

The Early Years At Queen's College

*Forward by Jan Williams,
Head of Pre-Prep and Foundation Stage*

A happy child is a learning child.

It is at the Foundation Stage (ages 3 to 5 years) that the vital building blocks of education are laid. Your child will enter a school that truly believes in them and anticipates with excitement furthering their lifelong learning journey as a partnership of child, parent and school.

It is vital that your child's early attitude to school is positive. Encouragement, enjoyment and a sense of achievement are part of this learning process. They must feel happy, safe and secure in a caring yet stimulating environment, becoming both literate and numerate, developing socially, emotionally and physically, thus accessing the broader curriculum of life.

At Queen's we maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

We want the children to anticipate each day's activities with eagerness!

The Pre-Prep and Nursery is situated within the extensive grounds of Queen's College on the southern outskirts of Taunton. The Nursery is within the Pre-Prep building, this enables our Nursery children to share all the Pre-Prep facilities. The Reception classes are situated next to the Nursery and Foundation Stage garden.

Whilst at the Nursery children can enrol for a minimum of two mornings, increasing their time with us as age and circumstances dictate. As they approach full-time schooling we try to be as flexible as possible to help each child learn to cope with 'whole' days away from family and home. For purely practical reasons changes to arrangements can only be made half-termly.

In the Reception classes children have the option to attend part time until they are able to cope with full time. This is important, especially for the summer born children who enter school at the age of just 4 and who may need extra time to adjust. Experience has taught us however, that by the October half term most children want to stay all day because they don't want to miss things! If they do

become over-tired at any point we are happy to suggest a long weekend to allow them time to catch up.

I feel that this booklet contains much of the background information you will need to enable you to get an idea of what life in the early years at Queen's College is like. However if you have any queries please do give me a ring on my direct line (01823 278928) or e-mail: jw@queenscollege.org.uk or, if I am teaching, contact the office (01823 272990) and we will do our best to help you.

Mrs Jan Williams
Head of Pre-Prep and Nursery

General Information

Age Range of Pre-Prep and Nursery	3 to 7 years
Nursery	3 to 4 years
Reception	4+ years

Nursery Session Times

8.00 am - 8.30 am
(pre-school care available if needed)

8.30 am - 1.00 pm

11.45 am-12.45 pm (lunch)

8.30 am - 3.30 pm

1.00 pm - 3.30 pm

3.30 pm - 5.45 pm (After School Care)

Reception

The reception day runs from 8.30 - 3.30 pm Monday to Friday during term time (the children must be in school before 8.40 am).

We also offer early morning care in our hall for children who need to be dropped off before school starts between 8.00 am to 8.30 am.

After School Care

The children are cared for in the Pre-Prep and Nursery Department. Drinks, fruit etc are offered to all children. For Nursery children, please let Miss Hayes know if you want your child to stay for After School Care and Reception children, please write your child's name on the 'After School Care' list, which is found on the notice board in the entrance hall.

In the Nursery, for security reasons we ask parents to sign their child in and out on arrival and departure. If parents are unable to collect their child from School/Nursery, please inform us by telephone, on 01823 340810 or fill in a 'collection routines' form.

After School care can become very busy, so please only use this facility when it is really necessary.

Story/Book Club

This runs from 5.00 pm - 5.45 pm for any children that are remaining in After School Care.

Parent and Toddler Group

For our younger ones, we run a parent and toddler group every Tuesday afternoon in the Pre-Prep and Nursery Hall. The session begins at 2.00 pm with a "Music with Mummy/Daddy" half an hour for 1 - 3 year olds, which is followed by a "Stay and Play" session for both babies and toddlers of pre-nursery age, which goes on until 3.15 pm. Please see Miss Hayes for further details. We also run an Activity session on a Thursday.

The Aims of the Early Years Foundation Stage Curriculum

1. To provide quality learning experiences for all the children, which are structured, balanced, relevant to the child and related to the real world.
2. To provide a curriculum which takes account of, and responds to, the children's individual developmental need and allows them to make progress related to their different abilities.
3. To ensure that the children have positive experiences of success in order to give them confidence and motivation for learning in the future. To work in a happy and caring environment and to be aware of each other's social needs.
4. To provide a practical comprehensive Early Years Foundation Stage curriculum, which is continued into the Reception year, ensuring consistent and coherent progress from Nursery to Reception.
5. To create a partnership with the parents to support and enhance the development of the children, reflecting co-operation and respecting equal opportunities.
6. To demonstrate Christian values, and to respect other faiths and traditions.

The Nursery Environment

The Activity Room

The main activity room is bright and well equipped. Here the children can enjoy both group activities and free play with a range of construction toys, drawing and craft materials and a computer. The home corner provides a versatile and attractive role play area. It often doubles as a shop or travel agents or hospital! Here a variety of social skills can be learnt through play by children of all age groups. A section of the room has waterproof flooring and the children have free access to paint, chalk and sand or water play and a table for clay or play dough.

The Conservatory

This spacious room leads off the main activity room. Here, in the well-stocked book corner, the children gather for register, story time and music sessions. The room is amply equipped with audio visual equipment as well as an extensive range of games and puzzles. In this tranquil environment the older children can concentrate upon developing their listening skills, early reading and number work. A carpet area also provides floor space for group construction and a rest area.

The Garden

The children and their parents both appreciate the attractive, safe, enclosed garden. Our secluded nursery garden has a large area of safety surface, where the children are able to play safely. Much of this area is covered for all weather outdoor play where they can play with compost, sand and water. This area is edged by grass, with a climbing frame, slide and a delightful two-storey play house. Outside we use a variety of outdoor play equipment such as balls, balancing equipment and bicycles all year round together with the natural resources in the environment to develop physical skills and inspire an interest and curiosity of the world in which we live. As well as the Nursery garden we also benefit from the use of the Pre-Prep outdoor area and college grounds.

The Nursery Curriculum

We offer a broad and varied Nursery curriculum covering a wide spectrum of learning experiences. The curriculum is based upon the Early Years Foundation Stage, which through the development stages of learning works towards the Early Learning Goals, at the end of the Reception year.

In Nursery one of the most important, learning experiences is through play. Encouraging free play allows children to extend their imaginations and explore a variety of situations encountered in the world around them as well as encourage the acquisition of essential social and emotional skills needed for every day life. Play may also be directed to enable children to grasp the broader concepts of problem solving, numbers, shape, colour and spatial awareness.

We use a wide range of early learning resources which encompass all the six areas of learning.

- Personal, social and emotional development
- Communication, language and literacy
- Problem solving, reasoning and numeracy
- Knowledge and understanding of the world
- Physical development
- Creative development

At all stages activities are structured to be appropriate to each child's individual needs and stage of development, and a full record is then kept of their activities and achievements.

Activities such as drawing, colouring, tracing cards and templates are always available and the children learn to master their scissor skills. The children are taught to recognise and trace their own names and eventually to write them by themselves. Attention is always paid to correct letter formation in lower case and pencil control. Pre-reading skills are developed through books, games and activities and children have the opportunity to take home storybooks to share with their parents.

The Early Years' Foundation Stage curriculum is carefully planned and coordinated with the Reception class teacher. This ensures a steady progression through the Nursery, followed by a smooth transition from Nursery to Pre-Prep.

Activities that form part of the Nursery curriculum

Craft Activities

Include the use of scissors, glue, sellotape, split pins and other tools used for fixing and making in 2 and 3 dimension. Different types of painting techniques and collage materials to introduce colour and texture, along with a variety of modelling mediums such as clay, dough, junk boxes, as well as weaving and threading activities to develop imagination, creativity, problem solving and other areas of development.

Exploratory Play

Sand, water, playdough, cornflour and flour play with a selection of equipment to discover and develop their imagination and concentration skills along with scientific properties such as pouring, floating, sinking and capacity.

Role Play

A variety of home corner themes to develop social skills and knowledge and understanding of the world. Role play is set up to enhance the nursery topics, e.g. jungles, travel agents, shops, goldilocks and the three bears house.

Structured Adult led Activities

Used as a small group or one to one activity to develop pencil control, writing and colouring skills tracing, drawing, scissors skills number and shape concepts, sorting, sequencing, pre-reading skills and language development.

Games and puzzles

To develop listening skills, turn taking, concentration skills, problem solving and memory development through the use of listening lottos, board and card games, floor and table puzzles.

Large and small construction and small world toys and equipment

A variety of equipment that the children can use on the table and floor to develop imagination, language, problem solving, social skills and many other areas of development.

P.E. Sessions

Include the following activities; jumping, bending stretching, safe landing, rolling, large apparatus, ball skills, balancing, hopping, skipping, jumping, under and over a rope, teams and taking turns and parachute games.

We use "Sticky Kids" aerobic musical expression programmes on a weekly basis and also benefit from being able to share the on site facilities, having access to the adventure playground and both the Pre-Prep and the Junior School halls for PE, drama and music.

Forest school and Outdoor Learning

We believe in taking the children out of school too and we are fortunate to have extensive and beautiful grounds to explore. We aim to take the Nursery children out regularly in the minibus to a variety of venues and participate in Forest School Activities as part of the curriculum (more detailed information on Forest School is given later in the handbook) . Every summer the entire Nursery and their parents go off on a day's outing and picnic together.

Circle Times

A group activity that encourages children's' self esteem, self confidence and social skills and as part of their personal, social and emotional development thorough discussion and speaking in small group situations.

Music and Listening Times

An activity to teach songs, action rhymes, use a variety of instruments, CD's rhythm, timbre, beat and introduce different genres of music from around the world.

Write Dance

Encouraging children's large motor skills and fine manipulative skills in response to music and introduce movements associated with the shaping of letters.

Computer Skills and ICT

Opportunities to develop mouse control, keyboard skills and use of other ICT equipment such as programmable toys as well as mathematical and problem solving concepts and language development.

Cooking and Gardening Activities

Small group activities that encourage children to learn about healthy eating, growth and change, measuring, food from around the world and the environment in which we live.

Ballet

Children in their final year at Nursery are able to take ballet lessons provided in the Pre-Prep department. These lessons occur during school time and the cost is added to the school bill. Special clothing required for this is as follows:-

Boys - White leotard, white socks, white ballet shoes, navy shorts.

Girls - Blue ballet cardigan, blue leotard, blue ballet skirt, pink socks, pink ballet shoes.

Monitoring Progress, Record Keeping and Sharing Information

The children's progress is carefully monitored and regular parents' meetings are held at the Nursery. In addition, staff are always available to discuss any problems or queries before and after each session.

A folder of the children's work is kept showing the different stages of their development along with a scrapbook photo album that the children make showing their achievements and development. An observation and assessment profile is also kept about the more formal aspects of their work that relates to the Early Years Foundation Stage Early Learning Goals. There are reports at the end of the Summer term and termly parent/teacher meetings along with the constant day to day contact. In the Autumn and Spring term we hold an Open Evening for parents to come and have a look at what the children have been learning through the activities that they do at Nursery, as well as discuss any other aspects of their child's development. As part of the induction process for new children starting Nursery we provide an opportunity for the children to make at least one induction visit to enable them to become familiar with the staff and environment.

The Practicalities

Clothing

Parents are asked to provide the following:

1. A Nursery sweatshirt and gold polo shirt (we ask all children to have a sweatshirt). This can be bought in the School Shop.
2. Comfortable clothing suitable for Nursery activities e.g. track suit
3. Spare full set of clothing to be kept on the peg - just in case!
4. Pair of Wellingtons
5. Sun hat and barrier cream - summer term
6. Waterproof trousers and coat for wet days and Forest School activities.

Illness

Children should not attend Nursery if they have any of the childhood infections or illnesses. If a child is unwell at the Nursery, the parents will be telephoned immediately and asked to collect the child. **If a child has diarrhoea, sickness or conjunctivitis he or she must be absent and clear of that problem for at least 24 hours before returning to the Nursery.**

Accidents

All children's accidents are recorded in the Accident Folder and parents will be asked to countersign this record when they pick up their child. In an emergency, qualified nursing staff are available at the main school.

Personal Possessions

Please can parents ensure that all items of clothing are named. Nursery children are allowed to bring in one toy that is not too small if it helps them to settle in or is an essential comforter. Please can hair clips and ties be kept to a minimum.

The Nursery Staff

Head of Nursery: Miss Elizabeth Hayes - NNEB DPQS, NVQ Level 4
Nursery Teacher: Miss Christina Hardwick BA (Hons) - BTEC in Early Years. Foundation Degree in Early Childhood Studies.
Part-time Staff: Mrs Kirsty Goss - BTEC in Early Years. Foundation Degree in Early Childhood Studies.
Mrs Rachel Hoyle - NVQ Level 2 Childcare Learning and Development.

Head of the Foundation Stage: Mrs Janet Williams BEd (Hons), Cert Ed, NNEB
Headmaster: Mr Justin M Backhouse BEd

Telephone:

Nursery: 01823 340810
Pre-Prep: 01823 272990 or 01823 278928
Fax: 01823 323811

Email address: eh@queenscollege.org.uk

Forest School at Queen's College Pre-Prep and Nursery

Children in our Nursery and Reception classes will take part in regular Forest School sessions.

Mrs Williams, Miss Hardwick and Mrs Goss have the BTEC Level 3 Advanced Forest School Leader qualification for teaching Forest School.

The Origins of Forest School

In Denmark Forest schools have been an integral part of Early Years education since the 1980s. The philosophy of the Forest School was based upon the desire to provide young children with an education which encouraged appreciation of the wide, natural world and which would encourage responsibility for nature conservation in later life.

"Only through ready access to the outdoors and stimulating outdoor provision can a child's physical development, personal, social and emotional well-being and learning across the curriculum flourish".

Marjorie Ouvrey

The Forest School approach is a unique way to deliver the curriculum, from the Foundation Stage of life long learning. Whilst it offers many opportunities to target all areas of the curriculum it raises self-esteem, confidence, encourages independence and provides opportunities for active outdoor play and discovery. The outdoors provides opportunities to improve relationships and communication skills between all participants offering a memorable and valuable learning experience.

Quote - Queen's Reception Child 2009

"Forest School is the best time ever at school".

Forest School at Queen's

Dressing for Forest School

We ask that all Reception and Nursery children have lightweight waterproof trousers, coat and Wellington boots in school to wear for their Forest School sessions. On dry days the Nursery children will need to have trousers and long-sleeved tops and the Reception children can wear their tracksuits. Forest School

clothing needs to be kept at school at all times. Each week the children will be taking part in Forest School activities.

Initially our Forest School projects will run from our own school grounds/gardens/playing fields (where appropriate) allowing the children to become comfortable with an outdoor approach to education and play whilst in familiar surroundings. Allowing relationships to develop based around trust and self-exploration with our Forest School leaders to facilitate a more child led outdoor curriculum.

Once the children are familiar with the routines of Forest School they will have introductory sessions in our chosen woodlands, exploring the site establishing physical and behavioural boundaries. Safety procedures, hygiene and routines.

Once the group is established in the woodland and routines are set up, our Forest School projects will develop through a child led approach with opportunities for projects to be taken back and extended at School and Nursery.

Our Forest School Sites

Once the children are familiar with our school grounds we will be using the woods at Fyne Court, Neroche Castle and Murlinch Wood, Corfe (for Reception classes only).

The woodland site at Corfe will have a circle seating area (logs) around a fire pit and wind breaks to provide protection from all weathers to create a safe and cosy enclosed area for a calm time around the fire.

A Typical Day at Forest School Within Our School Grounds:

Health and Safety Checks

Our Forest School Leaders ensure that each member of the group has appropriate clothing, footwear and the children have been to the toilet before leaving the school.

For activities in the woodland the children will be taken to the minibus and then transported to the woodland.

The area is checked for any hazards and members of assisting staff are briefed on relevant safety issues (see minibus policy)

The General session outline:

- Welcome song
- Shouting out names
- 1,2,3 Where are you? A hide and seek game

- Introduction to the woodland activity
- Main activity
- Circle-time and feedback (This is an important part of the day when the children can reflect on their experiences at Forest School)
- Café time, when the children have a snack and a drink.

Each activity is designed around a theme and is age and ability appropriate.

Staff to Child Ratios

Generally the staff/child ratio for the 3-5 year olds will be 4 adults to 16 children.

When using sharp tools the ratios will be 1 adult to 1 child.

Tools are used in Forest School in a traditional woodland manner and are introduced gradually with a structured safety base that children become familiar with. The use of tools in the wood promotes trust and self-confidence within the child; it develops both gross and fine motor skills.

Fire Safety - For Reception classes (Summer term)

The fire pit is positioned over $1\frac{1}{2}$ metres away from the seating area. Children are taught the dangers of fire and how to remain safe at all times. No child is allowed near the fire without being under strict supervision of an adult. The children learn how fires are put out by watching the adults.

Taking Something Home

The majority of the time when the children leave the woods they will take something with them to encourage parental interest and communicate interaction. This also leads to enhanced communication within school, with friends as well as with parents or guardians.

Individual progress is observed/monitored and a thorough evaluation process is used to ensure that aims and objectives are met.

Forest School is an immensely valuable and rewarding experience for all children.

The Reception Classes

Age of Entry

Children enter Reception if they have reached the age of 4 by 31 August. To begin with, they may come part-time increasing to full-time by the October half term. A typical class size is 16 with a teacher and class assistant.

Aims

Our aim is to ensure that the transition from pre-school to full-time education is a happy and successful one. We aim to prepare the children personally, socially and educationally, by providing a safe, pleasing and stimulating environment in which each child can develop to their full potential. Well-planned play activities form a very important role in the Reception classrooms and are the key way for children to learn with enjoyment and challenge. We encourage confidence and self-respect, co-operation with others in work and play and aim to integrate Reception children into the normal running of the Pre-Prep school with which we share all facilities.

Curriculum

Reception children follow the Early Years Foundation Stage Curriculum (EYFS) specifically designed to head them towards the Key Stage 1, National Curriculum that is implemented in the Year 1 classes at 5+ years. The EYFS covers the following six areas of learning:

- 1 Personal, social and emotional development
- 2 Communication, language and literacy
- 3 Problem solving, reasoning and numeracy
- 4 Physical development
- 5 Knowledge and understanding of the world
- 6 Creative development

Throughout the Reception year we use the Early Years Foundation Stage Profile to assess each child's progress and development in the above 6 areas. This is achieved by means of accumulating observations and knowledge of the whole child.

A Week in Reception

A typical week's programme may include:

Daily School assembly and singing.

Early language, literacy and communication teaching and activities using 'Read Write Inc' Synthetic Phonics (during the reception year we place high emphasis on daily phonic teaching).

Practical and recorded problem solving, reasoning and numeracy sessions.

Knowledge and understanding of the world - half termly topics (including a weekly Forest School session).

Two PE sessions - games and gymnastics

Swimming - starting in the second half of the Autumn term in the Queen's College pool. Children then continue to swim weekly throughout the school year. During the Autumn and Spring terms we ask that the children are dressed in their tracksuits for swimming days (they keep them warm and it makes it easier for them to be independent in their dressing).

Creative development which includes: Imaginative and role play, movement and dance, and a music session.

At 10.25 am each day the children have a drink of milk or water and some sliced apple, before their playtime.

A daily rest/quiet time between 12.30 - 12.50 pm when we share stories and watch educational programmes.

Speech and drama lessons - during the Spring or Summer terms all the reception children have the opportunity to take half a term of free speech and drama lessons with our excellent speech teacher Miss Way. Children will bring home a book with a short poem or rhyme to learn with you. There is an opportunity to continue these lessons as the children enter Year 1.

Record Keeping

A folder of the children's work is kept plus formal records of reading and mathematical activity. The Early Years Foundation Stage profile is shared with parents at termly consultation meetings and this, plus daily contact with class teachers help to develop and maintain important home school links.

Supporting your child in their learning

In early September we hold a curriculum meeting for parents that gives an insight into the reception Foundation stage curriculum and most importantly explains how as parents you can support your child in their learning. We teach our synthetic phonics using a very successful programme called Read Write Inc. Children will bring home phonic sound books and words to word build before bringing home their first reading books. Practising the phonics will continue throughout reception and on to Year 1 and 2. Children also bring home story books for you to read and share with them.

Equal Opportunities

As part of our Equal Opportunities Policy we do our utmost to ensure that every child has an equal opportunity to benefit from their time in school.

Learning Support

We are fortunate to have the help and advice of Mrs Gill Harrison, who is our Pre-Prep Learning Support teacher. She is able to structure specific programmes of help if needed. We aim to identify and deal with any difficulties at an early stage as experience has shown that this is most beneficial to the child.

Social and Emotional Expectations

We place a high emphasis on developing positive social skills and behaviour within the school and the world in which we live.

We work closely with parents over any issues or concerns a child may have.

At the end of each week in Pre-Prep we hold a special assembly where children may be awarded a merit or star badge for good work, sport or behaviour. The children wear their badge for a week before returning it.

PRE-PREP UNIFORM LIST

(As from Autumn 2007)

All: * Queen's College parka

Boys: * Grey shorts
* Gold polo shirt (with Queen's logo)
* Queen's College pullover
possible
* Queen's College tie
* White shirt
possible)
(a white shirt and tie will only be needed to wear on special occasions in Year 1 and Year 2, at all other times the boys wear their gold polo shirts)
Grey socks
Black shoes

Games: * White polo shirt (with Queen's logo)
Black shorts
1 pair of indoor trainers (velcro if possible with non-marking soles)
1 pair of running trainers (velcro if possible)
- Not needed for Reception children
Black swimming trunks
* Queen's College black tracksuit
1 pair of white P E socks

Forest School Clothing:

Reception Boys - 1 lightweight waterproof coat and trousers and 1 pair of Wellington boots

Summer: * Queen's College polo shirt
Black sandals (not open toe)
* White baseball cap

Girls: * Queen's College grey pinafore dress
* Gold polo shirt (with Queen's logo)
* Queen's College pullover/cardigan
* Queen's College tie
* White shirt
possible)
(a white shirt and tie will only be needed to wear on special occasions in Year 1 and Year 2, at all other times the girls wear their gold polo shirts)
Grey socks or grey tights
Black shoes

Games: * White polo shirt (with Queen's logo)
Black shorts
1 pair of indoor trainers (velcro if possible with non-marking soles)
1 pair of running trainers (velcro if possible)
- Not needed for Reception children
Black swimming costume
Yellow or black swimming hat for girls
* Queen's College black tracksuit
1 pair of white P E socks

Forest School Clothing:

Reception Girls – 1 lightweight waterproof coat and trousers and 1 pair of Wellington boots

Summer: * Queen's College summer dress
White socks
White pants
Black sandals (not open toe)
* White baseball cap

All Children will need some form of **Art Overall** - an adapted shirt is perfectly adequate but plastic ones are best and a **named games bag** (a smaller PE bag is easier for our reception children to use independently).

All items marked * are regulation and must be purchased from the School Shop. All other non-regulation items **except** shoes are also available. The clothes should be marked with Cash's name tapes which can be ordered through the School Shop. **Outer articles of sports clothing must be marked ON THE OUTSIDE, on the front right hand side wherever possible.**

School Clothing Shop

The School Shop is situated opposite the Sport's Hall (car park end) at the Senior School and managed by Mrs Sandy. It is always worth telephoning her in advance so that there is ample time for her to help you if you have a number of items to buy.

Telephone Number: 01823 284307

School Shop opening hours: Monday, Wednesday and Friday 1.00 pm to 5.00 pm

The shop is also open at each end of the major school holidays. However, it is best to phone the above number to confirm the days it will be open and to make an appointment.

There is a good second-hand department in the shop and a clothes sale is held once a year.

We hope that parents will use their discretion where uniform is concerned. With our variable climate it can be cold enough for winter uniform when we return in September or conversely summer uniform may occasionally be needed in April. Follow your instincts. In winter the school is heated as soon as temperatures drop and extra layers for indoors are unnecessary. If it becomes bitterly cold in the winter the staff on duty will ensure that track-suits are worn in addition to outdoor coats at playtime.

Personal Possessions

Children in Pre-Prep are asked not to bring in toys from home, we have lots of school toys and play equipment for playtime. We also do not allow sweets to be brought into school.

Health and Safety

All the buildings are subject to regular checks and come under the Finance Director's care and maintenance.

Trained professionals always supervise the children.

All staff have First Aid training. Should an illness or accident occur, then we have a nursing Sister who is able to advise. Every child has a medical form and it is essential that we are informed about any allergies or particular medical conditions. Staff are happy to help with named inhalers or top-up doses of antibiotic at parents' request. Parents are asked to sign a permission form if their child needs to take any medication.

All accidents are recorded in the Accident File and parents are always informed.

Complaints

Should problems arise then the class teacher is the first person to contact and in nearly every case that will give rise to a solution. Contact with Mrs Janet Williams, the Head of Prep-Prep and Nursery, may be necessary if you wish to talk about matters of policy, difficulties within the family or staffing where direct contact has proved impossible. If matters need to be taken further they can be taken up with Mr Justin Backhouse, the Headmaster of the Junior School, Pre-Prep and Nursery. Finally, contact can be made with Mr Chris Alcock, the Headmaster of Queen's College (telephone 01823 272559) or the Governors, a list of whom appears in the prospectus. Money matters should be referred to the Financial Director (telephone 01823 275715).

Absences

If a child is unwell or unable to attend school, please telephone 01823 278928 (Pre-Prep telephone number) before 9.00 am. At all other times, please ring Miss Julie Cameron in the Junior Office, telephone number 01823 272990, who will take a message. If you are in doubt at breakfast time about your child's health please keep them at home and bring them in later.

Children should not attend Pre-Prep if they have any of the childhood infections or illnesses. If a child is unwell at Pre-Prep, the parents will be telephoned immediately and asked to collect the child. **If a child has diarrhoea, sickness or conjunctivitis he or she must be absent and clear of that problem for at least 24 hours before returning to Pre-Prep.**

Please ensure you keep us updated with emergency contact details in case we need to contact you urgently during the school day. The Contact Form which you are asked to complete at the beginning of the school year is kept for this purpose.

We trust that, since we have long holidays, family holidays will be taken within those dates.

Parents' Social Association (PSA)

The association exists to give an opportunity for social contact between staff, children and parents. Each year the committee runs a series of events. Some of which are for all the family, others are for adults but all are informal and fun. We are very pleased to involve anyone who is interested in helping, either as a committee member or in any other role.

The Pre-Prep Staff

Headmaster: Mr Justin Backhouse BEd

Head of Pre-Prep and

Foundation Stage: Mrs Janet Williams BEd (Hons), Cert Ed, NNEB

Reception Teachers: Mrs Janet Williams BEd (Hons), Cert Ed, NNEB

Mrs Clare Hood BEd

Mrs Jill Fear BEd (Head's Relief)

Year 1 Teachers: Mrs Teresa Underwood BEd

Mrs Charlotte Baker BEd

Mrs Helen Hitchin BEd

Year 2 Teacher: Mrs Rebecca Milby BSc

Learning Support: Mrs Gill Harrison BEd (Hons)

Classroom Assistants: Mrs Anne Higgins

Mrs Dawn Coram NVQ L3 Early Years Ed

Mrs Vanessa Monks B A

Mrs Rachel Hoyle NVQ 2 (Childcare Learning & Dev)

Mrs Sarah Silverwood NVQ 2(Supporting Teaching and Learning)

Pre-School Supervision: A member of the teaching staff

Mrs Dawn Coram NVQL3 Early Years Ed

Mrs Sarah Silverwood NVQ 2

After School Supervision: Mrs Anne Higgins and

one other classroom assistant

A member of the teaching staff is also on duty

Email jw@queenscollege.org.uk

Telephone: 01823 272990 or 01823 278928

Fax: 01823 323811

Website

For more information about Queen's College, please visit our website at
www.queenscollege.org.uk