



Admission Policy

At “Little Cherry” Nursery, everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four principles;

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

The Foundation Stage comprises of 1 Nursery class (1 morning and 1 afternoon session) and 1 Reception class. The Foundation Stage staff work as part of a team and we work as a unit, children from the classes have opportunities to work together during free flow times, accessing shared continuous provision.

EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are also taught within their own class groups, they are taught in a variety of ways; in whole class groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care.

Staff are fully qualified, have a wide range of experience and expertise in working with and educating children. The Staff are committed to professional development and attend up to date



training courses and have excellent knowledge of the Early Years Foundation Stage and child development.

The Foundation Stage effects a smooth transition from home to school and offers stability for the younger child. In all classes children are provided with an environment in which they are given opportunities to express themselves using a variety of mediums and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence.

In the Foundation Stage we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence to become active learners. Our activities provide first hand experiences through play and discussion, children are encouraged to interact with others, to move about and explore a wide variety of learning situations. There are well-planned areas of provision in the wide range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.



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EYFS AREAS OF LEARNING

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are:

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

PERSONAL. SOCIAL AND EMOTIONAL DEVELOPMENT

The school fosters and develops relationships between home, school, children's centres and places of worship in order to make links stronger for the good of the community as a whole.

Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged



to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

PHYSICAL DEVELOPMENT

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in both indoor and outdoors and by working with a wide range of resources.

COMMUNICATION and LANGUAGE

This covers all aspects of language development and provides the foundation for literacy skills.

Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions.

Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

LITERACY

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoor and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff.

MATHEMATICS



We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities.

Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the Foundation stage children start learning to tell the time and are given opportunities to learn about money and simple calculations.

UNDERSTANDING THE WORLD

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

EXPRESSIVE ARTS and DESIGN

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught, naming colours, mixing paints, sorting and matching. Through various times during the year children are given the opportunity to participate in school productions and assemblies.

OUTSIDE AND PHYSICAL DEVELOPMENT

We use an outside learning space which is outside the school premises. We organise special PE sessions there. Children have regular ballet lessons in the ballet room inside the school. The same ballet room is used for physical activities at least once a week.

PHOTOGRAPHS/VIDEOS



At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in the children's individual record books and on the school website (children whose parents haven't authorised photos of their children to be published will not have their children's photograph put on the website or any public flyers etc.)

.PARENTS/CARERS AS PARTNERS

We value the involvement of parents in school. Parental involvement with school begins even before children start Nursery or Reception with an invitation to visit the school and meet their child's teacher. Parents consultation meetings are held in the Autumn and Spring Term at which parents are invited to discuss their child's progress. A report is sent out at the end of the Summer term and parents are invited into school to discuss this report if they wish. It is important to stress that if parents are concerned in any way about their child they should telephone or call into the school to make an appointment to discuss their concerns with the class teacher or Foundation Stage Manager or the Head teacher. Parents are kept informed of all happenings in the school by regular newsletters. The Parents are informed via notices on the main door and on the parents' information board. Parents are invited to various assemblies and functions throughout the year.

SAFEGUARDING CHILDREN

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if they wish.

EQUALITIES and DISABILITIES

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both Gifted, talented and able children and those with Special Educational Needs are considered and the curriculum adapted to suit all levels of ability.



SPECIAL EDUCATIONAL NEEDS

Care is taken to assess the needs of each child from Nursery age onwards. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child.

HEALTH AND SAFETY

We have a Health and Safety policy which all staff are familiar with and we have designated people responsible for first aid in school. Foundation Stage staff have had paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken before after school activities take place and before we embark on school outings. A full Health and Safety Policy is available in School.

USEFUL INFORMATION:

<https://www.childprotectioncompany.com/CPC/media/EveryChildMatters.pdf>



FOOD AND FOOD HYGIENE POLICY

In our setting we provide and/or serve food for children on the following basis:

- Snacks
- Lunch
- Packed Lunches (Wednesday)

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

Procedures

The Head Teacher (Helene Knupffer) and the person responsible for food preparation have Food Hygiene Certificates.

Systems are in place to monitor the temperature of the food on arrival at school and before serving to ensure safe temperatures are maintained. This is set out by the Food Standards Agency.

The basis for risk assessment applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.

All staff follow the guidelines of the Food Standards Agency. At least one person has an in-date Food Hygiene Certificate.

The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently. (see Food Standards Agency guidelines)

We use reliable suppliers for the food we purchase.

Food is stored at correct temperatures and is checked to ensure it is in

-date and not subject to contamination by pests, rodents or mould.

Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.

Food preparation areas are cleaned before use as well as after use.



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There are separate facilities for hand-washing and for washing up in the kitchen. All surfaces are clean and non-porous. All utensils, crockery etc. are clean and stored appropriately. Waste food is disposed of daily.

Cleaning materials and other dangerous materials are stored out of children's reach. Children do not have unsupervised access to the kitchen.

When children take part in cooking activities, they:

- Are supervised at all times;
- Understand the importance of hand washing and simple hygiene rules
- Are kept away from hot surfaces and hot water; and
- Do not have unsupervised access to electrical equipment such as blenders etc. Moreover, activities are risk assessed and adults include a member of staff with an in-date Food Hygiene Certificate.

This setting regards snack and meal times as an important part of the school's day. Eating represents a social time for children and adults and helps children to learn about healthy eating. Meal times also offer opportunities for language development and for social development. At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs. We follow these procedures to promote healthy eating in our setting.

- Before a child starts to attend the school, we find out from parents their children's dietary needs and preferences, including any allergies.
- We record information about each child's dietary needs in her/his registration record.
- We regularly consult with parents to ensure that our records of their children's dietary needs -including any allergies -are up-to-date.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We plan menus in advance.
- We display the menus of meals for the information of parents.



- We provide nutritious food for all meals, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.

- We include a variety of foods from the four main food groups:

- Meat, fish and protein alternatives;

- Dairy foods;

- Grains, cereals and starch vegetables; and

- Fruit and vegetables.

We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts. Parents are informed that we have a nut free policy in school.

Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take into account this information in the provision of food and drinks.

We provide a vegetarian alternative on days when Halal or Kosher meat is unavailable.