurable helps children to think, increase their understanding and improve their language competence. It allows children to be creative, to explore and investigate, to experiment and to draw and test their conclusions. All aspects of children's growth and development are linked and these are promoted by the varied play experiences available within the nursery environment. The EYFS covers **what** the children need to learn and **how** they need to learn, and here at Oxhill we have developed our own style and approach, which involve characteristics of effective learning (as described in EYFS), this means that the curriculum is based on skills the children need to acquire, rather than on information they need to learn. This allows us to organise interesting activities and experiences, around the children's interests, that support the children in working towards all the Early Learning Goals.

Our garden is a key part of our curriculum and we expect all children to be able to take part in activities both indoors and outdoors all year round. Being active outdoors helps children stay fit and healthy.

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

### EYFS identifies 3 prime areas of learning...

#### Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. A lot of time is spent in nursery talking and listening to what your child has to say. We aim to develop children's back-and-forth interactions with adults and peers. The number and quality of the conversations they have throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

#### Personal, Social and Emotional Development

We aim to develop children's ability to work, play, co-operate with others in a group beyond the family. Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. We offer strong, warm and supportive relationships with adults that enable children to learn how to understand their own feelings and those of others. Children are supported to manage emotions, develop a positive sense of self, have confidence in their own abilities, to persist and wait for what they want. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

#### Physical Development

Our aim is to develop physical control, mobility, awareness of space and manipulative skills, using both the indoor and outdoor environments. Waterproof jackets and trousers are provided for the children to enable them to access the outdoor area in all weathers. We feel it is important that children establish positive attitudes towards a healthy and active way of life. Healthy children have lots of energy and they need space to crawl, climb, balance, run, jump and dance. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. **Gross motor** skills provide the foundation for developing healthy bodies and social and emotional wellbeing. **Fine motor** control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools. Access to a wide range of equipment helps to develop manipulative skills, hand-eye and general physical co-ordination. Participating in these activities can help to build self-awareness and confidence

## ...and 4 specific areas of learning:

### Literacy

Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest in a life-long love of reading. Children are encouraged to enjoy books, stories and poetry, for their personal language development and to extend their views of the world, excite their curiosity and fire their imagination. This also brings tremendous pleasure, expands other play activities and develops concentration and listening skills. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.

### Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. We will provide frequent and varied opportunities to build and apply this understanding – Mathematical concepts are developed through a range of hands on practical activities which encourage the use of mathematical vocabulary. Play using various sizes of building blocks and construction kits gives children the practical knowledge of shape and size and how they can be used both creatively and skilfully. Co-ordination skills are developed through completing jigsaws, threading beads onto laces and making things with small construction kits.

It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. During their time in nursery mathematical ideas such as size, shape, number, length, height and comparison begin to emerge.

### Understanding the World

We aim to develop children's knowledge and understanding of the world by guiding them to make sense of their physical world and other people in their community. We will provide a range of experiences to increase their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters.

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. They will be encouraged to ask questions, to find out why things happen and how things work. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### Expressive Arts and Design

Children are provided with a range of activities, including music, dance, drama, art and craft, which will help them to develop and use their imaginations, communication skills and creativity. Children will have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media, materials and tools, including paint, glue, scissors, pens, junk materials, clay, dough and slime. Our children are encouraged to explore, experiment and develop creative expression and imagination.

Creating something that is unique; either by themselves or by working together in a group gives each child satisfaction and helps boost self-confidence. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

# Ladybirds & Caterpillars

*(2 year olds):*

Ladybirds are our 2 year olds who enjoy their own dedicated learning environment with a wide range of toys which are developmentally appropriate for their individual needs.

Our two-year old room has a very warm and welcoming atmosphere. It is equipped with a wide range of toys which are both age and development appropriate for the children and their individual needs. We encourage youngsters to develop at their own pace and explore the special delights of discovering the world around them. Provision is focused on the three prime areas of learning, which form the core of the Early Years Foundation Stage. They are: Personal, Social & Emotional Development, Communication & Language and Physical Development. Settling in can be a difficult period therefore we can tailor transition sessions to help build up a child's confidence.

In the caring and happy environment, children will be involved in all aspects of development and our carefully planned programmes will encourage the growth of confident secure individuals.

## **Activities**

The children are encouraged to participate within a wide range of activities which are changed/adapted on a regular basis to maintain the children's concentration and interest.

## **Messy play**

There are a lot of messy activities for the children such as sand and water play, play dough, gluing and sticking, painting, clay work etc.

## **Role play / imaginative play**

There are many toys and activities such as prams, dolls, dressing up clothes, kitchen, play house, work shop, hats and bags etc to enable the children to use their imagination and act out roles of people familiar to them such as mums and dads, doctors, fire people etc.

## **Physical development**

Throughout the nursery we promote high levels of physical activities and during each day the children will participate in many physical activities to promote their physical development such as cars and bikes, see-saws and rocking horses, tunnels, mini trampoline, balls and hoops and many more. Children are also encouraged to participate in dance and movement activities as well as mini sports, running and hopping games etc.

## **Singing/music and nursery rhymes**

We introduce musical instruments at a young age to allow children to gain a love for music. The children have adult led musical activities as well as being able to use them throughout each session. We have group activities each day where children will be encouraged to sing nursery rhymes and songs within a group and start to build a repertoire.



## **Social skills**

At all times we encourage good behaviour, sharing, turn taking and table manners. We also encourage children to become independent with personal hygiene skills e.g. brushing teeth, washing hands etc.

## **Story time / book sharing**

Story time and book sharing is a very important part of our nursery as we understand the importance of children having/sharing books from a very young age, this will enable them to foster a love of language and listening skills. Children have free access to books throughout each day and participate within story times where the staff read a variety of story books as well as listen to story CDs.

## **Outdoor play:**

We have our own dedicated garden. We spend a lot of time outdoors and provide waterproofs and wellies for the children to allow them to explore in all weathers. Children can bring a pair of named wellies in from home if they would prefer to wear their own.

## **Transition into Nursery Classes**

Children will move to our pre-school room in the term after they turn 3. Transition into their new environment is carefully planned with children and staff sharing experiences and visiting each other, prior to the move, so that all are confident and happy. Room staff liaise with each other to ensure children's learning and development records are continuous and all children's needs are being met.

# **Butterfly, Dragonfly and Bumblebees** *(3 - 4 year olds)*

Children are supported to become capable, confident individuals who have high self-esteem and social competence. We have highly skilled enthusiastic educators who work hand in hand with parents and the community to provide the best nursery education for all of the children in our care.

The rooms are organised into areas where the children can make choices and select resources. These include, block play, home corner, sand and water, cosy book corner, malleable materials, creation station, 'I wonder' area and small world play. Children's interests are used to enhance learning through carefully planned opportunities for play.

We believe that children learn and thrive best in a friendly secure environment where they feel, welcome and safe. Children and adults work together to develop mutual respect, and rules enable children to understand the needs of others. Our routines help children to develop a sense of security and belonging, we know that children who feel happy and secure are more likely to be successful learners.

All children use all of our extensive outdoor spaces, where they access a vast range of learning activities and opportunities. Children are able to take measured risks and develop a real love of the world around us and become passionate about nature.

## **Behaviour management**

Research shows that very young children work best when adults link any behaviour programs to the children's growing understanding of their world. It is best to have a few straightforward rules that children can understand. It would be wrong if children never felt able to express anger, what matters is that adults are on hand to help them see the consequences of what they do and where possible, put things right. From time to time most children have tantrums and a few children have difficulty controlling themselves. Simple withdrawal from the scene (our thinking spots offer space for reflection) and reward for sensible behaviour works in most cases. We can also ask for advice from our Educational Psychologist, Zoe Dodd.

## **Inclusion (Special Education Need/Disability)**

Oxhill Nursery works within the DfE Code of Practice. The school has a special educational needs coordinator (SENDCO) - Miss J Watson.

Any child may experience a special need at some time during their schooling. The school has a very positive approach to working with all children. The emphasis is always on the child's strengths and the ways in which they can be developed. Our observations aim to identify need as soon as possible. Early intervention helps to make sure that every child is given the best opportunity to benefit from all the experiences available in school. Parents play an important role in sharing the very close understanding they have of their child.

Occasionally the help available within school is not enough to support the child. Then we consult parents about seeking additional specialist support. e.g. Speech Therapists, Educational Psychologists, Occupational Therapists etc. Often speech therapists provide blocks of therapy at nursery, for those children who have been referred to the Speech and Language Service, or provide activity packs for parents to work on at home.

We are an inclusive school where children with Special Educational Needs are supported by caring staff with expertise and experience to ensure children thrive. **Our building is accessible to both adults and children with a range of disabilities and children with Special Educational Needs are encouraged to access all activities provided.**

Our Equality Policy, which provides information on the appropriate structure through which the needs of the children with Special Educational Need / Disability needs are met, is available on our website.

## **Teaching & Learning**

The staff in each room work with all the children, the children's learning and progress will be planned and evaluated to ensure that your child's needs are met, their thinking challenged and learning extended. Your child's teacher will be your first point of contact to discuss any concerns you may have as well as discussing your child's progress with you. Your child's teacher will talk to you to ensure that the needs of your child are being met appropriately and that records of development, progress and achievements are shared with you and other professionals as necessary.

## Assessment

You will be asked to complete a booklet entitled “**It’s all about me**” once your child has been offered a place at nursery. We ask you to be honest when completing this as this provides us with a starting point when planning meaningful learning experiences for your child.

Through observing children and making notes when necessary, staff are able to make professional judgements about children’s achievements and decide on the next steps in learning.

## Parents as Partners

We do value your support and hope that we can work together to provide the best education for your child. Help us to get to know them by talking to staff during your child’s initial visit about their likes and dislikes and by completing the “It’s all about me” booklet.

## Settling in Procedures

We want your child to be as happy and settled in their new setting as possible. For many children this may be the first time away from family. To help your child adjust to their new surroundings we offer a gradual induction into Nursery which can be tailored to meet the needs of individual children.

## Children’s Progress

We like to communicate with parents regularly to share progress and plan ahead. We need your help to understand your child and to find out how each child learns best. If you have concerns or want to talk about your child you should ask the class teacher or room lead, who will be happy to talk to you via the telephone. The children’s learning experiences will be shared with you on the Class Dojo app and it’s lovely for staff to get your comments on the posts we upload.

## Keeping you informed

Like our Facebook page for updates on upcoming events at school or in the local community.

We use the Class Dojo messaging service to advise you of things you need to know as well as sending messages.

We may need to speak with you via telephone, please keep your number updated at the office.

## Getting in touch

You can get in touch with your child’s teacher or room lead via the Class Dojo app (We will send a link for you to download the app when your child starts with us)

Or via email: [oxhillnurseryschool@gmail.com](mailto:oxhillnurseryschool@gmail.com)

PLEASE NOTE THAT MESSAGES SENT AFTER THE SCHOOL DAY WILL NOT BE ACTIONED UNTIL 8AM THE NEXT WORKING DAY.

Our policies and privacy notice are available on the school website and paper copies are available on request.

## School office hours

Please be aware that the school office is open between **7:45am and 3:45pm** and will be closed at lunch time between 12:00 and 12:35

## Parent Helpers

We would love you to join us in school, whether just to spend an odd session or on a regular basis; telling stories, playing in the garden, or baking cakes with the children. To ensure the safety of all our children, you will need to complete a Police Check (DBS) form. Please speak to a member of staff if you are interested in helping and arrangements will be made.

## Parent and Toddler Group

We run a high quality 'play and learn' toddler group for children up to the age of two years. This is an opportunity for young children to have fun and mix with other children in a safe environment with a familiar adult who can share and extend their experiences. This group is led by Ashley Bradley who is a nursery practitioner in our 2-year old room. Ashley acts as a familiar person to support a positive transition into the 2-year old room, if you decide to continue your child's education with us.

# General Information

**The two year old room is now offering half day places only;**

**Ladybird class:** 9-12 daily

**Caterpillar class:** 12:15 – 3:15 daily

The term after your child turns 3 they can access 15 or 30 hours of free early learning, depending on meeting DFE eligibility criteria.

**15 hours over 2 ½ days**

**Dragonfly class-** 8.45- 2.45 Monday & Tuesday and 8:45 – 11:45 Wednesday Morning

**Bumblebee class-** 12:30 – 3:30 Wednesday Afternoon, and 8:45 – 2:45 Thursday and Friday

**Butterfly class 30 hours -** 8.30am -2.30 pm daily

## Attendance

The free entitlement is a Government funded place and it is very important that your child attends regularly and that we are informed **by telephone** on the day, of the reason for any absences. **Please inform us, in writing, if you intend to take your child on holiday during term time.**

We will contact you if your child is absent and no reason has been provided. Your child will lose their place if they are absent for 4 weeks and no reason for absence has been provided.

## Data Forms

You will be requested to complete a data checking form as your child begins Nursery. This provides us with essential information about your child, emergency contact numbers, email address, medical information and security password etc. **It is essential that you notify us of any change to this information.** This information is stored on the office computer, with restricted access, and paper copies are kept in locked cabinets.

## Security, Health and Safety

Keeping the children safe and secure is a priority. Here are some ways you can help:

- Always notify the school of a change in the collection arrangements. If we are unsure about collection arrangements, we will contact parent
- Keep your emergency contact numbers up to date
- Please lock your buggy in the outside store- this is left at your own risk
- Please label your child's clothing with their name. The school cannot accept responsibility for items left in school though every effort is made to keep things safe

Parents and children are asked to be vigilant when crossing the car park at all times. We ask you to be alert for vehicles turning and parking and not allow your child to play either in the car park, on the barriers or wall.

For security reasons the main door is kept locked and you may need to use the doorbell to alert staff that you are waiting. Please inform us if someone different will be collecting your child. They will be asked to provide us with your security password.

## Parking cars

We are aware of the problems you face when parking your cars and are trying our best to find a solution. Please be courteous to other drivers and pedestrians at all times. **The car park is for staff vehicles only** and we ask you not to block the entrance as access must be available at all times for emergency vehicles.

Mandela Close has parking **for residents only** and you may be asked to move your vehicle by the Police if you park there. The residents here are elderly and many need regular visits from nurses, doctors and other medical staff. Please help us to ensure that we do not prevent emergency services from accessing their homes.

## Illness

As you are aware germs pass quickly between young children, especially those which give sickness and diarrhoea. Advice to nursery by the NHS, is that the child having these symptoms should be kept at home and not return to nursery until 48 hours have passed after the last symptoms. In the case of infectious diseases, measles, chicken pox etc, information is available in school, please ask. If needed, staff can administer medication by prior arrangement. **Prescribed medicines, including inhalers, will need to be in the original container with the dispensing chemists label attached**, clearly displaying the dosage, the child's name and date of birth. A care plan will need to be filled in and signed.

## Head lice

Please tell us if your child catches head lice, don't be embarrassed as these creatures don't discriminate where they visit! Check your child's hair at least once a week and if you do find any live lice use the treatment recommended by the chemist, Health Visitor or your GP.

## Clothing/Uniform

Following repeated request from parents we have decided to adopt a voluntary uniform for pre-school children who wear **blue** sweatshirts. Please ensure all jumpers are named as we cannot accept responsibility for lost clothing.

For the 2 year-old children **Ladybird** and **Caterpillar** classes there is NO UNIFORM, but we ask that children wear clothes that are comfortable to play in and easy to manage for toilet training.

We hope the children at our nursery have fun while playing both indoors and out and any clothing worn at nursery needs to be able to withstand messy activities. We do encourage children to be independent and it is important that the children are able to remove their clothes when they need the toilet. Children tend to have more “accidents” when wearing dungarees, onesies or trousers with belts. **All clothing should be named**, especially coats. We ask you to provide a change of clothing for your child, a pair of wellingtons to be kept in their allocated “welly box” and a sun hat, to be kept at nursery, in the drawstring bag provided on your child’s peg. The bags are to be left on their pegs at all times – please do not send spare clothes in backpacks as they take up too much space on children’s pegs.

We work closely with parents to support toilet training but “accidents” do occur and these are dealt with quietly and sympathetically.

To ensure your child stays safe when moving around nursery or using the outdoor area we ask you to ensure that your children always wear **sensible shoes** or trainers and NOT slip on sandals or high heels.

## Outdoor Play

We encourage children to play outdoors all year round and in all weathers. The nursery has purchased outdoor coats and waterproofs for the children to wear, and we ask you to provide a pair of named wellingtons for your child.

A copy of our Policy Statement on the use of sun creams is included in this brochure.

## Jewellery

Please encourage your child not to wear jewellery at nursery. We do not accept responsibility for the loss or damage or for any injuries that may occur as a result of your child wearing jewellery, you will be asked to sign a disclaimer to this effect.

## Nursery Funds

We do ask for a donation of **£1 each week** from all children who are accessing **15 hours**. This is used to provide daily snack, treats for the children, subsidise the cost of visits and purchase additional resources and equipment. We will encourage your child to put their contribution into the money box available in each class. **Butterfly children** who attend 30 hours have a termly charge of **£2 per week** and can be paid via bank transfer.

Fund raising events are organised each year for nursery funds and for selected charities. School Fund is audited annually.

## **Nappies:**

We currently use Asda brand nappies and wipes and ask for a **weekly donation of £1** towards this cost unless you would like to supply your own.

## **Milk / Snacks**

Free semi-skimmed milk is provided for all nursery children and water is available to the children throughout the day. Fresh fruit is also provided through the school fund of £1 per week - put in the class piggybank. For the children attending 30 hour places school fund is £2 per week and this is to be paid in advance to the school office by bank transfer. Details will be provided.

Please don't allow your child to bring sweets into school as there may be others in the class with food allergies. It is very important that you inform us of any allergies that your child may have.

## **Library**

You are encouraged to choose a book each week with your child to take home and share. The books are on loan to us by Durham Library Service and we hope you look after them and return them on time. Lost or damaged books may be charged for

## **Links with other schools**

Strong links are established with several local schools to which your child will transfer. Various arrangements are made for your child to visit their new school and Reception teachers visit the children in nursery during the summer term.

## **OFSTED Inspection**

Our last inspection took place in February 2019. Our nursery was judged to be a Good School. Copies of the report are available via the internet or on request.

## **Educational Visits**

Clear guidance is available for participating in Educational Visits and we need your permission, in writing, before we can take the children off the premises. You will be asked to sign a permission slip for all visits separately. All visits form part of the curriculum which we offer to your children, giving them the opportunity to gain first hand experiences. We may ask you for a contribution towards the cost of these. Visits may include Beamish, South Shields, South Moor Library, the Park and Hall Hill Farm, local walks and food shopping trips

We also encourage visitors into nursery and these include Yoga teacher, Zoo lab, Drama Tots, multicultural artists, musicians, and emergency services.

Risk Assessments are completed for all visits and are available for parents to read.

## **Tissues**

We would appreciate it if you could provide us with a box of tissues each term, as these are made readily available within the classes for the children to use.

## **Celebrations**

We celebrate significant events in children's lives including birthdays (very important at a young age!) If you do bring a birthday cake into school to share, please make sure it's in its original packaging which will have allergy information included.

**Please ensure you tell us who will be collecting your child, and that we have their telephone number in case a phone call home is needed.**

**A PASSWORD WILL BE ASKED FOR IN THE EVENT OF AN UNFAMILIAR PERSON coming to collect your child from nursery. Safeguarding is paramount here at Oxhill!**

## **THE USE OF PHOTOGRAPHIC DEVICES AT SCHOOL EVENTS**

We do allow Photographs to be taken by parents at designated events, for family viewing, in line with our policy (available on the website) However we **DO NOT** allow parents to put any photos onto social media.

### **Mobile phones**

There is a concern that mobile phones with integrated cameras enable anyone to take photographs or video footage without the knowledge of those being targeted. The dangers to children are clear. This policy ensures our children are fully protected.

Oxhill Nursery School accepts that parents/carers will bring their mobile phones into nursery. However, they are asked **not to use them within the school building** or where the children are present.

**Any parent found taking images /footage of children via their mobile phones will be immediately asked to put the phone away or leave the nursery.**



## Lunch Time

Packed lunches should be brought on full days. Please supply a healthy packed lunch for your child in a named lunch box with a **chill pack** to keep the food cool. NB we do not have facilities to heat up any food. Here is an excerpt from our packed lunch policy, which fits within a wider context of promoting a whole school approach to food and healthy eating. Children's packed lunches should be based on the 'Eatwell Guide' model which shows items in the 5 main food groups; (Food Standards Agency).

### **Bread, Rice, Potatoes, Pasta**

These starchy foods are a healthy source of energy. Packed lunches should include 2 or more portions.

### **Fruit and Vegetables**

These foods provide vitamins, minerals and fibre. Lunches should include at least 1 portion of fruit and 1 portion of vegetables/salad, or more.

### **Milk and Dairy Foods**

These foods provide calcium for healthy bones and teeth. Include 1 portion at lunch.

### **Meat, Fish, Eggs, Beans**

These foods provide protein for growth. Packed lunches should include 1 portion of these foods.

### **Foods and Drinks High in Fat and/or Sugar**

It is important not to fill up on too many foods that are high in fat and/or sugar at the expense of other more nutritious foods. Limiting high fat and sugar foods will help protect young people from becoming overweight as well as helping prevent tooth decay, heart disease, stroke and diabetes. This is why sweets, chocolate, crisps, cereal bars, fruit bars, toffee/salted popcorn, squash and fizzy drinks are no longer available in schools. Please support your school by not including these items in a packed lunch.

### **Drinks**

Any drinks provided in lunch boxes should only include either plain water, milk (semi-skimmed), unsweetened fresh fruit juice, diluted fresh fruit juice, fruit or dairy based smoothies.

\*\*\*Please note that we are very happy to provide fresh drinking water every day.

**To ensure consistency and to keep packed lunches in line with food standards for school meals, packed lunches should not contain the following:**

- Fizzy/sugary drinks in cartons, bottles or cans
- Chocolate-coated products/sweets/confectionary
- Cereal bars, fruit bars
- Chocolate spread as a filling for sandwiches
- Chewing gum
- Crisps or any packet savoury snacks high in salt and fat

**Items below are not to be included in a school packed lunch for children under 5 due to the risk of choking.**

Popcorn – all varieties

Marshmallows

Jelly cubes

Whole nuts

Ice cubes

## **SUN SAFETY AT NURSERY Policy Statement**

The nursery is concerned about protecting staff and pupils from sunburn and from skin damage that can be caused by the harmful ultra-violet rays in sunlight. As sunburn and almost all skin cancers are caused by the sun, it is possible to prevent this from happening. The nursery believes that by encouraging sun safe behaviour, and teaching children about the risks of sunlight, we can prevent them from burning and contribute towards preventing skin cancer.

Some children are at greater risk of sunburn than others. Fair skinned, freckled children who burn easily are at most risk and need to take great care when out in the sun. Brown and black skinned children have a much lower risk of sunburn but still need to take care and protect themselves in stronger sunlight.

The nursery policy states that nursery staff will supervise the application of sunscreen in nursery or while attending educational visits, if deemed necessary. The children will be encouraged to 'rub it in' themselves where possible but that assistance may be given. Cream will only be applied to face, arms, neck and shoulders, exposed ears and backs of bare legs. **Please indicate whether you are happy for approved staff to do this and note that cream will not be applied without your written permission.**

If your child has any allergies or has sensitive skin, you may want to check with your GP before providing a sunscreen / or allowing your child to use the product provided. In this instance you may, if you wish provide your own cream to be kept at nursery. Please ensure that it is clearly labelled with your child's name and given to a member of staff.

The nursery will inform you if your child has any adverse reaction that may be due to the sunscreen, and will take medical advice if necessary.

The nursery is proactive in preventing risks from sunlight by:

- Making the children aware of the importance of protecting themselves against the rays of the sun, through our curriculum.
- Encouraging them to wear a hat and suitable clothing that would protect the skin.
- Encouraging the use of sunscreen and providing sun cream for you to use at nursery if you forget.
- Encouraging them to seek the shaded areas of the garden.
- By setting a good example.

**You as parents can help by:**

- Encouraging your child to bring and wear a sun hat at school and on educational visits.
- Encourage them to wear, or bring with them to nursery, a long sleeved top or cardigan which we can ensure that your child wears when they play outdoors.
- **Putting sun cream on your child before they come to nursery.**

**The nursery is able to provide sunscreen for the protection of pupils at certain times of the day as laid down in the above policy statement, and your child will be encouraged to, with adult support, apply this themselves. The particular sunscreen used is Soltan kids Once 8 hr Protect & Play Spray**

## School Holidays 22/23

<b>Holiday</b>	<b>Last day in nursery (at 3.45pm)</b>	<b>Re-open for Teaching Purposes</b>
<b>Summer break 2023</b> 6 weeks + 2 training days		Wednesday 6 <sup>th</sup> September 2023
<b>Teacher training day</b> 1 day	Tuesday 25 <sup>th</sup> October 2023	Thursday 27 <sup>th</sup> October 2023
<b>Autumn half term</b> 1 week	Friday 27 <sup>th</sup> October 2023	Monday 6 <sup>th</sup> November 2023
<b>Christmas 2023</b> 2 weeks holiday + 2 days staff training	Tuesday 19 <sup>th</sup> December 2023	Friday 5 <sup>th</sup> January 2024
<b>Spring half term 2024</b> 1 week	Friday 16 <sup>th</sup> February 2024	Monday 26 <sup>th</sup> February 2024
<b>Easter 2024</b> Good Friday + 2 weeks	Thursday 28 <sup>th</sup> March	Monday 15 <sup>th</sup> April 2024
<b>May day holiday</b> 1 day	Friday 3 <sup>rd</sup> May 2024	Tuesday 7 <sup>th</sup> May 2024
<b>Summer half term</b> 1 week	Friday 24 <sup>th</sup> May 2024	Monday 3 <sup>rd</sup> June 2024
<b>Summer half term 2024</b> 6 weeks	Tuesday 23 <sup>rd</sup> July 2024	Thursday 5 <sup>th</sup> September (TBC)

### **COMPLAINTS**

We should hope that you should have no reason for complaint, but in the event of any dissatisfaction, please discuss the matter, in the first instance with the Head Teacher. The Governing Body has agreed a procedure for processing general School Complaints. A copy of this procedure is available from the Head Teacher or on our website

If you wish to discuss your childcare with Ofsted, please ring 0300 123 1231

Or write to:

The National Business Unit, Ofsted, The Royal Exchange Buildings, St. Ann's Square, Manchester M2 7LA.

PLEASE NOTE:

THE INFORMATION CONTAINED IN THIS BROCHURE IS CORRECT AT THE TIME OF PRINTING.

**Thank you for taking the time to read this document. We hope you found it useful and informative.**