



TAUNTON  
SCHOOL

NURSERY



Early Years Foundations Stage -  
Nursery Handbook  
2020/21







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# Our Aims

## Our Aims in Taunton School Nursery

In the Nursery we aim to:

- Create an environment in which children feel happy and secure, where they are stimulated by a variety of opportunities to create, explore, imagine and investigate, with positive adult interaction, to find learning enjoyable, exciting and rewarding.
- Develop children's confidence and self-motivation and encourage them to be polite and considerate to others.
- Provide opportunities for all children to reach their full potential and experience a sense of achievement from an early age.
- Encourage children to interact in groups, share and take turns and to develop their sense of appropriate behaviour in a variety of situations. To help children become increasingly independent in selecting activities, dressing themselves and personal hygiene.
- Give children an awareness of different cultures and to grow up with non-stereotypical images of people around them.
- Encourage children to be aware of and look after their environment and to understand the needs of living things.
- Work in partnership with parents in the education of their children.

## Our Aims at Taunton School

At Taunton School we aim to inspire every child to develop into a confident, well-educated, personable young adult who has enthusiasm for learning.

We aim to nurture individual talents and an enquiring mind. We place a strong emphasis on English, Maths and Science, whilst offering a broad and balanced curriculum. We also encourage children to show a special interest in their environment and to enjoy a wide variety of sports and the Arts.

The school is a caring society, based on Christian values. Each child is made to feel important and all young Tauntonians are encouraged to develop a positive and cheerful approach to the daily challenges of life, enabling them to seize every opportunity... and have fun!





# Values and Ethos

We strive to ensure all children within our care feel included, secure and valued. We know that Nursery age children develop rapidly during these early years physically, intellectually, emotionally and socially. For education to work successfully, it should be a partnership between school and home. We have an open door policy, which enables parents to share any concerns or important information with Nursery staff during morning and afternoon welcome sessions.

In Nursery we encourage:

- Confidence
- Good manners
- Honesty
- Self-Esteem
- Independence
- Team Spirit

Our curriculum delivers a balance of taught, planned and self-initiated play. We offer holistic learning opportunities through the medium of indoor and outdoor activity. We have rich and stimulating resources and a well qualified team of specialists to support and extend your children's cognitive, creative, physical development and critical thinking.

We support your child's self-esteem and encourage them to be independent, confident and thoughtful learners.

## **British values are embedded and underpin all we do.**

Children are taught to:

- discuss
- debate
- develop viewpoints
- be responsible
- be resilient
- be reflective
- be real listeners
- be confident contributors

# The Early Years Foundation Stage

In Nursery and Reception we follow the Early Years Foundation Stage (EYFS) framework. This sets the standards for Learning, Development and Care for children from birth to five. The Every Child Matters outcomes: Staying Safe, Being Healthy, Enjoying and Achieving, Making a positive contribution and Achieving Economic well-being are a key part of all that we do. The EYFS framework is made up of two sections as follows:

1. How the EYFS is implemented
2. The Seven Areas of Learning and Development



## How the EYFS is implemented

### Meeting the diverse needs of children

Meeting the individual needs of all children lies at the heart of the EYFS and is what we strive to provide for your children every day at Taunton School.

### Partnership working

We recognise our key role in working with our parents to support their young children. This may involve working with other health professionals or specialists according to the individual needs of each child. It also means working in partnership with parents and we offer termly, topical information sharing sessions on subjects such as Child Development, Behaviour and Childhood Illnesses.

### Flexible Provision

Some children attending Nursery will also attend another setting. Some may attend part-time, while others may attend full-time and use extended after school late club. For children who attend more than one setting, sharing of information between settings and with parents is useful in ensuring effective continuity and progression.

### Play

Play underpins the delivery of all the EYFS. Our children have the opportunity to play indoors and outdoors. We have our Nursery gardens with a variety of spaces to promote all areas of learning. The outdoor area directly in front of each Nursery room is available as free-flow for children who enjoy being outside using the sand, water and messy play trays. Each day another play activity is also planned outside to support the children's learning. The Nursery also has access to the wider playground to use the ride on toys, the climbing equipment, the outdoor carousel classroom and all manner of exciting outdoor activities.

Most children play spontaneously, although some may need adult support, and it is through play that they develop intellectually, creatively, physically, socially and emotionally. In playing, children behave in different ways. We support our children by scaffolding their play to meet their individual needs ensuring they learn with enjoyment and challenges. Sometimes their play may be responsive or boisterous, sometimes they may describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play.





## Quality Improvement

We constantly strive to create, maintain and improve our setting for the benefit of your children, so that it meets the highest standards and offers the best experience for your children.

## Transition

A high quality early years experience provides a firm foundation on which to build future academic, social and emotional success. Key to this is ensuring continuity. Within Taunton School and Taunton Pre-Prep there are key transition areas, each with its own individual, tailored programme to ensure each child's transition experiences are positive.

Within Nursery the children share playtimes and consequently get to know all the staff working within the setting as well as their playmates. Nursery One (Babies) children remain within their setting predominately with the staff who are their primary carers.

In the summer term transition visits are organised to the Reception classes and small groups of Nursery Four children are accompanied by a member of staff to the Reception classes to play. These play sessions are combined with attending Pre-Prep assemblies and Pre-Prep playtimes.

For children coming to the end of their Reception year other similar transition activities take place throughout the summer term. (Full details of all school transition activities are available from Mrs Louise Leah - Head of Nursery and Pre-Prep).

# The Seven Areas of Learning and Development

## Learning and Development

The Learning and Development section of the EYFS identifies the developing knowledge, skills, understanding and attitudes that children will need if they are to achieve the early learning goals by the end of the EYFS.

## Play and Exploration

Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.

## Active Learning

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

## Creativity and Critical thinking

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

We meet these diverse needs in Nursery in the following ways:



## Areas of Learning and Development

The EYFS is made up of seven areas of Learning and Development. All areas of Learning and Development are connected to one another and are equally important. All areas of Learning and Development are underpinned by the four Principles of the EYFS and the five Every Child Matters outcomes. The seven areas of Learning and Development are:

1. Personal, Social and Emotional Development
2. Physical Development
3. Communication and Language
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

These are organised into prime and specific areas of learning. Outlined below are details of how we approach these seven areas of Learning and Development within the Foundation Stage at Taunton School. We ensure there is a balance of child-initiated learning and adult led learning taking place within Nursery. The children have access to a wide variety of resources with which they can enhance their play and their learning and development. These resources are available to the children in the indoor and the outdoor environment. We encourage the children to leave their wellies and waterproof trousers at school so that those children who prefer to play and learn outdoors may do so in all weathers.

## 1. Personal, Social and Emotional Development

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

### Personal and Social Development

This may be the first time your child has spent time away from home and we help children to take their first steps toward independence in a warm and secure environment. Each child has their own peg, labelled with their name and a picture, on which to hang their belongings. During each induction, the families of children entering Nursery will discuss their child's individual needs with the respective Nursery Room Leader to enable them to settle happily into their new environment. The children may bring in a comforter from home if this supports their emotional well-being. Older children are encouraged to practise fastening their coats and dressing and undressing for swimming. The children are gradually given more opportunities to choose activities for themselves within their nursery room.

The children enjoy a freshly prepared, cooked lunch each day. Nursery One and Two will eat their lunch in their room; Nursery Three eat lunch in the Pre-Prep Hall, which is located close to the Nursery rooms; and the Nursery Four class walk to the downstairs dining room located within the main school building where the catering staff serve their lunches directly to their tables. This provides the opportunity to enjoy the wider school environment, teach early road safety skills and links to their transition through the school utilising age appropriate facilities. We share our lunch with the children, promoting a positive attitude towards each other and appropriate table manners whilst the children are encouraged to use their infant sized knife, fork and spoon correctly. We are committed to enabling the children to experience healthy options during lunch time and our lunch time menu is extensive with many options catering for all needs. In addition to lunch, the younger children will also be served a morning and afternoon snack.

### Personal, Social and Health Education within Taunton School

PSHE has long been a part of our school's life that has been considered vitally important. It is what the children learn throughout each and every day, both at school and at home, about themselves and their place in the smaller and wider communities they find themselves in.



A whole school course and policy has been developed which children will follow with their teachers, through Nursery, Pre-Prep and the Prep School, leading into the PSHE programme of Taunton Senior School.

Within Nursery, PSHE is taught directly through circle-time and indirectly everyday by reinforcing the right things to do. Among the range of matters that will be focused on and discussed will be friendship, healthy living, safety, personal development (emotional and physical), respect for self, others and the environment.

It is intended that these discussions will bring into sharper focus, aspects of children's development that are already dealt with and deemed to be of crucial importance.

Happy, healthy, caring and positive children develop into well educated young adults, prepared for many future successes in the 21st century.



## 2. Physical Development

- Moving and Handling
- Safe care

We offer all children a wide range of activities to develop their gross motor skills. A large playground and Nursery garden areas give children space to enjoy a place to interact with others and time to learn awareness of other people's space.

Outdoor play includes a comprehensive selection of ride-on toys, carts, pushchairs, buggies, double chariots and double bikes, balls to catch, kick and throw and lines to balance on and follow. Bespoke outdoor activity areas suitable for different ages and abilities have recently been installed in the Nursery One & Two garden and the Pre-Prep playground. The outside toys are another means of learning to share and take turns.

Within the school complex full use is made of the excellent indoor 25m training swimming pool, where much fun is experienced along with gaining water confidence and muscle control. We encourage a warm, safe, friendly environment with many types of floats and water toys. The children enjoy weekly sessions in the pool all year round, supported by the Nursery staff and taught by the Taunton Swim School coaches.

The Physical Education programme includes exercise-rhymes and games, exercise to music, hand-held equipment plus soft-play gymnastic shapes, some larger apparatus and the parachute. The programme is designed to develop co-ordination and balance in young children but the key to its success is that the children have fun and enjoy themselves.

The children are encouraged from their first music and movement session to develop their music ability, rhythm and movement control. Imagination and self-expression combined with listening skills are key elements of an enjoyable programme.

Working with clay, play-dough, sand and water encourages the development of a child's fine and gross motor skills as well as the use of large areas to paint, crayon and chalk. A variety of messy and malleable play is also available everyday.



### 3. Communication and Language

- Listening and attention
- Understanding
- Speaking

#### Language for communication & thinking

Each day the children join together to say "Good Morning". During this time we read stories, sing songs and rhymes and talk about our weekend or daily experiences. This enables children to take turns in conversation, listen to others and build self-confidence. Children benefit greatly from adult participation in a variety of role-play areas eg; house, post office.

Lunch and snack times are spent in small groups. This is a relaxed, social time for children and adults to talk together.

During circle time the children are given the opportunity to speak and listen to their peers. Finger rhymes, counting songs, poems and nursery rhymes are shared with the children to encourage their understanding of the spoken word. Role play in the home corner, feeling the contents of a 'feely' box and puppet play are all examples of activities which allow children to express themselves through speaking and listening.

### 4. Literacy

- Reading
- Writing

#### Linking sounds and letters

Our curriculum includes specific activities, which prepare children for reading. These activities provide a strong foundation of concepts and skills, which are essential before any reading can take place. Activities include jigsaws, threading, matching games such as lotto, recognising familiar words such as their own name, listening to and enjoying books and stories, learning rhymes and songs.

Children who have developed strong pre-reading skills progress much more confidently when they begin to read and therefore are much more likely to be successful and go on to enjoy lifelong enjoyment of books.

Nursery Four and Reception use Read, Write Inc. a programme of phonic acquisition and early writing skills which is fun and successful. The speed sounds are introduced in September with associated handwriting skills for a short, fun session each day.

#### Sharing Books

From Nursery 3, children have the opportunity to take home storybooks, but will need a book bag in order to protect the books from excessive wear and tear.

Children in Nursery Three and Four may choose a book each day as appropriate. Nursery children will also have a bookmark with their name on, which does need to be returned with their book. We hope you enjoy sharing these books with your child and please return them in your child's book bag when you have finished with them. We feel that it is important to develop a positive approach to books and to teach children to value and care for them.

#### How to help your child towards reading

- a. Read to your child. Children often like to hear a favourite story again and again. Talk about the story or pictures and ask your child what she/he thinks might happen next.
- b. Make story time a special time for you and your child/children. Find a time when you can sit quietly together without distractions.



- c. Let your child pretend to read stories and tell you his/her own stories. She/he may be able to pretend to read his/her favourite book by remembering the story. This is all good practice and shows him/her that reading is fun.
- d. Encourage your child to carry out simple instructions e.g.; please go upstairs and get some clean socks from the sock drawer.
- e. Say nursery rhymes and sing songs together.
- f. Make up stories with his/her favourite toys or finger puppets.
- g. Play with jigsaws and lotto or similar matching games.
- h. Go to the library and choose books. Your child will enjoy looking at books even if they are not ready to read yet.
- i. Draw your child's attention to writing all around him/her to demonstrate the need to read in everyday life.

These activities are designed to help your child develop the skills she/he will need for reading. Above all they should always be conducted in a positive and enjoyable way.

### **Writing**

Nursery children are encouraged to make their first steps in writing in a variety of ways. A wide selection of mark making implements are always available e.g: pencils, wax crayons, felt pens and chalks and children are shown how to hold these correctly to ensure good hand control. Free painting is on offer as well as structured activities which improve hand-eye co-ordination in preparation for writing. Different sized and shaped paper is offered to inspire children to write.

During their time in Nursery the children will be developing early handwriting skills through practice in pencil control and pattern work. Good habits established at this stage will enable the children to write legibly later in the Pre-Prep and then Preparatory School.

It is important that children are taught the correct way to hold their pencils to maximise pencil control. Bad habits are particularly difficult to rectify in this respect. The correct method involves the index finger on top of the pencil, the thumb to one side and the middle finger below the pencil (pincer). In school, your children will make use of pencil grips or thick, triangular pencils to develop this skill.

## **5. Mathematics (Problem Solving, Reasoning and Numeracy)**

- Numbers
- Shape, Space and Measure

### **How you can help your child with early mathematics at home:**

- a) Count everyday objects around you. The emphasis should be on counting accurately with a small number of objects e.g: up to five to begin with. Make these counting games fun and choose a time when your child wants to play.
- b) Sort objects into groups e.g: put all the red Lego in this box and all the yellow Lego in that box.
- c) Make sequential patterns with everyday objects e.g: smarties: one red, one yellow, one red, one yellow and so on.
- d) Sing number songs e.g: Five currant buns in a baker's shop.

## **6. Understanding the World**

- People and Communities
- The World
- Technology

This area of learning encompasses geography, history, science, design and technology and information technology. We aim to stimulate the children's curiosity about their surroundings and give them practical experiences to increase their understanding.



Within the termly topics the children have the opportunity to learn about their personal and wider environment. Topics such as 'Ourselves' and the 'Plants, Rocks, Sand and Water' open the way for discussion and investigation of the world around them.

The children are regularly taken on walks within the school grounds to explore the different seasons. Nursery One and Two children will be taken by the staff teams on daily walks of the school grounds with some children in pushchairs and they have the opportunity to play in our Nursery and Pre-Prep Forest areas. This helps them to enjoy fresh air and the outdoors. Forest School outings will take place each term for children in Nursery Three and Four (we have recently visited Fyne Court, Hestercombe Gardens and Great Wood). This provides rich opportunities to discuss nature and growth enabling collections of relevant natural resources. Daily observations of the change in the weather are made. Children will have early scientific experiences through practical activities such as playing with sand and water, using equipment such as magnifying glasses, pooters and weighing scales. To enable your child to enjoy the outdoors all year round, we ask you to bring wellies and waterproof trousers to Nursery each day.

As preparation for the Design Technology National Curriculum the children begin to learn basic skills such as cutting, folding, joining and building. They also enjoy regular opportunities to take part in cooking.

Nursery 4 children have access to computers in the classrooms. Interesting educational software will help children develop basic keyboard and mouse skills whilst reinforcing the curriculum.



## 7. Expressive Arts and Design

- Exploring and using media and materials
- Being imaginative

Throughout these early years of education children will learn to express themselves through experimenting with a variety of materials and techniques such as painting, printing, model making, drawing and sticking.

We encourage all children to explore and investigate sounds as well as taking part in and enjoying music making through a variety of mediums including actions, movement, songs, exploring emotions, listening, performing and improvisation. We believe that all children grow through music and that there is potential for music everywhere. Music and singing lessons take place weekly and in Nursery Four they are taught by our specialist teacher, Mrs Hornsby.

Imaginative play takes place daily in school through a variety of play situations, but particularly in the home corner which changes half termly into, for example, a cafe, beauty salon, hospital or veterinary surgery. This type of play stimulates a young child's imagination and gives them the opportunity to communicate their feelings.

Within each area of learning there are age appropriate guidelines to inform effective practice which lead to the early learning goals. Assessment for learning is an ongoing process which helps the staff plan the activities for each child based upon their professional observations.



Each child has their own Pathway which Key People share with parents during the termly parent consultation evenings. These pathways plot your child's progress through the seven areas of learning towards and sometimes including the early learning goals. From Nursery 3, each child has their own language book which contains a record of their termly "draw-a-man" assessments. Combined with these each child also has their own profile which contains examples of their work across the seven areas of learning undertaken during small group time with their Key Person. Small group time activities are always planned and link to our termly topics. These reflect the needs of the unique child and are differentiated accordingly.

For more information about the Early Years Foundation Stage:

[www.gov.uk/government/publications/early-years-foundation-stage-framework--2](http://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)

## Our Curriculum

We use a two year rolling programme of themes one for each half-term. These themes are linked to a science scheme of work.

Nursery One and Two yearly themes are:

Year A	Autumn Term	Myself Seasonal Celebrations
	Spring Term	Outside World Growing
	Summer Term	Summer Pets
Year B	Autumn Term	Myself Seasonal Celebrations
	Spring Term	Minibeasts Spring - New Life
	Summer Term	Down On The Farm Fantasy

Nursery Three yearly themes are:

Year A	Autumn Term	Myself Seasonal Celebrations
	Spring Term	Transport Spring - New Life
	Summer Term	Under The Sea/Holidays Light, Colour & Sound
Year B	Autumn Term	Myself Seasonal Celebrations
	Spring Term	Minibeasts Spring - New Life
	Summer Term	Down On The Farm Fantasy



Nursery Four Yearly themes are:

Year A	Autumn Term	Knock Knock! Here I am! Seasonal Celebrations
	Spring Term	Moving Along Monkey Puzzle
	Summer Term	Commotion in the Ocean Starting School
Year B	Autumn Term	Knock Knock! Here I am! Seasonal Celebrations
	Spring Term	Splish, Splash, Splosh! Where My Wellies Take Me
	Summer Term	Down on the Farm Starting School

Each theme offers links across the curriculum to incorporate all areas of learning. Themes are available through structured play as well as our more formal Nursery Four group time. Our small group time, three times a week, offers your child the opportunity to take part in specially planned curriculum activities linked to the termly topic theme while developing numeracy and literacy skills. We presently follow the 'Read, Write, Inc.' scheme to help build those early phonic skills, and Pen Pals for handwriting.

Nursery Three follow a more informal group time, which the key person plans for the individual child's developmental needs. In Nursery Four, we have themed interactive displays which change each half-term and children are encouraged to bring in items for these displays. Topics of interest and items may be discussed during carpet time where each child will receive a sticker. The children are encouraged to show their item of interest to their friends. Their friends may then ask them questions about it, and they may share information regarding their item. These activities promote speaking and listening skills, which are vitally important. In Nursery Three we also have a thematic approach linking to the taught curriculum.

## The Nursery Team

With our experienced team of Nursery Practitioners and our apprentices we aim to exceed the Department for Education recommendations on staff to pupil ratios. Nursery also benefits from having an Early Years qualified teacher on the team. All staff attend regular training days and workshops to keep updated.

### Nursery Room Leaders

Mrs Saffron Boughen, BTEC Level 3	Nursery 1
Mrs Sarah Panayiotides, BTEC Level 3	Nursery 2
Mrs Nichola Kemble, Bed Hons Primary	Nursery 3
Mrs Kate Lake, BA Hons	Nursery 4

### Nursery Staff

Photographs and names of all our Nursery Staff are displayed in the Pre-Prep and Nursery reception area and in each of the nursery rooms.

#### Key People:

Each child within the Nursery has a key person who is the named member of staff with more contact with that child than other adults. This adult shows a special interest in the child and their family through close personal interaction day-to-day. The key person can help the young child to deal with separation anxiety and is responsible for monitoring



each child's progress and recording this in their Personal Pathway. The Key Person will meet with parents formally on our Autumn and Spring Term Parents' Evenings as well as on a daily basis as required. The Key Person will also plan group times for her children gathering their work into their individual Profiles.

### **Specialist Teaching Staff**

Nursery Three and Nursery Four children enjoy the benefits of the specialist teaching staff from the Prep School. The children benefit from singing, music and French lessons weekly. Nursery 4 also take part in Physical Education lessons taught by the Sports Department and swimming lessons taught by Taunton Swim School coaches. Nursery One and Two children will participate in age appropriate activities led by the staff team. The children also experience dance, music and movement in addition to Sing & Sign and baby yoga.

Mrs Jayne Hornsby, BA Hons	Music
Mr Alistair Kirby	Arts
Mrs Louise Ashmore, BA Hons (MFL)	French

### **Nursery and Pre-Prep Office**

Head of Pre-Prep and Nursery	Mrs Louise Leah TPPSHead@tauntonschool.co.uk 01823 703300
Nursery and Pre-Prep Admissions	Mrs Sarah Launchbury TPPSAdmissions@tauntonschool.co.uk 01823 703339
Nursery and Pre-Prep Administrator	Miss Ellie Skeen Eleanor.Skeen@tauntonschool.co.uk 01823 703302



## The Children

Classes are organised by academic years - 31st August is the cut off date for each year group. We do, however, match age and stage as well as development needs so there is more flexibility when moving from Nursery 1 to Nursery 2.

### Nursery Rooms

- Nursery One (0 to one)
- Nursery Two (one to two)
- Nursery Three (two to three)
- Nursery Four (three to four) Pre-School Nursery

### Staff to Child Ratio

- 1:3 babies and infants
- 1:4 under three
- 1:8 over three

### Settling In New Children

We encourage parents to get into the routine of being cheery, positive and drop off quickly to help their child settle and feel comfortable. A hug, kiss and a wave from the window are a super way to part in the morning. There are lots of exciting activities awaiting your children, who really want to get on and play! Alternatively, parents may come and play for a short while on the first day, then drop and come back half/one hour later, however if things are moving along then we ring and delay your pick-up. Lunch can be gradually introduced and then you can extend length of sessions/day or add more as your child becomes more confident. We also recognise that working parents may need to drop and quickly go.

However, for whatever reason some children do take longer to settle and if this is the case we will put together an individual plan, designed to target the specific needs of the child involved. In our experience once these needs have been identified and met, the children soon settle and enjoy happy times in the Nursery. Consequently, you as parents feel more relaxed which your children will notice and they, in turn will feel happier as a result.

We feel that the best approach is two-way communication. We work closely and honestly with you to make the whole process positive and successful. We also ring you to reassure all is well and vice versa if a session is proving too long initially. We are entirely flexible as the needs of the children in our care and their families is paramount and matters a great deal to us.





## **Morning and Afternoon/Evening Collection**

We have different staff to meet and greet you each week and you're welcome to pass on any relevant messages to them. Key People are in Nursery each day and are available for parents to speak to instead of the member of staff on meet and greet duty. It is important that you sign the signing-in book each morning with the time you bring your child, the expected collection time and who will be collecting them.

If you need to phone the Nursery during the day to change collection times the phone numbers are listed in this booklet. At the end of the day, we ask for you to speak to us individually as you collect your child and sign the book.

Please take time to read the white boards outside each Nursery door and noticeboards, as we use these to keep you informed of day to day activities, changes to menus etc.

Any magic moments, accidents, incidents or items of note will be communicated to parents/carers personally by Nursery staff at the end of each day. For our school policy regarding children who are not collected at the appointed time, please see the signing in books or you may request a copy from the Nursery & Pre-Prep Office. The school procedure to be followed in the unlikely event of a child going missing may be accessed via the school website. Please add your child's WOW moments to the board in each classroom.

## **Each Day**

Structured and free indoor and outdoor play opportunities are always on offer and a mixture of fine motor activities, gross motor activities, sand, water and messy play are available to build vital skills. Mark making is available across the curriculum, this is positively encouraged throughout the children's play to use writing for a purpose, and may be observed in the home corner, indoors and outdoors. All of which promote positive play and breadth of learning opportunities.

## **Basic Play Provision Extending Opportunity**

We also provide magnifiers, bug jars, block play, construction, malleable, small world, role play, book corners, treasure boxes and so much more variety. All are part of the basic provision. Children need time to share new concepts, explore new activities and make connections.

Small group teaching time takes place on a Monday, Wednesday and Friday for 20 minute slots in Nursery Four. Small group teaching time is specifically planned time where the children have the opportunity to work with their key person on particular learning objectives. Each week the key people meet to plan for the following week's learning activities. Individual children's needs are taken into account to ensure the work is differentiated appropriately. All children are then able to achieve at their level. Running alongside this, each child's interests may be linked to the planning to support and enhance their individual EYFS Personal Pathways which records their learning journey.

Nursery 3 follow a more informal group time to fit in with their sessions with their key worker. Each day all the children are able to choose a book to take home. There are puzzle and jigsaw times and opportunities to share books quietly. The children also benefit from circle-time, cooking, table-top games, music and movement, show and tell, good morning and daily story tapes.

## **Forest School and Outings**

Forest School and Outings are essential and make our curriculum come alive, connecting real experiences and extending opportunities to learn. All trips and activities are included in your fees.

## **Behaviour Management**

Within Nursery we make use of reward stickers and lots of positive reinforcement. We do use time-out with a one minute, two minute or five minute sand timer for those moments when it is appropriate. When the appropriate minutes have passed we will always sit with the child and ask them to tell us why they have had time-out. This helps to ensure the children understand the need for the sanction and help them to learn the difference between the right



things to do and the wrong things to do. Parents will always be informed at collection time of any incident warranting communication. In order to maintain confidentiality staff may sometimes prefer to telephone parents to inform them of the incident and agree a plan of action.

### **Reporting to Parents**

During the academic year parents have the opportunity to meet with the child's key person for formal parent consultation evenings. At the end of Nursery Four a report covering all areas of learning is prepared by the children's key workers. Informal feedback is always available at the beginning and end of each day. Please ask to view EYFS Personal Pathways, their blue language books and their individual Profile. These are available to parents at all times.

### **Keeping In Touch**

Taunton School has fostered a policy where parents are most welcome to discuss children's progress on a regular basis. This can be at Parents' Evenings or by appointment after school in the privacy of the nursery study.

Telephone Numbers:	Nursery 1 & 2	01823 703318
	Nursery 3	01823 703311
	Nursery 4	01823 703310
Mrs Sarah Launchbury	Office	01823 703339

### **Partnership**

We have an open door policy within the Pre-Prep & Nursery and encourage parents to come to us at any time to discuss your child. A two-way dialogue between staff and parents will always ensure your child receives the best available care.

### **Staying Healthy**

We take our responsibility in this area very seriously and the snacks available within the Nursery are primarily fruit and vegetable based. We offer only milk or water and encourage all children to take regular drinks throughout the day. The school chef prepares a balanced diet for lunch each week and our lunch menu is available on the Nursery notice board along with the termly snack menu. We eat with your child every day and use these opportunities to promote good table manners and the correct use of their cutlery. The individual dietary requirements of each child are taken into consideration.

### **Medicines, Infectious Diseases, Injuries**

Medicines - should your child need to have medicine administered during their school day, please take the medicine to the school health centre. Essential medicines for a child must be clearly labelled with the child's name, and accompanied by written instructions, giving details of dosage and the time the medicine should be taken. Please inform Nursery staff when the medicine needs to be administered and we will ensure the child is taken over to the health centre.

The only medicines administered by Nursery staff are Piriton for allergies, Epipens for anaphylactic shock and Inhalers for asthma. All other medicines must be taken to the health centre during term-time. Should a Nursery child need Piriton or Inhalers to be administered during a school day, the parent is required to write in the Nursery medicine book clear instructions, giving details of dosage and the time the medicine should be taken. Nursery staff will administer the dose with a witness both of whom will sign to say they have followed the dosage instructions.

Calpol/Paracetamol may mask the emerging symptoms of Meningitis, therefore the school recommends that if a parent wishes to administer these medicines they do so at home.

Children who are unwell with an infectious disease should not be at school or Nursery. Once they are better they should



return unless they pose a risk of infection to others. They should not return to school or Nursery until the risk has passed. Common infectious diseases encountered may include:

Chickenpox	Exclusion period, five days from onset of rash.
Impetigo	Exclusion period, until lesions are crusted or healed.
Diarrhoea and/or vomiting	Exclusion period, until either and or both has settled, neither for the previous 48 hours.
Mumps	Exclusion period, five days from the onset of swollen glands.
German measles	Exclusion period, five days from the onset of the rash.
Parvovirus	Slap Cheek - please inform due to risk to women in early pregnancy.

The above is taken from the Department of Health Guidelines on Infectious Diseases in School and Nurseries.

**If any changes occur to your personal or emergency contact details please let us know immediately.**

Should your child receive minor injuries whilst in our care we will administer appropriate first aid and inform you at collection time. Minor injuries are logged in our accident book and you are asked to sign the accident book when you collect your child. This gives you the opportunity to ask the staff any questions you may have regarding the accident.

A more serious illness occurring during the day or a more serious accident occurring would result in a member of Nursery staff telephoning you immediately to inform you of the circumstances. In the meantime, your child will be attended to by one of the Nursery staff. If required, your child may be taken to the health centre or we may call for the assistance of the Nurses to come to Nursery.

**Injuries which have not occurred at school**

Please notify us of any injuries to your child which have occurred out of school. We would ask you to make a note of these in the "Injuries which have not occurred at school" booklet and sign and date. This is a requirement of the school's safeguarding and child protection guidelines.

The School Health Centre is open from 8.00am to 8.00pm during term-time. The qualified medical staff, in addition to dealing with routine health matters, also fulfil an important counselling role. They are there to offer confidential support and advice to all pupils.

**Confidentiality**

All medical information will be held in confidence by the medical staff and will not be divulged without the permission of the pupil and parents.

**Contact Details**

If parents have any concerns, Dr Tim Howes or Dr Hilda Gormley may be contacted at French Weir Health Centre, or by leaving a message at the School. Contact details are:

Health Centre	French Weir Health Centre
Taunton School	French Weir Avenue
Taunton	Taunton
TA2 6AD	TA1 1NW
Tel: 01823 703161	Tel: 01823 331381



# Housekeeping

- Please name your child's entire uniform.
- Sun safety is the responsibility of parents, therefore please apply long lasting, waterproof, high factor sun cream during summer sunshine before your child comes to school. Due to the possibility of children suffering allergic reactions, sun creams will not be reapplied by staff during the day. This policy is adopted on the advice of Somerset County Education Service. Please ensure your child also brings an appropriate sun hat to school every day during the summer which are available from the School Shop.
- Please supply named hat, scarf and gloves for those cold winter days. One blue glove is identical to another and the glove monster appears to consume more each year, therefore please name each glove too!
- Book bags: We will check your child's book bag each day, please do the same at home.
- Borrowing books: We have a simple procedure, if we find both the bookmark and the book together in the book bag we will assume that the book is ready to be changed. If there is just the bookmark in the bag, we will assume the book is still at home being enjoyed at bedtime!
- Noticeboards and Whiteboards; please check each day for news and information.
- Mufti-day means non-uniform day.
- Trips: We always need help on our trips, if you would like to volunteer to help Nursery, please let us know.
- Borrowed clothes: We have a supply and do ask that parents would kindly launder and return the items to Nursery as soon as possible.
- Toileting: We will always ask your child if they would like their bottom wiped. If they ask us to help we will. If they prefer to manage on their own that is their choice which we will always respect.
- Sleeping: Some children still need a short sleep in the middle of the day. Each child has their own bedding which goes home to be laundered. Spare bedding is available for those children who might need the occasional sleep. We would ask parents to take this home for laundering and return as soon as possible.
- Boys' hair should not cover the ears or the collar. Girls with long hair should wear it tied back with plain navy hairbands/ribbons. Earrings, rings and necklaces may not be worn in school.

## Uniform

Nursery Uniform Booklets are available separately. All items carrying the School's logo must be obtained from the Taunton School Shop. Most of the other items can also be purchased from the shop. The term-time opening hours are:

Mondays	12:30pm to 5pm
Wednesdays	12:30pm to 5pm
Fridays	12:30pm to 5pm
Saturday	11:00am to 1pm (1st Saturday of the month)

All clothing and equipment should be clearly marked, with surname and full initials. Clothing name tapes may be ordered in the Shop. The Shop is always open prior to the start of term for appointments. To make an appointment, please telephone the Shop on 01823 703165 or, if the Shop is closed, the School Receptionist on 01823 703703. Payment can be made by cash, credit card or cheque (with supporting bank card).



## Nursery Sessions

### Session Timings

Morning Session	8am* to 12:30pm
Afternoon Session	12:30pm to 5:45pm
Full Day	8am to 5:45pm

\* Early drop off is available upon request

### Booking Sessions

Whether children start in the Nursery on a part-time or full-time basis, the number of weekly term-time sessions is agreed and specified in advance with the Nursery Admissions office and parents are billed accordingly at the start of each month.

If you would like to discuss amending sessions once your child has joined the Nursery, please contact Nursery Admissions to check availability. We request that you provide at least a half-term's notice when requesting a change to sessions, but wherever possible we will accommodate session changes as soon as possible. Your session booking will roll over to the next year group so you do not need to rebook sessions on an annual basis. Our minimum booking is three sessions per week.

When session requests exceed places available we will open a waiting list for the relevant session. Places on the waiting list will be allocated on a first come first served basis.

### Absences

If your child is unable to attend a pre-booked session for any reason, please inform a member of the Nursery staff or telephone the Nursery on 01823 703339. Unfortunately, refunds or alternative sessions may not be offered in the event of non-attendance.

### Holiday Club

Holiday Club booking forms are circulated each half-term prior to the holiday period. Forms returned by the deadline are assured places. Changes made after the deadline may be chargeable. For further information, please contact the Nursery & Pre-Prep Office.

### Leaving Nursery

Parents must give a term's written notice to Nursery Admissions if they do not intend their child to proceed to the next year group or to the next stage of Taunton School. Please see the Terms & Conditions included in your offer pack for further details.



# APPENDIX

## Calendar

At the start of each term you will be given a termly calendar plus a list of key dates and events including INSET training days and Nursery holiday dates.

## Insurance

Parents are advised that the School cannot be held responsible for the loss of valuables while on the School premises. The School is able to offer parents Personal Effects Insurance through the School's insurers, Marsh Insurance Brokers, and details of this and Personal Accident Insurance will be sent out to new pupils with the school account in due course. For further information, please contact the Finance Office, on 01823 703140.

## Complaints Procedure

We hope your time at Taunton School Nursery is happy and trouble free, but it is possible that something may go wrong. If you do have any queries or concerns, please do not hesitate to contact your key person in the first instance. If you need further support or advice then please contact Mrs Louise Leah, Head of Nursery and Pre-Prep. If you wish to take a complaint further a leaflet describing our complaints procedure is available from the Nursery & Pre-Prep office.

There is an OFSTED poster in each of our cloakrooms with their telephone numbers. We are registered with OFSTED, however, we are inspected by the Independent Schools Inspectorate (020 7600 0100).

## The Children and Families Act

The Children's Act came into force in October 1991. The Children's Act was updated in 2006 'Every child matters'. The full, most recent version can be viewed on legislation.gov.uk. Its purpose is to protect the welfare of children. Various pastoral obligations are laid upon schools, which will, from time to time, be inspected by their local Social Services Department. In most major respects the Act consolidates into law what was already our practice regarding the supportive care offered to all pupils and the welfare of the boarders in particular. We have already had positive and reassuring contact with the Somerset Social Services Department.

Inspection will be concerned in general terms with the principles on which school life is based and with such specific issues as the procedures whereby pupils may raise matters of concern to them and the healthiness in all senses of the boarding environment.

The following statements represent the School's policy and give guidance for pupils:

- The School community will from time to time include pupils from a variety of backgrounds and cultures, of races and religions, and the School respects and welcomes this diversity. Equal opportunities are available to all girls and boys.
- In order to preserve the maximum freedom for everybody in the community, it is vital that you should at all times show sensitivity and consideration to others. School rules are intended to contribute to that end.
- All members of Staff (academic or in the House, the Chaplain, the School Doctors and the School Hospital Staff) are available to you for counsel and advice. You should approach whichever adult you feel you can talk to.
- It is the School's duty to publish the telephone number of the local Social Services Department (01823 255170). If you feel there is no-one in the School you can turn to in a situation of extreme seriousness, you have the legal right to contact this number.
- It is the School's duty to publish the number of Ofsted (0845 601 4771). You may access the School complaints procedure in your Terms & Conditions document. To view our policy please contact Mrs Louise Leah, Head of Nursery and Pre-Prep.





Staplegrove Road, Taunton, Somerset, TA2 6AE

**Nursery and Pre-Prep Admissions**

[tppsadmissions@tauntontschool.co.uk](mailto:tppsadmissions@tauntontschool.co.uk)

01823 703302

[www.tauntontschool.co.uk](http://www.tauntontschool.co.uk)

