



# Rainhill Community Nursery

Everything you and your child need to  
know about joining us...

## Governing Body

Chair of the Governing Body  
and Community Governor

Mrs Amy Bradley

Vice Chair/

Local Authority Governor

Mr Tyron Armario

Parent Governor

Mrs Emma Powell

Parent Governor

Mrs Emma George

Local Authority Governor

Mrs Helen Brougham

Community Governor

Dr Denise Lee

Staff Governor (Non-Teaching)

Mrs Audrey Topping

Teacher Governor

Mrs Siobhan Southward

Headteacher

Mrs Mavis Smith

## Staff team

Headteacher	Mrs Mavis Smith
Caretaker	Mrs Madeline Cummings
Administrative Officer	Mrs Alison Scott

### Classroom team

Senior Teacher/Team Leader	Mrs Siobhan Southward
Class Teacher	Miss Emma Nicholson
Class Teacher	Miss Emma Quayle
Senior Learning Assistant	Mrs Ivy Burton
Senior Learning Assistant	Carol Dowling
Lunch Club Leader/After-School Leader/Learning Assistant	Ms Alison Evans
Senior Learning Assistant	Mrs Pauline Kenny
Learning Assistant	Miss Sarah Lindsay
Breakfast Club Leader/After-School Leader/Senior Learning Assistant	Mrs Audrey Topping



## Session timings

Breakfast club:	8.00am—9.00am
Morning nursery session:	9.00am—12.00pm
Lunch Club:	12.00pm—12.45pm
Afternoon nursery session:	12.45pm—3.45pm
After school club:	3.45pm—4.30pm*

(\*care after 4.30pm can be arranged with our local childminders)



A young child with short brown hair, wearing a red long-sleeved shirt, black leggings, and bright yellow rubber boots, is walking away from the camera on a paved path. The background is slightly blurred, showing what appears to be a playground with yellow and white structures. The entire image is framed by a thick, multi-colored border consisting of yellow, green, and cyan segments.

# Rainhill Community Nursery Mission Statement and Aims

## MISSION STATEMENT

**"Freedom to explore - opportunities to express"**

## AIMS

Every child is born with the natural instinct to learn and explore and should be given opportunities to reach their full potential. In order to achieve this, we aim to:-

- Treat every child as an individual
- Make sure that each child's experience is positive, life-long and memorable
- Make the learning journey a truly shared experience between child, school and home

## Clothing and uniform

Uniform is not compulsory at nursery. We would simply ask you to dress your child in such a way that they are comfortable and can play in a range of situations without being hampered by clothing which trips them up, restricts their movement or which they can't manage by themselves. They will need to take themselves to the toilet, put on their own coat and sometimes change their shoes or put on waterproofs. They will need trousers and undies which they can get up and down easily, shoe fastening that they can undo and do up by themselves, and coat fastenings which are easy to manage. We will always support a child who needs help with these things, but their independence, in preparation for school, is our aim.

Our uniform is designed with this in mind—simple pull on/pull off garments with few or no fastenings. There are also zip-up fleeces which are nice and warm in colder months.

Just speak to Mrs Scott who can tell you how to order them.



Many supermarkets also offer plain alternatives which are great as well...it's up to you! In general, though, please avoid:-

- Longer dresses—they can lead to trips and falls, eg, when climbing up the steps
- Sling back or open shoes
- Tight-fitting boots with laces...these are almost impossible for children to manage...very frustrating if they just want to get out there with their friends!



Children do have access to the outdoors in all weathers, so please ensure that your child is appropriately dressed in practical clothing—this means covering up in the sunshine, and warm coats and jumpers in the cooler weather, all of which can happen at any time of the year! We do provide waterproof trousers and jackets, but your child will need a pair of Wellington boots, marked with their name in each boot.

As a normal part of their day in nursery, children will have free access to paint, glue, felt pens, scissors, sand, water, foam, flour, dough and many more messy resources. We do provide aprons which offer a **basic level** of protection for clothing, but they are designed to keep arms as free as possible and therefore **do not** cover sleeves!

We will never, ever put clothing ahead of children's learning so please, PLEASE be prepared for children to come home with their clothes stained or messy from their day's activities and try not to be cross with them - or us -

if they get grubby - this is just a sign that they have been very busy!

Although we always buy good quality paint and glue, some products



will stain and will not wash out completely. Nursery is not therefore the place for expensive designer clothing!

**NB We would respectfully ask that ALL items of clothing be clearly labelled with the child's name. This is especially important for uniform items, of which there will be many. Unfortunately, the nursery cannot take responsibility for lost or damaged items of clothing.**

## **WHAT ARE “KEY WORKERS”, AND WHY DO WE HAVE THEM?**

We know from research and as trained professionals that very young children need to form strong and secure attachments to significant adults. This helps them to develop the confidence and self-esteem they need to function in the world, to build good relationships with others, and to become effective learners.

At Rainhill Nursery we have many years’ experience of the Key Worker system, although it has only recently become compulsory for all early years settings, including reception classes. Each Key Worker has a group of around 10 children, and their parents and carers, with whom they will work especially closely. Children can meet their Key Worker each morning or afternoon for self-registration, and will spend a special period of time together each day known as “Key Worker Time”. This is a planned, adult-led teaching session with particular learning intentions and might include a story, a discussion, a PE session or a mathematics game for example. It may take place inside in the group’s Key Worker area, or outside. We find that children will often seek out their Key Worker at particular times of day, for a chat or to show them something they have done. Equally, their Key Worker is often a source of particular comfort when they are feeling sad or unwell. This intimate knowledge builds trust and confidence, and provides an excellent basis for the transition from home to nursery.



# **A bit about early years education, and about Rainhill Community Nursery in particular...**

## **The Early Years Foundation Stage (or 'EYFS')**

The Early Years Foundation Stage is a Key Stage just like Key Stage 1 or 2 (Primary) or Key Stages 3 or 4 (Secondary). It provides a framework for professionals working with children from birth to five years—to the end of the Reception class to be precise. As well as setting out requirements relating to early years provision (such as qualifications of staff, safeguarding requirements, etc.) it also guides both practitioners and parents in terms of children's learning and development over time.

The EYFS Framework has been reviewed recently and a revised version implemented from September 2012.

## **Where does it all come from?**

Children's early years of development are the focus of much study and research. A longitudinal study—The Effective Provision of Pre-School Education Project (or EPPE) carried out since 1997 by Professor Iram Siraj-Blatchford and other eminent educationalists—has 'demonstrated the positive effects of high-quality pre-school provision on children's intellectual and social behaviour development up to the end of Key Stage 1 in Primary Schools' (<http://eppe.ioe.ac.uk/eppe/eppepubs.htm>). In fact, the EPPE project has now tracked children to the end of Key Stage 2 and beyond, and is still seeing the positive effects of good early years education on outcomes for children years after they attended nursery. **However, it is the quality that is significant...not just attendance at nursery.** As a result of this and other studies, successive Governments have recognised the significance of high quality in early years settings, and have prioritised free early education places for all 3 and 4 year olds.

## **Where does Rainhill Community Nursery fit into all this?**

Rainhill is a Local Authority Maintained Nursery School—the only one in St Helens, in fact. The findings of the research showed that Maintained Nursery Schools were particularly effective in delivering the sort of high quality experience which had the greatest impact upon children's outcomes. Maintained Nursery Schools are schools, not day nurseries—they are led and managed by qualified primary school teachers, and the children are taught by full-time qualified primary school teachers alongside professionals with a range of qualifications. We undergo full school inspections by Ofsted. The only difference is that all of our children are aged either 3 or 4 years old, so we can afford to dedicate everything we do to meeting their needs.

As a direct result of the quality of our provision, Rainhill Community Nursery was invited in 2011 to become a Strategic Partner with one of the first Teaching Schools in the country. We therefore play a significant role in the training of other teachers, including students as well as experienced practitioners.

**IN 2010, RAINHILL COMMUNITY NURSERY WAS JUDGED TO BE AN OUTSTANDING SCHOOL BY OFSTED. We are humbled by this judgment, and are deeply committed to improving constantly, in order to ensure that our children and their parents have the very best nursery experience possible.**

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

The Early Years Foundation Stage is built around the principles that:

- Each child is unique
- That children become strong and independent through positive relationships
- Children learn and develop well in enabling environments
- That children learn and develop in different ways and at different rates

From September 2012, the Early Years Foundation Stage has been revised so that there are now:-

Three Prime Areas:-

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Four Specific areas, through which the Prime areas are strengthened and applied:-

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

## Play...a small word with a big significance

Play is probably the most significant and important way in which young children learn. We know this because of the vast amount of study and research available carried out by educationalists...it is this research which informs Government policy, professional training and curriculum. But actually, you don't need to be a 'professional' to know this...just watch your child, or someone else's!

For this reason, play underpins the nursery's provision, and the classroom and outdoor area are set out purposely to encourage children to initiate their own ideas and projects, to work for extended periods of time uninterrupted by unnecessary routines, and to be independent in the way they access and put away resources. Adults are skilled at supporting children by engaging them in conversation, extending their thinking through careful questioning, anticipating their needs and encouraging them to take chances and to challenge themselves. In this way children learn to become responsible for their own actions, to work together as part of a team and to take care of each other - essential skills for the world of work, of higher education and for their future economic well-being.

At the same time, it's important to balance this self-initiated learning with activity that is led and guided by an adult...these activities might not be 'play' in the strict sense, but they will often be 'playful'. So for example, some children may be working alone or with friends on a building project, while others might be playing a dice game in a group with an adult...



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Sometimes play will be boisterous and energetic, sometimes solitary and reflective, and sometimes collaborative. In all of these situations, children will be learning, trying things out, and developing a range of skills such as negotiating, turn-taking and leading. The nursery classroom and the outdoor area are carefully planned to include many opportunities for communication, language and literacy, for problem solving, reasoning and numeracy, for knowledge and understanding of the world, creative development, physical development and, very importantly, for personal, social and emotional development. We are keen to ensure that activities engage children's interest and attention, so that their learning is at a high level. For this reason we tend to avoid less challenging activities such as colouring-in sheets or worksheets, which require less involvement and thought on the part of the child.

**Assessment of progress and planning for the next stage** Key Workers in nursery are very skilled at observing children and at interpreting what they see and hear in terms of children's progress and learning needs. Adults assess children by listening and watching them very closely and making notes, from which they form judgements in line with the EYFS Areas of Learning and Development. Their observations are logged in each child's Record of Achievement against the Development Matters of the curriculum. Significant observations are then shared with colleagues at planning meetings, which are attended by all staff. These meetings are led by a qualified teacher who leads staff in planning a range of activities and experiences for the following week which build upon the information gathered by Key Workers. In this way the next stage in children's learning is based upon what they know and can do already, so that we can move them on to what they need to know next. The children's own interests and ideas are often used as the vehicles for this learning, ensuring that their interest is maintained and that their attention is maximised.



## So what does a typical day look like?

That's a difficult one to answer, as it will be different for each child! However, it's likely that it might be a bit like this:-

- Arrival at nursery, find peg and hang coat up;
- Go to say hello to Key Worker, and “write” your name on the self-registration sheet;
- Make a decision about what you want to do first. Could be painting, playing in the sand, dressing up, spending time at the computer, working with your favourite adult, reading a story, riding a bike, running up and down the hill, getting wet with the water things...
- Stop for a bite to eat in the snack area after washing hands;
- Go to the toilet! Wash hands again;
- Go and do something different, or return to what I was doing before;
- Tidy up
- Join my Key Worker group for Key Worker time;
- Get ready to go home, or stay for lunch or after-school club!

## Extended “Wraparound” Care

The nursery offers a range of extra care sessions to meet the needs of families. If you go to work, have other commitments or would simply like to have some extra time to yourself, you can take advantage of our extended day in a number of ways:-

### Breakfast Club

This operates from 8.00-9.00am. Cost: £3.00 per session. Children will be able to have a healthy breakfast, choosing such items as crumpets, toast and cereals, with milk or water to drink and sometimes home-made fruit smoothies! Children have access to nursery resources after breakfast and special activity sessions are held three times a week.

### Lunch Club

Cost: £3.50 per session. Children can stay for lunch at the end of the morning session or before the beginning of the afternoon session, from 11.30am till 1.00pm. They will need to bring a healthy packed lunch. Adults will provide opportunities for children to learn about healthy food and other relevant issues through stories and discussions.

### Daycare or “Top-up” sessions

Cost: £10.00 per session. Children staying for lunch can if required stay for the whole day by purchasing a Daycare session in addition to a Lunch Club session. This means that, in conjunction with Breakfast Club, Lunch Club and After-school (see below) they can stay from 8.00am till 4.30pm if you wish. We work closely with local registered childminders who can offer extended care beyond 4.30pm if you require.

### After-school Club

3.40-4.30pm. Cost: £4.00 per session. Children can stay for after-school provision, which focuses on outdoor and environmental activities. Children will have the opportunity to engage in a range of activities designed to raise their awareness of the environment, environmental issues and of the natural world. They will use natural materials and focus on wildlife, planting and outdoor living as much as possible. Children will have a tea of sandwiches and fruit as part of the session.

## Bumps and bruises

We keep a book in which we record every accident, and we will inform you when you collect your child about any mishap which may have occurred. You will be asked to sign the accident book. **WE ALWAYS NEED THREE EMERGENCY CONTACT NUMBERS (SWITCHED ON IF A MOBILE PHONE) IN CASE WE NEED TO CONTACT YOU.**

## Sickness

If your child is ill and you wish to keep them at home, please telephone the nursery on the first morning or afternoon of absence.

In accordance with our Attendance Policy, we will call you if your child is absent and if we have not received notification from you of the reason for their absence.

We understand that children can often cope well with colds and sniffs, but **if your child has been sick or has diarrhoea, please keep them at home.** Tummy bugs are extremely infectious and will spread quickly to children, families and staff. If your child becomes ill in nursery, we will phone you and ask you to collect him or her.

## Headlice

These little visitors do make appearances every now and then. Please don't panic—this is quite common in all schools and nurseries! We have advice sheets we can give you on how to treat them, and will issue these whenever we have a case of headlice.

# Safeguarding

**Rainhill Community Nursery is committed to ensuring children's safety at all times, including their physical and emotional safety and well-being. The Nursery follows the Local Authority's guidance on Safeguarding Procedures when formulating its approach to this important aspect of its work.**

The welfare of our children is paramount. Our staff are highly skilled at interacting effectively with children, at observing them during their daily activities, and at monitoring and tracking their ongoing development and progress. We are deeply committed to working in partnership with parents and carers, and to developing with them the kind of open and honest dialogue which underpins a really shared approach to their child's education and development. If you have any concerns at all about your child's development, their learning or their well-being, we would always wish that you share these with us. There may be something we can do at Nursery, or we may be able to put you in touch with someone else better placed to help you. Either way, we can work together for the best outcome.

We are duty bound to have in place clear procedures for our staff to follow, should they have a concern at any time about a child's welfare. We always take very seriously what children tell us, whether this is verbal, whether they 'tell us' simply through their behaviour or demeanour, or whether there is some physical issue that causes us concern. We will always tell you if we are worried. On most occasions, these worries are quickly resolved through discussion, but on very rare occasions, we may need to seek the advice of the St Helens Safeguarding Team in deciding what to do next. Should we need to do this, we will almost always tell you in advance. We understand that this can be very distressing for parents and carers but please be assured that we have only your child's interests at heart, and are often seeking only reassurance from qualified professionals. We would always deal with such matters as quickly as possible to minimise any anxiety.

Our Safeguarding Policy, along with all of our other policies, is available for you to view in Nursery.

Our approach to safeguarding involves every member of the school's community, including yourselves. If at any time you have reason to be concerned about the welfare of any child, please do not hesitate to talk to us about it. We will always make time to listen.

## **What if you have a concern?**

We hope that your time with us will be very happy for you and your child. If there is anything we can do to make things even better, please do not hesitate to talk to us. You can either speak to your Key Worker or, if you prefer, to Mrs Smith at any time.

We would ask you always to let us know straight away if there is anything about which you are not happy. We always try to resolve issues immediately or within a very short time, in accordance with our Complaints Procedure which is displayed in nursery.

## **Any other questions?**

We hope that we've covered everything in this booklet that you will need to know, and that your child will have a lovely time with us. If there is anything else that you would like to ask us, however, please speak to any of us at any time.

