

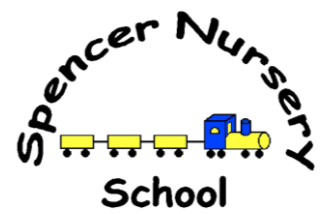
Information Booklet  
for  
new and prospective  
families

Spencer Nursery School  
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At Spencer Nursery School, our ethos, vision and values are focused on four core principles:



### **Courage**

We help our children to be brave as they meet new experiences and difficult situations. We empower our children to have the confidence to take risks.

### **Enthusiasm**

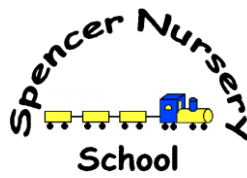
We aim to build on our children's thirst for learning by offering them an engaging, exciting curriculum led by their own interests and enjoyment.

### **Respect**

We believe all our children are special and should treat each other with care and courtesy. We encourage them to make the right choices and to have good manners. We teach them to not make fun of friends, and to be polite.

### **Achievement**

We encourage all our children to believe in themselves and know they are capable of achieving amazing things. We celebrate all their successes and teach them to take pride in themselves.



## Welcome to Spencer Nursery School

We have written this information pack to give you as much information as possible about the school and the ways in which we can provide for your child's and family needs. We hope that you will find it useful. If you have any questions that you wish to discuss you are welcome to telephone or come in and see us.

Spencer Nursery School is a local authority maintained nursery school with additional private childcare provision for children under five, open for 51 weeks of the year. We are committed to delivering high-quality affordable childcare and education.

The school's main aim is to work in partnership with parents/carers to secure the intellectual, social, emotional and physical development of their child(ren) so that each one transfers to primary school as a confident, competent learner.

Spencer Nursery School is federated with Hackbridge Primary School. Hackbridge Primary School is based on two sites: Hackbridge Corner, Hackbridge Road, Wallington, SM6 7AX and London Road, Mitcham Junction, Surrey, CR4 4HS. We share a Headteacher, Deputy Headteacher & SENCo and Governing Body.

## THE STRUCTURE OF OUR CHILDCARE AND EDUCATION SERVICES

We have 3 main rooms:

Ladybirds (provision for children aged from 3 months to 2 years and a term)

Bumblebees (provision for children aged 2 years and a term to 3 years and a term)

Fireflies (provision for children aged 3 years until they leave to start Reception)

Across all of our rooms, the curriculum is planned in line with the appropriate age and stages of development within the Early Years Foundation Stage curriculum.

### **Ladybirds (provision for children aged from 3 months to 2 years and a term)**

A major feature of the provision for children in this room is a programme that meets the very particular individual needs of children aged from 3 months to 2 years by supporting their emotional, social and intellectual development within a caring, supportive and stimulating environment. The provision is planned and delivered by qualified Early Years Educators. Our 0-3 Manager oversees the provision across Ladybirds and Bumblebees.

The childcare and education in Ladybirds is provided by a highly qualified team who are experienced with caring for children of this age group and are committed to the provision of a nurturing environment, which supports individual children's growth and development.

### **Bumblebees (provision for children aged 2 years and a term to 3 years and a term)**

Within Bumblebees, activities continue to be planned which stimulate and challenge children's growing knowledge and understanding of the world around them. As in Ladybirds, the provision is planned and delivered by qualified Early Years Educators. A caring, supportive and nurturing education and childcare facility is provided within the room. Our 0-3 Manager oversees the provision across Ladybirds and Bumblebees.

### **Fireflies (provision for children aged 3 years until they leave to start Reception)**

In Fireflies, there is a qualified Teacher who leads the planning and teaching alongside experienced Early Years Educators. A caring, supportive and nurturing childcare facility is provided within the room, with extended hours beyond the core education day. The extended hours provision is provided by the same team who support the education element of the day, to ensure continuity and security for the children in our care.

In the term after they have turned 3 years old, children are entitled to receive 15 hours of free nursery education via Free Education Funding (FEF). Some parents may also find that they are eligible for a total of 30 hours extended eligibility funding, where they meet the government's criteria for this. You can check your eligibility at [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk).

Children attending our Fireflies class, must sign up for a minimum of three days per week.

## **NUMBER OF PLACES AVAILABLE, HOURS OF OPERATION AND MINIMUM DAYS OF ATTENDANCE**

### **Ladybirds**

We offer 12 full day places from 8am until 6pm, on a year round basis, each day for children aged three months to two years and a term. Places are available for between 1 and 5 days a week on a fixed pattern of attendance and determined by school capacity. All places in the room are on a year round basis **only**.

### **Bumblebees**

We offer 12 full day places from 8am-6pm, on a year round basis, each day for children aged 2 years and a term to 3 years and a term. Places are available for between 1 and 5 days a week on a fixed pattern of attendance and determined by school capacity. All places in the room are on a year round basis **only**.

### **Fireflies**

We offer 24 places per day for children aged three years and a term until the end of the term before they start Reception – 8 places are offered on an 8am-4pm day length and 16 places are offered on an 8am-6pm day length. Children are required to attend for a minimum of 3 days a week; many attend for 4 or 5 days. All places in the room are on a year round basis **only**. All children aged 3 and 4 years automatically receive 15 hours Free Education Funding for 38 weeks (term time) per year. Some families may be eligible for 30 hours extended entitlement. Please speak to our School Business Manager for more information.

## **HOW TO APPLY**

If you are interested in your child joining the waiting list for any of our rooms, please complete our application form and return this to the office at Spencer Nursery School. Please return the relevant form you will find at the back of this booklet, together with a non-refundable cheque/cash (covering administration costs) for £10.00, to be placed on the waiting list. Please note ID will also be required, as detailed on the application form.

Visits to the school are encouraged and welcomed. Please contact us on **020 8648 4126** to arrange a visit at your convenience.

Sandra Tanner, our School Business Manager, will be pleased to give you more information and arrange a visit to the school for you and your child.

# ADMISSIONS POLICY

## Spencer Nursery School Admission Arrangements for Entry in 2020/2021 and 2021/2022

All places offered are on a 51 week of the year basis.

### Entry to Nursery

The offer available is as detailed below:

a) Ladybirds (provision for children aged from 3 months to 2 years and a term)

PRIVATE FUNDED CHILDCARE ONLY – FULL FEES APPLY.

12 full day places are available from 8am-6pm on a year round basis, for between 1 and 5 days a week.

b) Bumblebees (provision for children aged 2 years and a term to 3 years and a term)

PRIVATE FUNDED CHILDCARE ONLY – FULL FEES APPLY.

12 full day places are available from 8am-6pm on a year round basis, for between 1 and 5 days a week.

c) Fireflies (provision for children aged 3 years until they leave to start Reception)

PRIVATE FUNDED EDUCATION AND CHILDCARE – children are entitled to either 15 hours Free Education Funding or 30 hours Extended Entitlement Funding from the term after they are 3 years of age and this is accounted for within our fee structure.

8 places a day are available on an 8am-4pm basis, for between 3 and 5 days a week.

16 places a day are available on an 8am-6pm basis, for between 3 and 5 days a week.

Attendance at Spencer Nursery School does not give priority for a place in Reception at Hackbridge Primary School in our federation and a separate application for a starting school/Reception place must be made directly to the London Borough of Sutton.

Admissions are considered on a termly basis, where there is place availability. Where a child might be eligible to join at the start of the spring or summer term, but no places are available, the school will maintain a child's name on the waiting list until the subsequent term, or the start of the next autumn term.

### Applications

Applications for nursery places at Spencer Nursery School must be made directly to the school using the school's nursery application form. Forms are available for download from the school's website or a paper copy can be collected from the school office. Forms must be returned with the non-refundable £10.00 administration fee.

Parents/Carers should ensure that they indicate on their application form which type of provision they are applying for by ticking in the box next to the provision type that they wish their child to be considered for a place in.

Applications to start nursery in 2020/21 must be made between 2nd September 2019 and 18 January 2020.

Applications to start nursery in 2021/22 must be made between 2nd September 2020 and 18 January 2021.

Any applications received after this date will be considered 'late'.

There may be some vacancies for children to start in the 2020/2021 academic year. Please check availability with the School Office.

## **Admissions and Oversubscription Criteria for Nursery**

### Ladybirds and Bumblebees

Waiting lists are in operation for places within these rooms. New applications will be ranked according to the date which they are received.

Once a place becomes available, families are contacted by telephone and an offer is made. If the first family contacted turns down the place the next family on the waiting list is contacted until the place is filled.

It is advisable to place your name on the waiting list as early as possible due to the high demand for places in Ladybirds. Many families choose to apply for a place when they are expecting. Please be aware that if you apply when you are expecting we would not contact you with regards to a place until you have informed us of the baby's actual date of birth and their legal name.

### Fireflies

In Fireflies, 4 year old children will be considered before 3 year old children, after which priority will be given on the basis of

- a) Looked after children or previously looked after children (see note 1).
- b) Where there are professionally supported medical reasons or exceptional social reasons why a child should attend a particular nursery (see note 2).
- c) Where a sibling is already in the nursery school at the time of admission (see note 3).
- d) Straight Line distance between the child's home address and Spencer Nursery School (see note 4).

Where oversubscription occurs in categories (a)-(c) above, the subsequent criterion will be applied as a tie-breaker. If oversubscription occurs in category (d), and home to school distance is equal, rank order will be randomly generated.

Children who are not accommodated for a place will remain on the waiting list until a place becomes available. Families are welcome to get in contact with the school to find out if there is any progress.

**Cautionary Note: - Although Spencer Nursery School will try to allocate places in the next rooms for children who attend Ladybirds and/or Bumblebees, there is no guarantee of a place for when your child is due to transition. Individual advice will be given to all families.**

### **Notes**

#### 1) Looked After Children or Previously Looked After Children

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see definition in section 22(1) of the Children Act 1989). A previously looked after child is a child who was adopted, or subject to a residence order, a child arrangements order, or special guardianship order, immediately following having been looked after.

#### 2) Professionally Supported Medical Reasons or Exceptional Social Reasons

Applicants wishing to be considered under this criterion must supply professional evidence supporting their case at the time of application. Providing evidence does not guarantee priority under this criterion; the school will consider if the evidence provided demonstrates that the child must attend a particular school and cannot reasonably attend an alternative school.

Applicants will not be individually advised if their application has been prioritised under this criterion.

### 3) Siblings

Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent's/carer's partner, and in every case, who is living as part of the same family unit at the same address, Monday to Friday.

Siblings in N2 at the time of an application to start Nursery will not qualify as a sibling for admission.

### 4) Straight Line Distance

Distances will be measured in a straight line from the child's home address, with those living closer to the school receiving the higher priority. All distances will be measured by an online map checker which calculates the distance as the crow flies between a child's home address and the school.

The child's home address excludes any business, relative's or childminder's address and must be the applicant's normal place of residence. If there is a genuine equal share custody arrangement between the two parents, the address that will be used will normally be the address of the parent who is claiming Child Benefit for the child, however all available evidence will be considered.

The address to be used for the initial allocation of places will be the child's address at the closing date for application. Changes of address up to dates stated in the scheme may be considered if there are exceptional reasons behind the change, such as if a family has just moved to the area, or has returned from abroad. The address to be used for waiting lists, after the initial allocation, and for mid-term admissions will be the child's current address. Any offer is conditional upon the child living at the appropriate address on the relevant date. Parents have a responsibility to notify the school of any change of address.

Please note:

Applicants in short term rented accommodation may be asked to provide evidence of their current and former housing arrangements.

Where an applicant has ownership of a property, that should be used for the purposes of school admission and the applicant must provide evidence and reasons for the use of any other address.

Where an applicant rents a property and has ownership of an alternative property, the rented property will only be used for admission purposes if the child has been resident away from the owned property for a period of 18 months or more at the closing date for applications.

Any applicant who moves from a rented or temporary address in advance of their child taking up their school place may have their place withdrawn if it is found the family have returned to an address already in their ownership.

The school will investigate whether the place should be withdrawn if the pupil is not resident at the application address at the time of the entry point.

The school will always investigate a case where the application address has previously been used to gain a school place fraudulently.

Where it is found an address has been used for the purposes of admission where the child is not ordinarily resident, the application and any place offered will be withdrawn.

An offer found to have been gained fraudulently will be withdrawn. This may also be the case where the child has started the school.

In some cases, places may not be withdrawn once a child has been attending the school for a term or more. In these circumstances future sibling applications will not be given sibling priority for places and will be considered under the next appropriate criterion.

### **Waiting Lists**

In Ladybirds and Bumblebees, the waiting lists will operate according to application date received ranking.

In Fireflies, the ranking and oversubscription criteria shown above will apply and without regard to the date the application was received or when a child's name was added to the waiting list. Children with education, health and care plans will take priority over children on a waiting list, as directed by the local authority.

Children applying for nursery who are not offered a place for the year in which they have applied will be automatically added to the school's waiting list for that year. Nursery waiting lists will be reviewed before being carried forward to the next academic year, to confirm which autumn and spring born children wish to be considered for a place in the next academic year.

### **Appeals**

There is no right of appeal against a decision not to offer a nursery place.

### **FEES**

- Fees are charged to cover the cost of the hours accessed each day.
- All fees charged will be re-assessed in January/February of each year, prior to the start of the new financial year. We will inform families of any increase by the end of February.
- You may be eligible to apply for assistance with childcare fees, paid through the Working Tax Credit, Child Tax Credit or Childcare voucher systems. The School Business Manager will be happy to assist you with accessing this information.
- Fees are payable in advance on a weekly or monthly basis, dependent upon your preference.
- All fees are payable in advance of the first day of attendance for weekly fees or the 1<sup>st</sup> of the month for monthly fees.
- Fees are charged for non-attendance due to sickness or holidays.
- You are not charged for Christmas closure days or Bank Holidays. However, usual fees are charged for in-service training days (3 days per year).
- The governing body reviews all fees charged on an annual basis. We aim to offer affordability to families whilst remaining financially sustainable in terms of being able to maintain the high quality of provision offered.

### **SCHOOL CLOSURES**

- A list of school closures is provided for all families on admission. This is to ensure families have written notice of all school closures well in advance. These can also be found on our website.
- As a local authority maintained nursery school, 3 closure days a year are allocated to in-service training for staff to ensure that high standards of delivery are maintained across the school. This is reflected in the quality of the programme offered to children and the high standards that children reach whilst at the school.

### **DEPOSIT**

- If you choose to pay your fees weekly, a minimum two weeks' fees deposit will be taken. If you choose to pay your fees monthly, a minimum one month's fees deposit will be taken.
- If your child increases their days during their stay with us, you may be required to increase your deposit to cover the additional days attended. This is to ensure the school holds a minimum of two weeks/one month's fees in case of non-payment of fees.
- The total deposit amount will be returned to you when your child leaves the school, subject to you giving the school four weeks' written notice.

### **HOME VISITS**

We offers families who are new to the school a short home visit as part of our admission process. These visits enable the child and family to meet their Key Person and a senior member of the school team in their home environment. This supports the settling-in process.



## STARTING NURSERY

The nursery will be a new environment for your child who will need to adjust to the new people, experiences and a change in their normal routine. This can sometimes cause anxiety for you and for your child. All children are individuals and may take some time to settle. We try to make the adjustments as easy as possible for everyone – this sometimes involves making arrangements for your child to settle at their own pace. We ask all families to work in partnership with us to ease this transition from home to school in the best possible way that meets your child's individual needs.

## YOUR CHILD'S KEY PERSON

In the room that they attend, your child will be allocated a named Key Person who will support you and your child whilst they are with us. Your Key Person will get to know you and your child and will be your first port of call should you or your child need particular support.

## ATTENDANCE

Once children have been offered a place, punctual and regular attendance is essential if they are to establish good relationships with their peers and adults in the setting. Poor attendance and lateness make it difficult for children to establish themselves within the group and also fragments their learning opportunities. Full fees also apply on days that your child does not attend.

If your child is absent for any reason please telephone, email or text us to let us know, as we have to mark the register with the reason for absence. If you are running late, please telephone us to let us know so that we can order your child's lunch. We ask that you contact the office by 9:00am at the latest.

## CHILDREN'S CLOTHING (INCLUDING UNIFORM FOR FIREFLIES)

Children will need to wear clothing that they can manage themselves as this will support their growing independence and enable them to use their self-help skills, especially when visiting the toilet once they become independent in doing so. In cold or wet weather, provide sensible outdoor clothing as outside play is a very important part of the nursery day all year round for all rooms.

**Please name all items of your child's clothing** as many children wear similar clothing and they can become very upset when they can't find their own things.

Please refer to our Uniform policy – although Ladybirds and Bumblebees do not wear a specific uniform, there are general expectations for all pupils about tying up hair and not wearing jewellery or teething necklaces/bracelets/anklets. Details about suitable clothing for nursery is set out in the policy.

Children attending Fireflies are asked to wear a basic uniform, in line with the other nursery classes of the same age children across the federation.

## HEALTH MATTERS

It is vital that you inform us of any health matters affecting your child at any time. You must keep us informed about any changes to your contact telephone numbers so that we are able to contact you in case of an emergency. **All children must remain at home for at least 48 hours after sickness or diarrhoea as this is highly infectious to young children.**

## **INFECTIOUS DISEASES**

**Please inform the school if your child contracts scarlet fever, chicken pox, mumps, measles, conjunctivitis, impetigo or head lice** as we need to inform other parents, and in some cases the local health protection agency, of an outbreak. You will be asked to keep your child at home for the statutory period as recommended by your doctor following treatment. A sign will be placed on the relevant classroom door to inform other families that we have an outbreak so that they can be vigilant for signs of this in their own child.

## **MEDICINE**

**Children prescribed antibiotics need to be kept at home for the first 3 days of the course of antibiotics.** Medication prescribed by a doctor may be administered by staff, on the completion of medical forms, as a means of completing a course of medication.

Regular medication, such as asthma inhalers, can be administered by staff once medical forms have been completed.

Over-the-counter medication such as Calpol cannot be administered to a child at any time by school staff unless the child has a condition that a medical practitioner has written to advise they require this for or in the case of a child who develops a high temperature whilst they are at school, with parental permission. If the latter does occur, staff will seek permission from a parent via the telephone before administering Calpol to the child. If the school is unable to contact the parent(s) to gain this permission, the Headteacher, or in her absence a member of the Senior Management Team, will make a decision regarding the administration of Calpol to reduce a child's temperature until they can be collected as soon as possible by their parent or another nominated family member.

For children who are teething, staff will telephone parents to gain permission to administer Calpol. In the event that a child still has a high temperature after this, parents/carers will be telephoned to collect.

## **TRANSITIONS BETWEEN ROOMS ONCE YOUR CHILD IS WITH US**

### **Transitioning from Ladybirds to Bumblebees**

We aim, where place availability allows, to transition children from Ladybirds to Bumblebees in the term after they turn 2 years of age. On occasion, the transition may be delayed until the subsequent term, or academic year, if the Bumblebees room is already at full ratio.

Before transition occurs you will receive a letter, asking of your attendance requirements in Bumblebees.

The transition period from Ladybirds to Bumblebees is an important time for both children and their parents/carers. We will try to ensure that this transition goes as smoothly as possible. Prior to a child transferring to Bumblebees, you will be offered a transition meeting and given a transition booklet, which will explain some of the differences between the two rooms. The child's Key Person in Ladybirds will introduce them to the child's new Bumblebees Key Person. Each child will visit Bumblebees on a regular basis, initially accompanied by their Ladybirds Key Person.

Any amendment to your fees and contract, based on the requested days of attendance in Bumblebees, will also be issued at the time of transfer. You may be required to pay an additional deposit based on your child's new fees.

### **Transition from Bumblebees to Fireflies**

We aim, where place availability allows, to transition children from Bumblebees to Fireflies in the term after they turn 3 years of age. On occasion, the transition may be delayed until the subsequent term, or academic year, if the Fireflies room is already at full ratio.

Before transition occurs you will receive a letter, asking of your attendance requirements in Fireflies. If you are applying for 30 hours extended eligibility funding for when your child joins Fireflies, you must have made this application in the term before they begin the Fireflies class for the code to be valid.

The transition period from Bumblebees to Fireflies works in the same way as the transition from Ladybirds to Bumblebees. It is again an important time for both children and their parents/carers. Prior to a child transferring to Fireflies, you will be offered a transition meeting and given a transition booklet, which will explain some of the differences between the two rooms. The child's Key Person in Bumblebees will introduce them to the child's new Fireflies Key Person and the Class Teacher. Each child will visit Fireflies on a regular basis, initially accompanied by their Bumblebees Key Person. For the final week of their transition, children will stay in Fireflies for lunch.

Any amendment to your fees and contract, based on the requested days of attendance in Fireflies, will also be issued at the time of transfer. You may be required to pay an additional deposit based on your child's new fees.

## **SAFEGUARDING**

Children's wellbeing is paramount and we have a duty of care towards all children to ensure that they are safe and well cared for at all times. All staff employed by the school are recruited and vetted following government guidelines. The school has a named Designated Safeguarding Lead (Sandra Tanner) deputy Designated Safeguarding Leads (Emma Walford, Natalie Robins, Sharon O'Connor and Lauren Jackson) who all receive regular training in this area.

All staff receive Safeguarding training on an annual basis and are subject to a DBS check on appointment.

## **SPECIAL EDUCATIONAL NEEDS**

We aim to meet the needs of all children and promote an inclusive ethos across the whole school. The school works in partnership with other professionals to support children identified with specific needs to ensure they get the right support to learn and develop alongside their peers. Please contact the school to discuss your child's individual needs with our SENCo.

## **BEHAVIOUR POLICY**

We believe in and provide a positive approach towards behaviour management as we know that young children learn and thrive through encouragement and praise. We role-model and explain to children how we expect them to behave towards others and we support them to develop their thinking skills to understand what they are doing and what this may mean for others. We work

closely with families in order to provide a consistency of approach and encourage families to work with us if their child has difficulties at any time.

## **DROPPING OFF AND COLLECTING CHILDREN**

On our admissions form, we ask all families to let us know who the named adults are that will be dropping off and collecting their child on a usual basis. We will not allow a child to go home with an adult who is not on this list and we will ask them to wait whilst we telephone the parent to check with them. We do not allow a child to leave with anyone under 16 years of age. If there is a change of collector we will ask you to complete a form giving us permission to allow your child to go with this person.

If you are going to be late to collect for any reason, please telephone the school to let us know and we will reassure your child where you are and what has happened. If you are consistently late (past your booked session time), you will be charged a late collection fee. We encourage all families not to be late as this creates undue distress for your child.

### **When leaving your child at nursery we suggest you:**

- Always say 'goodbye' to your child, smile and leave, even if they are upset (never slip out).
- Leave as soon as you can after you have said goodbye as prolonging your exit will only upset your child for a longer period of time if they are upset. Please understand if we need to talk to you about this.

### **Please remember:**

- If there are any tears, please be reassured that we will never leave your child to cry for long periods without contacting you. You are welcome to ring us at any time to check how your child is if you are worried.
- To be confident in your child's ability to cope without you and in the staff's ability to support your child.
- Not to use the nursery as a threat or punishment as this affects the relationship that we have with your child.
- Do talk to other parents; this will reassure you that all children go through similar behaviours and upsets from time to time.

## **HOW IS MY CHILD DOING?**

There will be regular opportunities for you to discuss your child's development and progress with your Key Person and, once your child has transferred into Fireflies, with the Class Teacher. Your child will have a 'My Memories' file which documents their learning and development whilst they are with us and we ask you to regularly contribute towards this through the completion of a Parent Voice sheet or Magic Moment sheet. We believe that by working in close partnership with parents we can build a more detailed and complete picture of your child's development and learning. You may borrow this file at any time and, at the end of your child's time with us, we will present this file to you to treasure and keep.

# **SUPPORTING LEARNING AND DEVELOPMENT**

## **The Early Years Foundation Stage (EYFS) Framework**

At Spencer Nursery School we base our activities, structures and routines on this guidance document which is written by the government. All children within the Birth to Five age range are included in this guidance.

The school's aim is to give every child the best possible start in life and support them to make good progress in their first years of learning. We acknowledge that the provision of a secure, safe and happy environment is essential and provides the opportunity for children to make the most of their abilities and talents as they develop and grow.

## **How we put theory into practice**

We recognise that it is crucial to children's future success that their earliest experiences help to build a secure foundation for learning throughout their school years and beyond. To achieve this we ensure that all practitioners are sensitive to the individual development of each child in their care and ensure that the activities they are offered are suitable for the stage they have reached. We recognise that children need to be challenged, but supported, so that they can continue to enjoy learning. We achieve this aim through:

- On entry, collecting relevant evidence (All About Me information) from home from your child's first teachers – you/their family.
- Undertaking ongoing observational assessments. This information is then used by practitioners to inform planning that supports each child's continuing learning and development through a range of play-based activities and learning choices.
- A flexible approach that responds quickly to children's learning and development needs.
- Regularly tracking children's progress within all areas of curriculum provision and identifying areas for targeted support or further development.

We regard all children as competent learners from birth and recognise that they learn and develop in a wide variety of ways. We look carefully at all children and consider their needs, their interests, their learning styles and their stage of development. We use this information to plan a learning environment that provides challenging and enjoyable experiences across all areas of the early years curriculum offered at the school.

## **Understanding the Curriculum**

There are seven areas within the curriculum, building skills and knowledge from birth up to the end of the academic year in which they reach the age of five. They are divided into three Prime Areas of learning and four Specific Areas of learning:

### **Prime Areas:**

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)
- Physical Development (PD)

### **Specific Areas:**

- Literacy (L)
- Mathematics (M)
- Understanding of the World (UW)
- Expressive Arts and Design (EAD)

The Prime Areas are closely linked to one another and are central to all other areas of learning and development. The more Specific Areas of learning are linked to certain domains of knowledge and skills which are necessary for children's successful engagement with that area of learning. They support the child's interest in the world around them and are influenced by the times we live in and society's beliefs about what it is important for children to learn.

### **Assessment and Tracking Progress**

Children's individual progress within each area of learning is assessed on an ongoing basis, with data analysed termly. We also carry out 2 year checks and communicate information about attainment at the point of transfer between rooms. In this way practitioners are able to consider children's individual progress across all curriculum areas and provide targeted support for areas of individual need. Practitioners endeavour to work in partnership with parents and families to ensure that the child's ongoing development and progress is supported at home and at school to strengthen the learning taking place.

Our aim is to provide each child with opportunities to achieve at their own pace and enable them to see learning as a positive, active and enjoyable process. We seek parent's help and support with this process and ask that you celebrate your child's contributions and achievements with us, however small they may be.

If you have any questions during your time with us, please do not hesitate to speak to a member of staff, who will be happy to help.

## **EQUALITY AND DIVERSITY**

We have a commitment to equality of opportunity for everyone within the school to ensure the highest levels of achievement. We are opposed to stereotyping, racial prejudice, bullying or harassment and will take firm action to prevent this occurring at all times. We will challenge any incidents that show discrimination or prejudice and ask all families to work in partnership with us should this arise.

The school has worked in partnership with the local authority to improve access to the school site and buildings where change and improvement is possible. Our aim is to meet the diverse needs of all users and we welcome comments and suggestions with regard to the continued improvement of our facilities to make them accessible for all. We would ask parents and families to speak to a member of staff if they are experiencing any difficulties.

## **SAFETY AND PROTECTION**

We ask all parents and families to ensure that their child is supervised at all times on entering or leaving the school site. It is the responsibility of every adult entering or leaving the site to ensure that the front gate is firmly secured by the metal loop at the top of the gate to prevent children from opening it via the sliding gate bolt. **Please do not leave the front door open at any time.**

We also ask all families **not to park** on the marked zigzag lines outside the school – these are enforced by the local council.

Parking restrictions are also in place on the raised speed hump outside of the main nursery gate.

Please also do not park over our next door neighbours' drive.

## **DATA PROTECTION/INFORMATION AND RECORDS**

All staff must maintain records and obtain and share information (with parents, carers, other professionals working with the child, police, social services and Ofsted as appropriate) to ensure safe and efficient management of the school and to help ensure the needs of all children are met. All staff must enable a regular two-way flow of information between parents/carers and the school.

Confidential information and records about children are held securely and only accessible and available to those who have a right or professional need to see them. The Headteacher is aware of responsibilities under the most up to date Data Protection Act in England, including those imposed under the General Data Protection Regulation (GDPR) passed by the European Union. The school believes that protecting the data it holds about its children is a fundamental part of its safeguarding process and treats it with as much importance as protecting the child themselves.

All staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way to ensure confidentiality. Parents and carers are given access to all records about their child provided that no relevant exemptions (information which could cause harm to the child or any other individual) apply to their disclosure under the DPA.

The GDPR imposes more stringent requirements on entities that deal with people's personal data. In the school, this applies to all personally identifiable information held on staff, children and parents. The school is fully committed to ensuring that it upholds the new rights granted to a person under the GDPR. A Data Protection Officer (DPO) has been appointed to the school, as required under this regulation.

All personally identifiable information recorded under this procedure will be kept securely, following the school's obligations under the latest Data Protection Act in England and the General Data Protection Regulations (GDPR) set down by the European Union.

## **COMPLAINTS**

In all circumstances, we would ask you to raise any concern or complaint with the school in the first instance to allow us to discuss this with you. Any complaints, or potential complaints, about the school can be best resolved informally by discussion with the Headteacher.

If attempts to settle the complaint fail, the school has a complaints procedure which is overseen by the Governing Body. Please refer to the school website if you wish to raise a complaint, to follow the process which is outlined therein.

If needed, the Chair of Governors can be contacted through the school:

Tel: 0208 648 4126, email: [office@spencernurseryschool.org.uk](mailto:office@spencernurseryschool.org.uk) or via letter c/o of the School Office.

In addition, complaints about the school may be made directly through OFSTED who can be contacted on the following telephone number:

Tel: 08456 404040

Website: [www.ofsted.gov.uk/parents](http://www.ofsted.gov.uk/parents)