

Nursery School Parents' Handbook And Curriculum Overview



2017 – 2018

(Revised version July 2017)

The Early Years At Queen's College Nursery School

***Forward by Miss Lizzie Hayes
Head of Education for Queen's College Nursery Phase***

It is my pleasure to welcome your family into the Queen's College Nursery School where we will support you and your child's transition into formal education as we nurture their development and build firm foundations of learning. At Queen's Nursery School we believe that these early foundations to learning are key to your child's educational success and the partnership between Nursery School, parent and child plays an important role in this lifelong journey.

It is vital that your child's early attitude to school is positive and in this final pre-school year encouragement, enjoyment and a sense of achievement are part of the learning process. Your child must feel happy, safe and secure in a caring yet stimulating environment. Our experienced Nursery School staff will support you and your child in their transition to formal schooling, encouraging their social, emotional and physical well-being.

The Nursery School is situated next to the reception classrooms in Pre-Prep and opens out into a lovely sunny garden. This proximity to the classrooms provides the perfect opportunity for children to gain a sense of growing and preparing for school and offers the opportunity to get to know the school environment and take advantage of all the Pre-Prep facilities.

We make the settling in process as relaxed, smooth and enjoyable as possible for your child. If you have any concerns about your child starting Nursery School please do not hesitate to discuss these with me. Parents are always welcome to telephone the Nursery on 01823 340810 to check that their child has settled. Alternatively I can be contacted on the Nursery Office telephone line, 01823 340887 or via email at eh@queenscollege.org.uk.

Yours sincerely



Miss Lizzie Hayes
Head of Nursery Education

The Aims of Early Years Curriculum At Queen's Nursery School

1. To provide high quality structured and balanced learning experiences, which are relevant to the child and related to the real world.
2. To respond to the child's individual developmental needs and supporting them to make progress related to their different abilities.
3. To ensure that all children have positive experiences of success giving them confidence and motivation for learning in the future.
4. To provide a happy and caring environment where children learn to express their social needs.
5. To provide a practical, comprehensive and consistent Early Years Foundation Stage curriculum across the Nursery School and Reception areas, ensuring a smooth transition from Nursery School to Reception.
6. To create a partnership with parents that will support and enhance the development of the children, reflecting co-operation and respecting equal opportunities.
7. To demonstrate British and Christian values, and to respect all faiths and traditions.

Nursery School Staff

Head of Nursery Education:	Miss Lizzie Hayes. NNEB DPQS, NVQ Level 4, BA (Hons) Professional Practice (Early Childhood), EYPS
Senior Nursery Practitioner:	Miss Christina Hardwick. BTEC in Early Years, BA (Hons), BTEC Level 3 Advanced Forest School Leader
Nursery Practitioner:	Mrs Kirsty Goss. BTEC in Early Years. Foundation, Degree in Early Childhood Studies. BTEC Level 3, Advanced Forest School Leader
Nursery Practitioner:	Mrs Charlotte Jenkins Foundation Degree in Early Childhood Studies
Nursery Practitioner:	Mrs Jane Brown. NVQ Level 3 in Childcare, Learning and Development.
Supply Nursery practitioner:	Mrs Clare Hammond NNEB Mrs Johanna Harper (-Grainger) NVQ Level 3 in Childcare, Learning and Development.
Pre-Prep & Nursery Lead SENCo:	Mrs Gillian Harrison. BEd (Hons), Dip RSA
Pre-Prep & Nursery Lead EAL Tutor:	Mrs Anthea Watkins Cert Ed, RSA, Dip SpLD
Nursery School French Teacher:	Mrs Kirsten Webber BSc (Hons)
Nursery School Ballet Teacher:	Mrs Jo Elliott RAD teaching cert, ISTD associate (MTDB) (CB) Miss Jenny Grant Ba (Hons) Dance, Masters in Choreography Miss Sophie Mackintosh CDE in Classical Ballet, Tap, Modern theatre and National Dance, RAD ballet.

Additional After-School Care Staff

Pre-Prep Teaching Assistants:

Mrs Dawn Coram	Mrs Peta Dayus-Jones
Miss Carrine Coles	Mrs Diane Thompson
Mrs Annie Higgins	Mrs Debbie Robins

Nursery School Contact Details:

Miss Hayes' Office: 01823 340887
Email address: eh@queenscollege.org.uk

Nursery School Classroom: 01823 340810

Additional Queen's College Contacts

Queen's College Website: www.queenscollege.org.uk

Head of the Pre-Prep: Miss Sam Horner B Ed,

Junior School Headmistress: Mrs Tracey Khodabandehloo BEd, Med,
DGDip.

Junior, Prep-Prep, and Nursery Admissions Registrar: Mrs Vanessa Monks
Telephone Number: 01823 272990
Email address:

junioradmissions@queenscollege.org.uk

Queen's College Fees Administrator: Mr Steve Vautier
Email Address: svj@queenscollege.org.uk
Telephone Number: 01823 340801

Ultimate Camps Holiday Care:
Website: www.ultimateactivity.co.uk
Telephone Number: 0844 870 7077

Queen's Uniform Supplier:
Website: www.perryuniform.co.uk

Queen's Parents' Association (QPA): Mrs Larrisa Smith
Email address: lalandshel@yahoo.co.uk

General Information

Nursery Session Times.

7.45 am – 1.00 pm (including lunch)

1.00pm – 6.00 pm (including a high tea)

7.45 am – 6.00 pm (3.30 pm-6.00 pm: After-school care)

Drop off Times.

The educational day in the Nursery School starts at 9 am each day and children are welcome to arrive anytime between 7.45 – 9.00 am. If your arrival time is likely to be after 9 am please inform the Nursery school.

Collection Times.

The educational day for the Nursey School finishes at 3.30 pm, after which the children are able to stay on for supervised play until 6.00 pm closing time. In the event of an emergency and you are unable to arrive before 6.00 pm it is essential that the Nursery School is informed immediately. To ensure you have sufficient time for an end of day verbal handover with a member of staff I would recommend that you arrive by 5.45pm. Any Nursery School child who has not been collected by 6.00 pm is taken to the Junior School Head's office or to Junior Boarding tea.

Collection Routines

For security reasons we request that an assigned adult delivers and collects your child, signing them in or out on the form inside the Nursery door. Newly assigned adults must fill in a collection routines permission form, found on the noticeboard. We request that the parent gives us a code word which the newly assigned collecting adult will use when they pick up your child. The front door security code is: 1 9 8 6 and is operational between the hours of 7.45-9.00 am, 12.30 - 1.00pm and 3.00 – 6.00pm. Likewise the back gate is also accessible between these times. Outside of these hours please ring the doorbell. We recommend that any regular adults who collect are included on your child's photo collage (please see welcome pack).

Children's Contact Details

It is essential that your child's contact details are always kept up to date. Please complete and return the contact form contained in your 'Welcome pack', prioritising 1st and 2nd preferences for the clarion call system. Should any of your details change please inform us immediately.

Snacks and Meals

All snacks and meals (morning snack, lunch, afternoon snack and high tea) are included in the cost of the day. Children are offered milk / water for the morning and afternoon snack time with either some fresh fruit, vegetable sticks, biscuits, or crackers. A hot lunch is provided by the senior school kitchens with a choice of puddings and regular opportunities to taste a selection of healthy and new foods introduced by Gnorman the Gnome (the College's mascot for healthy eating). The weekly lunch menu is displayed outside the Nursery School door, on the Pre-Prep noticeboard. A small high tea of sandwiches/cake is provided at 4.30pm for those children staying on for after school care. Dietary needs are catered for upon request; please see Miss Hayes to discuss further and your child will be provided with a form requesting full details of these needs.

Uniform List For Queen's Nursery School

All children are required to purchase at least one set of Queen's uniform to wear for trips out and College events. These items must be purchased from the College Uniform Supplier: 'Perry Uniform'.

Queen's College gold polo shirt
Queen's College Nursery sweatshirt
Queen's College blue baseball cap
Queen's College black drawstring bag for spare clothing.
Queens' College black book bag.

Trousers, shorts or skirt that child is able to pull up/on easily and
Practical footwear with velcro and not lace fastenings.
All long hair must be tied back and only small stud earrings are allowed.
Nail varnish and Body transfers are not permitted.
Please ensure your child wears clothes that are of a tidy appearance but also practical for getting dirty, and that a full set of spare clothing is left on your child's peg at all times.

Forest School clothing

1 lightweight waterproof coat
1 lightweight waterproof pair of trousers
1 pair of wellington boots
1 hat, 1 scarf and a pair of gloves in cold weather
Lightweight long trousers and long sleeved top for summer activities

Creative Dance Uniform (if required) –

Available directly from the Queen's Head of Dance: jme@queenscollege.org.uk

Girls : black leotard, black skirt and cross over cardigan all with gold Queen's logo.
Boys : black queens college shorts, white boys leotard.
Girls :Pink ballet shoes with elastic and pink ballet socks.
Boys: white ballet shoes and white ballet socks.

All items of clothing must be named.

Personal Possessions

Nursery School children are allowed to bring in one item that is not too small if it helps them to settle in or is an essential comforter. However please remember to collect them as staff cannot take responsibility for items of value.

Illness/Absences

If for any reason your child is going to be absent from Nursery School please inform us as soon as possible. Children should not attend Nursery School if they are suffering from an infectious illnesses and the Nursey School must be informed of any medical issues. If your child seems unwell or is unable to attend, please telephone the Nursery School on 01823 340810 before 9.00 am. If you are in doubt about your child's health at breakfast time, please keep them at home and bring them in later, if they appear well. Should your child become unwell at the Nursery School, parents will be telephoned immediately to discuss further steps for treatment and you may asked to collect your child.

In line with Ofsted requirements and school policy we ask that if a child has diarrhoea, or sickness, he or she must be absent and clear of that problem for at least 48 hours before returning to the Nursery School.

Please ensure the contact details we hold for you are current at all times.

Administering Medicine.

If your child has received any medication prior to coming to Nursery School please inform the staff so they may continue to monitor your child's wellbeing during the day. If your child requires Calpol before coming to Nursey School then they are probably not well enough to come. Staff are happy to continue supporting your child's medication so long as they are making a good recovery from their illness/infections and the medication is prescribed by a doctor or is a branded over the counter product. You will be required to fill in the necessary documentation to support this.

Accidents

Any accident your child has at Nursery School will be recorded in the red Accident Folder and parents will be asked to countersign this record when they collect their child. Staff will contact you to inform you of any accident considered more serious. All Nursery staff are 12 hour paediatric first aid trained and qualified nursing staff, based in the Senior School, are available for additional support. Should your child require hospitalization you will be asked to either collect your child from Nursey School or meet your child and a member of staff at Musgrove Park Hopsital.

Suncream.

The Nursery School has a stock of Ambre Solaire suncream (a nut free solution)/ Boots Soltan factor 50 that is kept onsite. If you prefer to supply your own brand please ensure that it is clearly labelled. Please complete and return the suncream application permission slip in the welcome pack. Where possible, please ensure your child comes to Nursery already having had suncream applied.

Early Years Entitlement

The Early Years Entitlement provides government funding towards the cost of their Nursery School sessions.

Somerset County Council will fund 15 hours of Early Years Entitlement for three and four year olds for a total of six funding periods. These periods start from the funding period after the child's third birthday and runs for six terms (2 years). This enables funding to be used towards the fees for the reception year at Queen's

The funding periods are:

Autumn: 1 September – 31 December
Spring: 1 January – 31 March
Summer: 1 April – 31 August

The Early Years entitlement offers a maximum of 570 hours of funding per year.

You can access the Early Years Entitlement in any particular patterns suitable for you as long as the following conditions are satisfied:

- The minimum that can be claimed per day is 2.5 hours. After the first 2.5 hours, the Early Years Entitlement can be claimed for part hours in intervals of 15 minutes.
- The maximum that can be claimed per day is 10 hours.
- The maximum entitlement is 15 hours per week.

How much is the Funding worth?

The value of the funding is determined by the County Council on a yearly basis. Please contact the College Fees Administrator for its current value.

For more information on the Early Years Entitlement please refer to the Somerset County Council website:

How do I claim the funding?

Once your sessions have been booked the fees administrator will calculate the value of your claim and you will be provided with a funding application form to fill out. You will be required to provide a photocopy of a birth certificate/passport and complete an EYE registration form if you have not already done so.

Childcare Company Voucher Schemes

Queen's College welcomes the use of company voucher schemes to pay towards childcare in the Nursery School. Please speak directly with the finance office (details of whom can be found at the beginning of this handbook), who will liaise with you on how to set this up.

Queen's College Nursery School Induction Process.

To support your child's transition into Nursery School your child will be invited to some settling in visits prior to starting.

Children progressing through from our Highgrove Nursery visit regularly throughout the year with their key staff and you will be invited to come to a 'stay and play' session with them at the start of the September term.

Children who are new to Queen's College will be invited to some induction visits prior to them joining. We request that they are accompanied by the parent for at least the first induction visit to support them as they become familiar with the staff and environment.

With your consent and where possible, we endeavour to make contact with your child's previous/existing setting to support this transition or alternatively, we offer the opportunity for a home visit to run through things before they join us if you prefer.

Welcome Pack.

Accompanying this handbook you will be provided with a 'Welcome' pack for useful and important information. In the welcome pack you will find several consent forms for completion and return to the Nursery School as soon as possible. If you have not already provided the College with photocopies of your child's birth certificate or passport please do so as soon as possible.

Your 'Welcome' pack also contains an 'additional sessions' sheet should you need to request a change of sessions for your child. At Queen's Nursery School we recommend that children enrol for a minimum of three/four sessions per week, increasing their time with us as they progress towards full time schooling. Session changes can only be made half-termly. Your child's key person will be happy to discuss the suitability of increasing sessions in response to your child's growing needs. Where staffing and availability allow, the Nursery School will be happy to accommodate extra sessions.

Please inform the Nursery School of any dietary requirements, allergies or medical needs to ensure we put into place any strategies that may be required to support your child. It is essential that all contact and health information is kept up to date and any changes are notified to us immediately.

A booklet, illustrating a typical Nursery School day is included in the Welcome pack for you to share with your child to help prepare them for joining the Nursery School. There is also an 'All About Me' letter and a 'Special People in my Life' activity for you to do with your child to help us get to know them better. Please return these two items prior to your child's first day at nursery.

Tips for settling your child into Queen's Nursery School

- After visiting for the induction session it is easier for your child to visualize starting as they will have a real picture of it in their head. Talk to your child positively about starting Nursery School and their induction visit.
- Aim not to talk excessively about starting Nursery School too far in advance of their start date. If your child does show some anxiety when talking about Nursery School, reassure them and speak positively about it in short conversations.
- The photo collage in your induction pack is a useful activity that can be done together just before starting at Nursery School. It provides a comforting reminder of family members to look at in your absence and also provides staff with photographic identification of those family members and friends who are authorised to collect your child. Please write your chosen security code word on the back of this to enable us to quickly identify any authorised adults who arrive to collect your child from the Nursery School.
- Always say goodbye to your child and make it a positive, upbeat moment that is not too lengthy. Avoid a drawn-out departure.
- If your child needs some settling in time with you, help them by sitting down at an activity and encouraging them to get involved with the activity and others.
- If your child is clingy hand them over to a member of staff who will encourage them to say goodbye and spend some time settling them.
- As difficult as it is to leave your child in an upset manner please be assured that the staff are experienced in dealing with these occurrences. If your child has been upset when you have left them we always telephone in due course to give an update. If the Nursery Staff are at all worried about how your child is settling they will discuss with you further action to support your child in this transition.
- **ALWAYS** speak positively in front of your child about coming to Nursery School, even if you feel anxious yourself. Young children pick up on anxious or negative vibes which may reinforce any insecurities that he/she may already have and the power of suggestion (such as questions like do you feel worried?) only compound any issues. The Nursery School staff will happily step outside the nursery away from your child to discuss, in private, any concerns you may have and offer steps to support you.
- Bringing a special toy or security item to Nursery School gives your child something else to focus on and can be a good distraction tool. It also gives the opportunity for staff and other children to initiate conversation and interest after saying goodbye. Please do not allow your child to bring more than one item and ensure that what they bring is not too small, or easily lost and is named. The Nursery School cannot accept responsibility for mislaid personal items.

Queen's Nursery School Curriculum.

The Nursery School curriculum offers a wide range of educational activities that support the Early Years Foundation Stage (EYFS).

This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From birth until the age of 5, early years experiences should be happy, active, exciting, fun and secure to support their development, care and learning needs.

The EYFS outlines the stages that children progress through in three prime areas and four specific areas of development as they work towards the Early Learning Goals at the end of Reception.

The three prime areas of development are:

- Personal, social and emotional development
- Physical development
- Communication and language development

The four specific areas of development are:

- Mathematical development,
- Literacy development,
- Understanding the World development
- Expressive Arts and Design development.

These areas of development are in turn supported by the following characteristics of effective learning which are split into three strands:

- ❖ **Playing and Exploring** (engagement: finding out and exploring, playing with what they know, being willing to have a go)
- ❖ **Active Learning** (motivation: being involved and concentrating, keeping trying, enjoy achieving what they set out to do)
- ❖ **Creating and Thinking Critically** (thinking: having their own ideas, making links, choosing ways to do things)

As part of the progression towards academic schooling the Nursery School day offers a slightly more structured curriculum and timetable. Enclosed in your 'Welcome pack' you will find our yearly topic planning and termly timetable of activities. Here at Queens College Nursery School we plan a variety of adult and child led activities for both indoor and outdoor learning based on half termly themes that are aimed at young children's topical interests. Each activity supports at least one prime area of development whilst simultaneously enhancing many elements from the specific areas of development.

Small group or one-to-one activities are used to help the children develop pencil control, writing, colouring, tracing, drawing and scissors skills, as well as an appreciation of number and shape concepts, sorting, sequencing, pre-reading skills and language development. Small

groups are also used for story sack and more educationally focused small group activities. These adult led activities within the Nursery School curriculum are flexibly designed to engage with each child's level and stage of development and support them in their individual learning process. Alongside this, each child is regularly observed in their self-chosen play choices by their key person, who notes which characteristics of learning the child displays. Throughout these adult led and child led activities staff make notes of the children's skills, knowledge and dispositions to learning which is then used to suggest 'next steps' for learning in each child's personal development profile. These observations are also used to assist the planning and development of the nursery curriculum and provision.

Free-play and self-chosen activities are still the most important learning experience that children can have and opportunities for this continue throughout the Nursery School curriculum. Free-play allows children to develop their imagination, based on situations encountered in the world around them and also encourages the acquisition of essential social and emotional skills. Play may also be extended and directed to enable children to grasp the broader concepts of problem-solving, numbers, shape, colour and spatial awareness.

The Nursery School provides a wide range of carefully chosen resources and equipment that will support your child's development, imagination, language, problem-solving, cooperative play and social skills.

Drawing, colouring, tracing cards, and craft activities are always available and the children have ample opportunities to develop their scissor skills. Different types of painting techniques and collage materials are used to introduce colour and texture, along with a variety of modelling mediums such as clay, dough and junk boxes. Weaving and threading activities help to develop imagination, creativity and problem-solving. Through craft we develop fine motor skills and encourage the use of scissors, glue, sticky tape, split pins and other tools used for fixing and making in 2 and 3 dimension.

The children are taught to recognise their own names and eventually to write them by themselves. Attention is always paid to correct letter formation in lower case and to correct pencil grip. Activities are always structured to be appropriate to each child's individual needs and stage of development, and a full record is kept of their activities and achievements.

Sand, water, playdough, cornflour and flour play, together with other sensory resources, are used for exploring scientific areas such as pouring, floating, sinking and capacity. Additionally, such play helps to further develop imagination and concentration skills. Whilst a variety of home corner themes, such as jungles, travel agents, shops, goldilocks and traditional stories contribute to the development of the child's social skills as well as a deeper understanding of the World.

As part of our Nursery School curriculum your child will benefit from the following timetabled, focused educational learning activities.

Forest School and Outdoor Learning

We understand the importance of using the outdoors as a learning environment and are fortunate to have extensive and beautiful grounds to explore in addition to our own purpose built garden area. The Nursery School garden features a mud kitchen, raised vegetable growing beds, playhouse, sandpit, water play station and a variety of outdoor resources and equipment.

Furthermore, we take the Nursery School children out regularly in the College's minibus/people carrier to a variety of venues and participate in Forest School activities as part of the curriculum. Before taking any child offsite you will be asked to sign a consent form giving permission for your child. A one-off permission slip for Forest School is provided and required to be returned before your child starts at Nursery School. Other trip consent letters are sent out as the opportunity arises. Miss Hayes, Mrs Hammond and Mrs Brown undergo regular minibus refresher training, the children are safely secured with adjustable seat belts and an adult sits in the back with them. To ensure the safety of your child all offsite visits provide a higher staff: child ratio of 1 adult: 4 children.

Offsite Forest School lessons are led by our qualified Forest School leaders - Miss Hardwick and Mrs Goss.

Forest School offers many opportunities to target all areas of the curriculum and provides a valuable learning experience. As well as raising self-esteem and confidence, it encourages independence and provides opportunities to improve participant relationships and communication skills. Initially our Forest School activities will take place on site in our own school grounds/gardens/playing fields, allowing the children to become comfortable with an outdoor approach to education and play in familiar surroundings. 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. Forest School projects will develop through a child-led approach with opportunities for projects to be taken back and extended at Nursery School.

Kitchen Club

The children receive regular sessions in developing an understanding of growing food which they can harvest to eat in our 'kitchen garden' area outside. The activities are carefully planned to enable children to develop an appreciation and love of growing healthy food and learn simple baking and cooking skills. There are many occasions where plants and produce come home so you can share in the learning experience.

Fun French

Research has found it to be beneficial for children to be bilingual as it creates a more flexible brain. As a result we are pleased to be able to offer Fun French sessions taught by a specialist French teacher from the Junior School. These sessions introduce simple everyday concepts such as counting, parts of the body and family labels. Sessions are organised weekly and children are grouped on a half termly basis to ensure the sessions are appropriate to their level of development.

Stepping Stones/ Small Group Time

These groups are twice weekly and change days each half term to enable all children to benefit from learning focused pre-school skills. The children are split into three/four groups and each member of staff plans either a music / circle time / pre-reading / pre-writing activity that is aimed specifically at that the group's ability. These are key times for building the foundations for later reading and writing learning such as developing self confidence and self-esteem, speech and language, storytelling skills, rhyming and alliteration and fine motor skills.

PE Sessions and Sticky kids

These weekly sessions allow for more focused development of jumping, bending, stretching, safe landing, rolling, large apparatus, balancing, hopping, skipping, and ball skills. Additionally,

children learn to move under and over a rope, take part in parachute games, learn to participate in teams and take turns. The “Sticky Kids” aerobic musical programmes are fun ways to develop expressive movement. We also have access to the adventure playground and both the Pre-Prep and the Junior School halls for PE, drama and music.

Creative Dance

Creative Dance is an optional additional activity open to both boys and girls which is charged and added on the end-of-term account. The required dance uniform can be found on the uniform list at the beginning of this handbook. It is taught by the Queen’s College Performing Arts team in the Prep-Prep hall each Friday afternoon. This is open to all Nursery School children regardless of whether they attend on a Friday or not.

Pre-Reading and Writing Skills

The Nursery School will support your child’s acquisition of pre reading and writing skills through a variety of 1 to 1 and group activities as part of the curriculum. These activities help prepare your child for formal academic learning.

Pre-reading skills are developed through sharing books, story sacks, music, games and activities that develop a child’s listening, sequencing, rhyming and phonic skills. Children also have the opportunity to take home story books and pre-reading books to share with their parents. We use a wide range of Early Learning resources and pre-reading schemes including the introduction of synthetic phonics and phonic story sacks. By not restricting the children to any one scheme we introduce them to a wide range of vocabulary whilst continuing to emphasise the importance of letter sounds.

To develop good writing skills young children need to firstly develop their gross motor and fine motor skills which will enable them to hold a pencil correctly and effectively. One of the key physical skills that we work on is developing muscle control and co-ordination in the hands, a preference for left/right handedness and an awareness of purpose of writing for communication. Children are encouraged to develop their ‘scribbles’ into letter shapes and learn how to write their name. Activities that encourage the development of ‘pencil grip’ such as threading, tweezers and using clothes pegs are regularly used.

Supporting Your Child’s Learning

Parental support of the child’s learning is very much appreciated and encouraged by our Nursery School staff team. Whilst there is always an eagerness for children to learn to read and write it is important that your child is allowed to do this at their own pace and when they are ready, so creating a positive learning disposition.

Supporting Pre-reading and writing skills at home

- ✓ Talk, talk and talk some more!
- ✓ Share books and stories
- ✓ Make up stories
- ✓ Play games such as I Spy
- ✓ Use Rhyming games and stories
- ✓ Draw attention to words, signs etc in the world around you, e.g shopping
- ✓ Role model writing such as lists, cards etc

- ✓ Use two handed activities such as a dustpan and brush or a jug and cup to develop left/right handedness
- ✓ 'Write' shapes in bathfoam, mud etc with fingers or other 'non pencil' like objects
- ✓ Always write names using lower case letters
- ✓ Practise listening observation skills

You can also find some helpful advice on how to prepare your child for phonics on the following websites:

www.focusonphonics.co.uk
www.lettersandsounds.com
www.ruthmiskin.com/en/resources/storytime-home
[www.ruthmiskin.com/en/resources/prnounciationguide.](http://www.ruthmiskin.com/en/resources/prnounciationguide)

Additional helpful information to support your child's development can be found in the bookcase just inside the foyer door.

Monitoring Progress, Record Keeping and Sharing Information

We have an open door policy where parents are encouraged to discuss any concerns or queries that they may have and are supported in the care of their child. Likewise we are always delighted to hear about any achievements and 'wow' sheets in your 'Welcome' pack and on the Nursey School noticeboards are provided for you to use to share the celebration with us. Effective Nursery and Parent communication enables us to provide consistent links and support between Nursery School and home.

At Queen's Nursery School, an album is compiled of the each child's work with photographs showing their achievements and the different stages of their development. This scrapbook goes home with the child as a memento at the end of their nursery education. Parents are encouraged to contribute to their child's developmental records by sending in 'wow' sheets (provided in the welcome pack) detailing achievements at home. These records are used to track the child's development in their Foundation Stage Profile which illustrates their progress from Nursery School through to the end of Reception, ensuring continuity throughout the Early Years Foundation Stage. At Nursery, each child's speech and language is monitored via the ECAT (Every child a talker) assessment process and their overall development is tracked on an EYFS developmental profile. At the end of the academic year parents receive a report of their child's achievements and recommended 'next steps' for development.

Whilst all staff are happy to discuss your child's day with you, each child is allocated a key person within a supporting key family, who will work alongside you to support your child in the transition process and their continued development. Your child's key person will gather together observations, notes and photographs of your child, collating them into a personal achievement scrapbook throughout their time in the nursery. Each term we provide opportunities for parents to come and see what the children have been learning and doing and to discuss any other aspects of their child's development.

The Transition to School

During the summer term as part of your child's transition into Queen's College Reception they will be invited to weekly 'fun with phonics' sessions and weekly assemblies. Your child's profile

will be shared with their prospective teacher/s. You will also have the opportunity to meet and discuss the transition. You are very welcome at any time to request a personal 1 - 1 tour of the Pre-Prep department to discover more about how Queens can support your child's education. Please see Miss Hayes or the Head of Pre-Prep, Miss Horner for further details.

Annual Nursery School Events

There a number of annual Nursey School events that you will be invited to and these will be detailed in our termly calendars.

Autumn term

Parents Consultations Evening
Pre-Prep and Nursey Book Fayre
Nursey School Grandparents Day
Children in Need Day
Nursey School Christmas party
Pre-Prep and Nursey School Christmas Concert}
QPA Christmas Fayre

Spring Term

Bring your Mummy to Nursey Week
World Book Day

Summer term

QPA Summer Fayre
Bring your Daddy to Nursey week
Pre-Prep and Nursey School Sports Day
Pre-Prep and Nursey School Enrichment week

Holiday Care

The Nursey School follows the Queen's College term times. Children who require holiday care and who are aged over 4 years are welcome to attend the Ultimate Activity organisation's holiday care scheme. The organisation runs specific age ranged activities on the school grounds. More information can be obtained from their website www.ultimateactivity.co.uk. Children who are 3 and 4 years old may also join the Nursey School 'Holiday Ventures' programme which supplements the 'Ultimate Activity' scheme during the holiday period. Details of dates can be obtained from the Admissions secretary, Mrs Monks.

Queen's Parents' Association (QPA)

The QPA is an organisation for all Queen's parents who wish to play an active role in the school. The QPA host a number of social events throughout the year. Some are for the whole family, others are for adults only, but all are informal and fun. Pre-Prep and Nursey School parents are very welcome to get involved with the QPA either as a committee member or offer casual help at QPA functions. Please contact the chairperson on the contacts list at the beginning of this handbook.

And finally.....

EYFS and Queen’s College Policies and Procedures.

All the EYFS and College policies and procedures are available to read upon request.

Health and Safety

All the Nursery School buildings are subject to regular checks and come under the Business Director’s care and maintenance. Regular risk assessments of environment and resources are carried out by Nursery School staff.

Complaints

If you have any concerns, or if you wish to talk about matters of policy, difficulties within the family or staffing please speak to Miss Hayes, Head of Nursery Education in the first instance, as this will usually give rise to a solution. If matters need further consideration they can be taken up with Mrs Tracey Khodabandehloo, the Headmistress of the Junior School, Pre-Prep and Nursery. Finally, contact can be made with Dr Lorraine Earps, the Head of Queen's College (telephone 01823 272559) or the Governors, a list of whom appears in the prospectus. Financial issues should be referred to the Business Director (telephone 01823 275715).

