



**Little J's**  
**Nursery**  
**Parent and Carer**  
**Handbook**

## **Welcome to Little J's Nursery**

This parent handbook is a guide to our policies and procedures which we hope you will find helpful in understanding how we operate.

Address: Little J's Nursery  
Graham James Primary Academy  
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Essex  
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Staff:	Headteacher:	Petra Back
	Nursery Manager:	Karen Lane
	Key person (s):	Sharon Bell
		Shelley Cootes
		Chloe Howell
		Sarah Hunt
		Lucy Trew
		Andrea Whiting
	SENCO:	Julie Akehurst

### **Introduction from Head Teacher**

Graham James Primary Academy 'Little J's Nursery' is a purpose-built nursery provision that is part of the Academy. We are really proud of the facilities, the staff team, led by the nursery manager, Mrs Karen Lane, have hand-picked all the furniture and resources to ensure the environment is inviting and exciting and provide the best outcomes for the children and families that we can.

At Little J's we want your children to be happy and settled and to enjoy themselves as they play, learn, investigate and explore.

We aim to work with parents as partners and to nurture each child as an individual.

Mrs Petra Back  
Head Teacher

## **Aims of the Nursery**

Our aims for the teaching and learning of Early Years relate to the principles and standards that school and childcare providers must meet for the learning, development and care of children from birth to 5 years of age.

We aim:

- To provide a rich and varied environment that will challenge and stimulate children's curiosity and imagination both indoors and outdoors
- To develop positive attitudes towards learning and to display high levels of motivation
- To develop independence and responsibility within a supportive and secure environment
- To place an emphasis on positive and caring human relationships
- To develop each child's self-esteem through praise and encouragement
- To provide first-hand experiences and encourage children through purposeful play
- To begin to build links between home and school, valuing the contribution that parents make to their child's education
- To provide equal opportunities for learning irrespective of gender, race, cultural background or ability
- To provide a varied and challenging curriculum in accordance with the requirements of the Early Years Foundation Stage seven areas of Learning and Development
- To educate the whole child emotionally, socially, intellectually, physically and spiritually
- To carefully plan to meet the needs of individual children
- To celebrate every child's unique personality

## **Times**

The sessions provided are of equal length.

Morning session: 09.00-12.00pm

Afternoon session: 12.00-3.00pm \*

Full day: 09.00-3.00pm \*

\*children who come to our afternoon sessions or stay for a full day should bring a healthy packed lunch to eat in the nursery.

The majority of our children attend for a maximum of 15 hours per week. However we also offer a limited amount of 30 hour funded places to those who are eligible. If you would like to access this please let us know either at your admission meeting or before.

We will need to know your 30 hours eligibility code and how many hours you would intend to use and we will confirm in writing whether we can offer 15 or 30 hours to you.

## **Dropping Off/Collecting Children**

Please note that nursery children should be supervised at all times, before and after school, by an adult. It is not appropriate to send a junior brother or sister to collect or bring a younger child, and we would prefer an adult over 18 years for safety reasons.

Please inform the nursery manager if someone other than a parent will be collecting your child from school, or telephone the school office in the event of an emergency, so that a message can be given to the nursery. Should you require someone else to collect your child who is unfamiliar to staff (and not on the emergency contact list) we will ask you to provide a password for security reasons.

If the parent/carer is late and the nursery has not been notified, the staff will ring the first contact number on the records. If no-one is available on this number, the second contact number will be called; this process will be repeated until someone is contacted or no more numbers are left.

If it has not been possible to contact anyone and no-one has arrived in this time, two members of the nursery staff will wait with the child, or he/she will be left with other school staff.

After waiting for an hour, and if no contact has been made with any of the designated people on any of the numbers given to the school office, then the school will report the matter to the Initial Response Team at Thurrock Social Care.

## **Lost or Missing Child Procedure**

All exits from the premises are locked/guarded in a way which makes it impossible for a child to leave unobserved/unattended, while allowing rapid exit for the whole group in the case of emergency.

An accurate and up to date register is kept and both adults and children, including visitors, are signed in and out whenever they enter and leave the premises.

All children are made aware, through discussions about safety, the rules and the reasons for them.

Parents/carers and staff are encouraged to work together for the safety of all the children in the group. New parents/carers should be helped to take an active role by being made aware of the group's safety procedures and being encouraged to alert a member of staff if they notice a child whose behaviour suggests the child might be thinking of trying to leave.

## **Term Dates**

The school year is divided into three terms; Autumn, Spring and Summer. A list of dates and holidays will be given out at the start of the year, and are always available on the school website and from the school office.

## **Admissions Policy**

Little J's Nursery can admit 30 children per session. This number is based on the ratio of one adult to five children for our 2 ½ year olds and one adult to eight children for 3-4 year olds.

Children are admitted in accordance with our nursery admissions criteria, see next page. Most children will be funded the term after their third birthday, unless they are eligible for 2 year old funding. The following table shows when you can claim the free childcare for 3 and 4 year olds.

<b>Born between</b>	<b>Eligible from</b>
1 January and 31 March	Summer term (after the Easter holidays)
1 April and 31 August	Autumn term (September)
1 September to 31 December	Spring term (January)

Places will be offered with a deadline for acceptance. If places are not taken up within the deadline, then the next child on the list will be offered the place.

It is important to realise that a place in the Nursery does not guarantee a place for your child in the main school. You need to apply to the Local Area Education Office for a place in the main school before your child is due to start school, regardless of whether you are in or out of catchment area.

## **Admissions Criteria**

Where there are more applicants than places, the following oversubscription criteria (admission criteria) will be used for deciding which applications have priority. These criteria are set out below in the order in which they are applied.

1. **Looked after children and previously looked after children** – Children in public care and children previously looked after will automatically be given first priority over other categories. This must be stated when the application is made and validated by the local authority.
2. **Siblings**  
Siblings on the waiting list will be ranked, with the oldest being offered first.  
  
Tie breaker: Where it is necessary to distinguish between two or more siblings of the same age, we would offer to the child who has been on the waiting list the longest.
3. **Children of staff** – Admission of children who live with parents, carers or guardians employed by Graham James Primary Academy
  - a) *where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the nursery is made and/or*
  - b) *the member of staff is recruited to fill a vacant post at the school for which there is a demonstrable skill shortage.*
4. **Catchment area children** – Children whose normal place of residence is in the catchment area of the nursery.
5. **Non-catchment area children** – Children whose normal place of residence is outside the catchment area in distance order with those living closer having higher priority.

## **Behaviour and Discipline**

We promote positive behaviour at all times and there are a few simple rules, please see below. We also have a set of golden rules for behaviour, which can be seen in the Behaviour Policy.

Little J's Nursery is a combination of skilled and caring people with efficient and effective policies. We acknowledge that our policies and procedures are fundamental to ensuring we maintain the highest of standards at all times.

There are many policies and procedures that govern the way we operate the nursery and these will be openly available to parents and Ofsted alike.

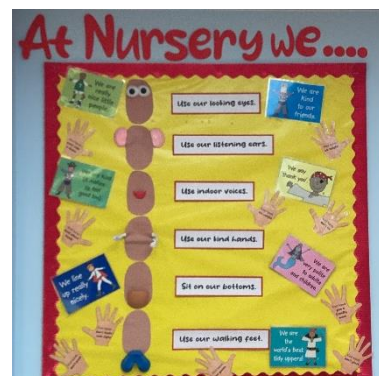
Children are expected to show consideration for other people and their property and are also encouraged to develop a sense of responsibility leading to self-discipline in a firm but friendly atmosphere. Our aim is that the children should develop positive attitudes towards themselves and others.

We do not tolerate disruptive or potentially dangerous behaviour. Corporal punishment is not used but sanctions, such as a time out or missing a much enjoyed activity, may occasionally be imposed. If there are concerns over your child's behaviour, the Key Person for your child, Nursery Manager or SENCO will meet with you to discuss this, along with any concerns or issues you may be experiencing at home. Stickers and certificates are used as a reward and incentive to promote positive behaviour.

## Simple School Rules

1. We walk sensibly around our Nursery
2. We are kind and polite to each other
3. We always try our best
4. We look after our Nursery and the equipment
5. We do not play fight - we use kind hands and feet

A copy of our Behaviour Policy can be viewed on request.



## Road Safety

The school does not have a large car park or wide access road and, while visitors are always welcome, **parents are asked not to drive into the school grounds in order to drop off or pick up their children during the busy times of 8.30am-9.05am and 2.50pm-3.30pm. Please note that under no circumstances should cars stop to drop off or pick up children outside of the school gate or in the school drive.** There is adequate free public parking in Corringham Town Centre and Gordon Road. These measures are designed purely and simply for the protection of the children at our school.

We also ask that you use the school path way to access the nursery and not walk in the road through the staff car park.

## Key Person System

At Little J's Nursery we operate a Key Person system which means a Key person has special responsibilities for working with a small number of children giving them the reassurance to feel safe, cared for and building relationships with their parents.

The children are put into groups and are given a Key Person. The Key Person meets with the parent/carer of each of the children in her group prior to them starting in the Nursery. At this meeting vital information is gathered, e.g. contact address and phone number, medical information and it is a chance to discuss any concerns or queries. We also take this opportunity to learn a little about your child through your knowledge and understanding of them. Each child's details are recorded on an admission form and kept on file in a locked cabinet, and on the school's data management system. All permanent members of staff have access to all Key Person files as it is important that all staff members are fully aware of every child's needs and background within the setting.

It is important that the children work with different adults in order to develop their confidence, communication skills and to develop good relationships. However, your child's Key Person will be the person who gathers observations, makes assessments and plans for the next steps in their learning.

Parents are encouraged to speak with the Key Person regularly to build on a parent partnership.

## **Record Keeping, Recording and Reporting**

A record of your child's attendance and punctuality will be kept. Examples of work and photos in the form of an electronic journal are kept. From September 2021, the EYFS early adopter framework became statutory for providers of early education and childcare in England.

The EYFS requires that parents and carers must be provided with a short written summary of their child's development in the prime areas of learning and development in the EYFS: Physical development, Communication and language, and Personal, social and emotional development. Practitioners should decide what the written summary should include in addition to the prime areas, reflecting the development level and needs of the individual child. The summary must identify the child's strengths and any areas where the child's progress is less than expected.

If significant concerns emerge from the progress check, or any special needs or disability have been identified, the information should be used to ensure that any necessary additional support can be put in place as early as possible. Practitioners should use the results of the check to develop a targeted plan to support the child's future learning and development, including other professionals where appropriate

The progress check should be carried out when a child is aged between two and three years. Several factors may determine the timing of the check, including: the child's entry point to the setting individual children's and families' needs parental preferences the child's pattern of attendance. If a child moves settings between the ages of two and three, it is expected that the progress check will be carried out in the setting where the child has spent the most time. This would also apply to the check for children who attend more than one setting.

The timing of the check should be discussed and agreed with parents in time to inform the Healthy Child Programme health and development review whenever possible. Health visitors are then expected to take account of information from the progress check to ensure that they can identify children's needs accurately and fully at the health review.

*Development Matters* sets out children's developmental progression across the prime and specific areas of learning from birth to five years. It offers helpful material for practitioners to:

- inform and support their assessment judgements of a child's development in the prime areas



- identify if there are any areas in which a child may be developing at a faster or slower pace than the expected level of progress for their age.
- inform and support their discussions with parents and other professionals

An initial assessment is carried out with the parent during your child's first couple of weeks at the nursery and this helps staff to plan for the next steps in your child's learning and stage of development

Regular observations and photos show the child's progress throughout their time in the nursery and these are shared with parents electronically and verbally.

Meetings are arranged to discuss specific problems or concerns with particular children on a more formal basis.

The key person maintains links with the child's home setting, working with parents through shared record keeping to ensure that all children are supported in reaching their full potential.

## **Educational Programmes and Activities**

The Nursery staff plan the curriculum in accordance with the Early Years' Foundation Stage Development Matters. Long term, Medium Term and Short Term curriculum plans are produced in conjunction with the Reception class teachers in order to maintain continuity and progression. All members of the Nursery staff are actively involved with the planning and the Nursery Manager/EYFS Lead monitors and oversees the writing and delivery of the planning. The daily plans are available for all staff, showing designated tasks. A copy of the theme is displayed for parents.

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning. The expectations for children's development must ensure that cognitive development proceeds hand-in-hand with their social and personal development.

## **Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers 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, story-telling 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**

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. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, 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.

## **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. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. 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.

## **Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases 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. 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**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. 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. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

## **Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. 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 well-being. 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, with feedback and support from adults, allow children to develop proficiency, control and confidence.

## **Literacy**

It is crucial for children to develop a life-long love of reading. 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. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

## **Subject Organisation**

We implement the EYFS curriculum daily, providing a high quality learning journey for all children. The EYFS includes seven areas of learning broken into three prime areas and four specific areas. The prime areas are fundamental, work together and are moved through to support children in all other areas of their development.

- Personal, Social and Emotional Development
- Physical Development

- Communication and Language

The specific areas include the essential skills and knowledge that children need in order to participate successfully in society. These areas are:

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

## **Chatter Books**

We ask each child to make a chatter book at home with their parent/carer. The Key Person will then share this with your child to encourage language development.

A book will be provided for you to decorate and fill with photos and information that are of interest to your child.

Some ideas to place in the book are:

- Family photos
- Photo of favourite book or magazine
- Photo of favourite toys – can be cut from toy catalogues
- Photos from holiday
- Pictures of favourite TV characters etc

## **Special Needs and Learning Support**

We follow the Thurrock guidelines for admission of SEND.

We recognise the importance of the contributions made by parents, teachers, special needs support staff and outside agencies in meeting the needs of children with special educational needs.

- We aim to provide a caring, stable and secure environment in which all pupils can learn and develop
- We treat all children as individuals
- We always focus on what the children can do, rather than on what they cannot
- We have high expectations of all children and enable them to reach their potential by providing differentiated activities and additional adult support when required
- Every child is given access to a broad and balanced curriculum within the framework of the Early Learning Goals
- We recognise that some children have greater need than others and therefore it is our policy to:
  - Identify the need
  - Assess the need
  - Try to meet the needs within the existing Nursery facilities

- Develop support systems with other agencies and parents

The special needs co-ordinator (SENCO) for the Nursery is Marianne Cartwright.

We identify children in the Nursery through a range of strategies:

- Records from previous pre-school or nursery
- Information from child's health visitor, doctor or speech therapist
- Observation of their play
- Listening to their speech
- Observing relationships with their peers and adults
- Observing their behaviour and any changes in behaviour
- Observation of planned assessment activities
- Development Matters comparisons
- Pre School admission meeting with parent or carer
- Two year old check

These needs are then categorised as stated in the Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical

## **Security**

Access to the Nursery is via the video entry system on the door, which will be unlocked at 8.55am, just before the morning session is due to begin. The door will then be opened again at 11.55am to allow collection of children from the Nursery who are attending morning sessions and for adults to drop off the children attending the afternoon session. It will then re-open at 3.00pm for parents to collect children who attend the afternoon or full day sessions.

The door will be locked at all other times. Please arrive promptly to deliver and collect your child.

Our policy is to release each child to the named contact on the admissions form, and prior notice is required if you wish for somebody different to collect your child. You will have to inform us of a password that you have given to the person collecting your child and when they announce who they are and give us the correct password we will release your child to them.

The car park is for staff only and not to be used by parents for dropping off and collecting their children.

## **Health, Hygiene and Safety**

We request that all children stay at home if they have any infection and to inform the Nursery as to the nature of the infection so that we can alert other parents and make careful observations of any child who feels unwell.

Parents are asked not to bring any child to Nursery who has been vomiting or had diarrhoea until at least 48 hours have elapsed since the last attack.

## **Medicines**

If a child needs a prescribed medicine they will almost certainly need to be at home whilst taking it. Sometimes however, children on a long course of treatment are able to return to school, e.g. medicine for asthma, and this type of medicine can be administered by the Nursery staff. Please note we can only administer medicines which have been prescribed by a doctor. You will need to complete a form of authorisation, which is available from the Nursery Manager.

## **Headlice**

Head lice are annoying but not dangerous. Despite great vigilance on the part of all parents, head lice occur from time to time in children of school age. These unwelcome visitors can be caught anywhere and prefer clean hair! Children in school work and play close together so head lice can crawl from one head to another easily.

The Health Authority recommend combing children's hair twice daily and checking their heads once a week even when there are no symptoms. If a child catches head lice you can either wet comb the hair with conditioner every day for two weeks or use a recommended lotion or shampoo from the chemist. Lotion can be obtained on prescription from the doctor.

You will need to check all members of the family and contact close friends of your child. Leaflets are available for further information from the school office.

## **Accidents**

We are required to record all incidents/accidents however minor and will ask for a signature of acknowledgement.

In the event of a serious accident occurring in the Nursery, every effort will be made to contact a parent of the child before referral to a hospital or minor injury unit. For this reason it is essential that you keep the school office informed of any changes to home or work telephone numbers. If your child is unwell during Nursery and needs to go home, it is again essential that we have the name and telephone number of a contact should a parent not be available.

## **Nut allergies**

We have children in the school who have severe nut allergies. Please refrain from putting nut products in your child's packed lunch.

## **Snack**

The children are offered a choice of healthy snack each session, for example fruit, yoghurt or toast, milk or water.

We ask for a contribution from parents towards the cost of snack. At present this is 20p per session.

We ask that snack money be paid weekly or up front half termly in advance to a member of nursery staff.

## **Child Abuse**

The school and nursery have a duty of care for all children and will report any incidents which may cause concern in the respect of the welfare of any child in our care. These will be passed on and discussed with the named teacher for child protection and with Social Services if appropriate.

## **Smoking**

The school grounds is a strictly No Smoking area.

## **Dogs**

Please note that there are children with allergies to dogs and that for health and safety reasons, dogs are not permitted on the premises or in the school grounds.

## **Scooters and Bikes**

Please do not use scooters or bikes on the school grounds as there are lots of young children around first and last thing during the day.

## **Uniform**

Nursery children are part of the school so the school uniform applies. Although aprons are provided and the children are encouraged to wear them, spillages do occasionally occur, so for this reason we do keep some spare items of clothing. We ask that borrowed clothing is returned washed.

All clothing should be clearly labelled with your child's name.

When choosing clothes for school, please remember that it is important for your child to be able to dress and undress him/herself. With a large number of children to be helped, difficult buttons, bows, zips, etc. can mean a long wait for a child.

Please remember that children are encouraged to go to the toilet on their own. Occasionally we have found that a child's clothing has made this very difficult.

Plain uniform can be obtained from most high streets stores or alternatively you can purchase from <https://myclothing.com/> who stock plain uniform and uniform embroidered with our logo. Uniformwise (located in Stanford Le Hope) also stock our uniform. They have items available in store and online <https://www.uniformwise.co.uk/>

### Girls

Grey pinafore dress or skirt

Grey shorts or long trousers (jogging bottoms are also acceptable for the nursery but not the main school)

Summer uniform red check dress

### Boys

Grey shorts or long trousers (jogging bottoms are also acceptable for the nursery but not the main school)

### Boys and girls

White or red polo shirt

Red sweatshirt or cardigan

## **Lost Property**

Lost or unnamed articles of clothing will be kept in the classroom for a short period. Please help to ensure that nothing belonging to your child is there by labelling all items of clothing. Unclaimed clothing will be disposed of at regular intervals during the year.

## **Replacement Clothing**

If it is necessary for us to change your child's clothing due to them wetting or soiling themselves, please wash and return the replacement clothes as soon as possible.

## **Jewellery**

If your child has pierced ears, only studs may be worn in school. No other earrings or items of jewellery are permissible at school.

No make up, including nail varnish, is to be worn.

Other jewellery items can pose a safety hazard for your child and it can also be distressing when items are damaged or lost.



## **Invoices**

Sessions are currently £15.00 per session.

Fees are payable for all term-time weeks, regardless of absence due to sickness, holidays etc. Once your child has started at Nursery, any fees due must be paid weekly, monthly or termly, **in advance**, whether your child attends or not (e.g. due to sickness or holiday). Failure to keep up fee payments will result in the nursery having no option but to cancel your child's place.

Fee paying places are invoiced half termly in advance and should there be any issues around payment we would ask that you contact the Academy Business Manager straight away.

Our payment terms are payment on receipt of invoice. If you have difficulty making payments half termly in advance then please speak to office staff re the option of weekly or monthly payments.

## **Policies**

The Nursery follows the common policies, practices and attitudes maintained within the school. These are available to be viewed on our school website, e.g. Admissions Policy, Behaviour Policy.

## **Premises**

The Nursery is situated within the grounds of Graham James Primary Academy with access via the wildlife path. The Nursery is purpose built and has its own cloakroom area, toilets, kitchen and garden for continuous free play outdoors.

## **Meetings prior to admission**

Meetings are arranged with your child's Key Person prior to them starting in the Nursery. This is vital so that all details concerning your child are addressed, e.g. emergency contact numbers, health concerns, fears or phobias etc. Any concerns or questions you might have can be addressed at this time.

## **Transition to Reception Year**

We aim to prepare children to enter the Reception Year during the year of their 5<sup>th</sup> birthday. Children have the opportunity to accustom themselves to our school building during their time in Nursery to find out what happens in school. Those children accepted into Graham James Primary Academy will be invited to meet their new teacher and spend time in their new class prior to starting.

For the children who apply and are accepted into other local schools, we will endeavour to make the transition as smooth as possible and support them with visits to their new environment.

## **EYPP (Early Years Pupil Premium)**

The EYPP is an additional amount of funding that pre-schools, nurseries, schools and childminders will be able to claim for eligible three and four-year-old children to support their development and learning.

Children will attract the EYPP if their families are in receipt of one of the following benefits:

- Income support
- Job Seekers' Allowance (income-based)
- Employment and Support Allowance (income-related)
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of the State Pension Credit
- Child Tax Credit based on annual gross income of no more than £16,190
- Working Tax Credit run-on (paid for 4 weeks after a family stops qualifying for Working Tax Credit)

The following children are automatically eligible:

- Children who have been in local-authority care for one day or more in England or Wales
- Children who have been adopted from care in England or Wales
- Children who have left care under a special guardianship order or residence order in England or Wales

If you would like us to check eligibility, please provide the following information:

- National Insurance Number/National Asylum Seekers Number
- Parent/s Date of Birth
- Parent/s forename and Surname

## **Parents**

We value the important role that parents play in educating their children. The aim of the Nursery is to support the work you are doing at home and extend and prepare your child for full time schooling. We welcome all parents to come in and share their skills or interests with the staff and children. Parents may wish to comment or ask a question at some point about what their child is learning or something they have heard. We would therefore encourage you to post your comments, suggestions or questions into our parent post box or come in and speak with your child's Key Person.

All new parents will be given information about our Settling In Policy and encouraged to adhere to this in order to work together with the nursery to settle the child in.

Thank you for taking the time to read this handbook.

If you have any questions or comments please do not hesitate to speak to a member of staff.

Again a warm welcome to Little J's Nursery. We look forward to working in partnership with you enabling your child to reach their full potential.