



Childhaven Community Nursery School Essential Information Form



Child's full name:

Date of birth:

Child's home address:

Postcode:

Parent/Carer details:

Mother's/Carer's name:

Address (if different from above):

Home number:

Mobile number:

Work number:

Father/Carer's name:

Address (if different from above):

Home number:

Mobile number:

Work number:

Email address:

Please provide details of anyone else , other than Parent's, who are permitted to collect your child:

Name	Address	Contact Number

Emergency Contact Details:

If your child is taken ill or has an accident we will try and contact you immediately. If this is not possible we would be grateful if you could provide details of someone who lives in the Scarborough area that we could contact:

Name	Telephone number (home and mobile)	Relationship to Child

Health Information:

Doctor's name and address:

Doctor's contact number:

Health visitor name and contact number:

Does your child have any special health requirements?

Does your child have any allergies?

Details of any other agencies/professionals working with your child:

Other information:

Languages used at home:

Ethnic origin:

Festivals, customs or traditions celebrated at home:

Thank you for taking the time to complete this form.

Thank you for choosing Childhaven Community Nursery School for your child. We have a wonderful opportunity to make sure they receive the best possible education, develop their individual talents and strengths and encourage positive attitudes to learning - important both now and in the future.

Like you, we want your child to be happy at Nursery and settle quickly. To support this, we have included details about Nursery life, organisation and general practices. We hope that you find this information helpful. Further details can be found on our website, which includes important policies, procedures, current inspection reports and additional information - www.childhaven.n-yorks.sch.uk

Whilst these details are relevant to all our children, please contact us if you wish to discuss any aspect relating to your individual child.

What to wear?

* We do get very messy at school so it's best not to send your child in anything too precious as it will more than likely end up with paint or mud on it!

* As the majority of children will just be starting to use the toilet independently it's probably best to send them in clothes that are easy to pull up and down.

* We do go out in all weathers so if it's a really rainy day bring their wellies etc.

* We do have spare clothes/ waterproof clothes at school, just incase.

* We have a lot of children which means a lot of coats. Please write your child's name in their coats and hats so that they don't get muddled up.

* We do have a lost property box, so if something does go missing don't forget to check in there.



Uniform

We have an optional school uniform, Our school colours are navy blue and red.

Many local shops sell plain clothes and YORBRAND (near Aldi) sell jumpers, cardigans and coats embroidered with the school logo.

We have some pre-owned items for sale at a very reasonable price—please ask a member of staff for current stock.

PLEASE WRITE YOUR CHILD'S NAME ON EVERYTHING!



School bags

Please prepare a bag for your child to bring to school so they can keep a spare set of clothes in there.

We also ask that if your child is in nappies that you pack spare ones a packet of baby wipes.

A school bag is also handy for other reasons:

- Choosing a school bag together can help get them excited for school.
- It's a good place to keep their pictures/ creations on the way home.
- If they have a comfort toy we can put it in their bag to keep it safe if necessary.
- School correspondence (newsletters etc) will sometimes be placed in their bag.

PLEASE WRITE YOUR CHILD'S NAME ON THEIR BAG

Admissions:

To secure a place you must have completed an admissions form. Once we have received the completed form a member of staff will contact you to discuss your preferred sessions and our settling in process.

Session times:

Our **morning session** runs from **8:30- 11:30** (doors open from 11:20 to enable you to collect your child by 11:30)

We kindly ask that you pick up on time, thank you.

Our **afternoon session** runs from **12:30-3:30** (doors open at 3:20 to enable you to collect your child by 3:30)

If your child attends for the full day you will be asked to provide a packed lunch

Dropping off and collecting times can be busy so we ask for your patience.

If you are consistently late at picking up your child a rate of £4:00 per 15 minutes will be charged. If your child is not collected by 11:30/3:30 and we haven't received a telephone call informing us why, then we will contact the emergency contact numbers.

Additional sessions/ non funded hours	Price
Early starters 8am—830am	£2.00
Morning session 830—1130am	£16 (2 year olds) £13 (3 year olds) (includes a snack and a drink)
Lunch session 1130—1230pm	£4.50 (Please provide a packed lunch)
Afternoon session 1230—330pm	£16 (2 year olds) £13 (3 year olds) (includes a snack and a drink)
Tea time session 330—545pm	£7.00 (includes a light snack / tea)

Healthy Schools

As part of our Healthy Schools initiative we do ask parents/ carers to contribute **£1** a week to fund cooking activities and local trips within the community.

Mrs Rose will collect this in reception on a morning whilst completing registers.

Thank you



Typical session outline:

8:30/12:30 start
free flow play with a combination of adult and child led activities

11:10/3:10 whole school singing/music/story groups

11:20/3:20 doors opened for home time

Lunch club 11:30-12:30



Settling in: We really want all of our children to have gentle transition into nursery and we understand how difficult this process can be, for both the child and the parents. To help your child settle we do ask that **they attend for a 1 hour taster session without you.** We will be able to talk with you about your child's individual transition after this session. If your child is finding the transition into nursery difficult we may suggest a number of different strategies to support them with this process. If you are worried about your child's transition then please speak to your child's key person or other member of staff so they can offer you some reassurance.

Key person: all children have a key person (Mrs Anderson, Mrs Clough, Miss Ingle, Miss Metcalfe, Miss McNulty, Mrs Pearson and Mrs Veitch.) Your child's key person will: create a special learning journey book, email you photos about the interesting and exciting things they've been up to, lead special group times including Island time and complete all assessments that are shared with you regularly. Our head teacher (Mrs Firth) will often be around as you enter and leave nursery for informal chats and Mrs Rose will be here every day at the beginning of sessions to chat to you informally about any aspect of nursery life. Mrs Rose will also be able to help you if you want to book additional sessions at nursery too.



What is Island time?

A special keyworker group time to chat about our : lives, thoughts, feelings and interests. It's called Island time because it's like being sat on our own private little Island away from the rest of the world,

What is Jabadao?

Is a word to describe developmental movement play.



Jabadao was founded in 1985 and uses music, movement and dance to support children of all ages enhance their physical development.

We also do yoga and practice mindfulness at the end of these sessions.

What is Heuristic play?

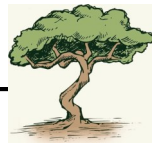
In their book, *People under Three*, Elinor Goldschmied and Sonia Jackson coined the term heuristic play, to explain how to provide a more structured opportunity for this kind of activity. Heuristic play 'consists of offering a group of children, for a defined period of time in a controlled environment, a large number of different kinds of objects and receptacles with which they play freely without adult intervention'. It is particularly useful for children in their second year who often seem unwilling to engage in any activity for more than a few minutes. According to the Oxford Dictionary, 'heuristic' means helping to find out or discover (we use things like: pegs, wooden objects, bottle tops, corks, spoons, pine cones etc and let the children explore and discover for themselves).

Who is Kathy?

Kathy Seabrook leads an interactive musical session with us fortnightly on a Friday. She brings an array of instruments for us to listen to and play (including saxophone and flute) ,we sing songs and even have a little dance. There is a rhythm and routine to the sessions which the children learn over time.

Learning stories: Our '**Learning Story**' is a record of what we have seen your child doing at nursery, and also includes anything that you have sent in from home. The written **story** may be as short as one paragraph or one page or longer. They are used as a celebration of the wonderful ways in which the children view and engage with the world and people around them. The learning stories are very special to us and the children which is why we value any comments or contributions you would like to make to them.

Please feel free to take your child's learning story home with you (just please bring it back, we have a signing out/in sheet so we don't lose any), have a look through, chat with your child about the photos and if you get chance, write a little comment on it. If you have any photos /drawings about a special time or moment then please feel free to add them into your child's learning story, we'd love to hear all about it. It is your special memory to keep when your child leaves us.



Curiosity Approach In Childhaven Nursery

We are an accredited 'Curiosity Approach' setting. We would like to explain what this means to you and your child within our nursery school.

- We offer a modern day approach to Early Years Learning,
- We believe that children are curious learners and are eager and interested to explore. Children need to be inspired to be able to do this by experienced and knowledgeable staff offering interesting resources around areas.
- We aim to bring curiosity, awe and wonder into all our spaces for our children to become individual and independent learners.
- We encourage things that a child will do naturally....(explore, look, listen, touch and taste)
- We create an environment where you as parents feel welcomed and can share in our passion. Come and look and see all the spaces ,ask us any questions you have.

We are always collecting....

Resources and artefacts:-

Authentic (real)- baskets, cases, pots, ornaments, picture frames, wood, cups and saucers (oddments) or anything you think we may like ?

Loose parts (small objects to make patterns with) –string, wool, bobbins, shells, sticks, buttons, fabrics, lace.

If you are going to throw it away.....please check with us first!!!

We look forward to you and your child joining our journey
.....enjoy and be happy x



Illness: if your child is unwell and unable to attend then please contact us to let us know. If your child is absent due to sickness and/or diarrhoea then our policy is for them to remain absent from school for 48 hours after their last bout of sickness. Certain illnesses will require a longer period of absence such as chicken pox, a member of staff will be able to inform on our policy depending on the illness. If your child becomes unwell during the session we will contact you (or someone from the emergency contact list) to come and collect them. **PLEASE REMEMBER TO KEEP EMERGENCY CONTACT NUMBERS UP TO DATE BY TELLING US IF THEY CHANGE**

Prescribed Medicines

Medicines should only be brought into school when essential; that is where it would be detrimental to a child's health if the medicine were not administered during the school day.

The school will only accept medicines that have been prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber. Medicines should always be provided in the original container as dispensed by a pharmacist and include the prescriber's instructions for administration and dosage. All medicines provided by parents will be securely stored in a locked cabinet. **Only medicines prescribed by a doctor will be given once a form has been completed**

We will not be able to administer non prescription medicines such as Calpol /paracetamol / neurofen.

Mobile phone and camera use on premises:

For children's safety, the use of mobile phones whilst on nursery premises is prohibited. In addition, please note that parents / guardians and visitors are not permitted to use any recording device or camera, including those on a mobile phone, on the premises without prior consent from the Senior Management Team.

During special events and performances, photographs may be taken by parents / guardians for personal use only (not to be uploaded onto any social media platform and not to have any other children in the background).

Social media and online safety guidelines:

As detailed in the Technology and Online Safety Policy available on our website, we ask that if parents have any queries, concerns or complaints about the nursery these should be raised with us directly and not through social media platforms. **We also respectfully ask that you do not have links to our staff through their personal social media accounts.** Whilst Technology and Online Safety is continually evolving, as an organisation we aim to empower both adults and children with the knowledge to identify online risks. The safe use of technology and the implementation of systems and controls are of great importance in safeguarding children. Your support in this is vital; for further details please see www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety and www.internetmatters.org.



Safeguarding children



We follow North Yorkshire Safeguarding Partnership Policies and Procedures and regularly attend training.

Our Designated Safeguarding Lead is
Mrs Firth

Our Deputy Safeguarding Lead is
Mrs Rose

Keeping children safe is everyone's responsibility.

Please speak to any member of staff if you are concerned about a child.
Or you can ring 01609 780780

Early Help is North Yorkshire's new approach to ensure children, young people and their families receive the right support at the right time to stop problems escalating.

Providing Early Help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

Effective Early Help ensures children, young people and their families receive the right help, at the right time from the right service and most importantly, where possible, from the person they have an existing, positive relationship with.

You can talk to us at any time if you need some support, or you can ring the Early Help team on 01609 534852

School trips / out and about groups

We regularly take children on short trips in the local area. We ask for your permission for this in the list at the end of this pack. This is so that we can quickly respond to children's interests and make the trip real—for example going to Sainsbury's for a special snack.

If we venture further afield, you will always receive a separate letter.

Miss Ingle is the member of staff who co-ordinates these events. She also has a beach-school leader qualification and we regularly take children down onto the South Bay beach.

Why good attendance is important?

Good attendance promotes good outcomes for children. In a small minority of cases, good attendance practice may also lead to the earlier identification of more serious concerns for a child or family and may have a vital part to play in keeping a child or other family members safe from harm.

Why is good attendance important?

There are positive benefits to be gained from regular attendance; this includes not only coming to every booked session, but also being there on time.

Benefits include the following:

Good habits . It builds in young children the idea that getting up and going to a setting is simply what you do. Children who attend every booked session develop a feel for the rhythm of the week and gain a sense of security from some regular elements, even when the actual pattern or focus of their learning or activity may vary widely from week to week.

Secure relationships . Young children find it easier to build and sustain a range of social relationships when they regularly attend their childcare setting. Regular times arranged with parents help to develop a secure attachment within the setting. For some families, particularly at times of stress, the child's regular attendance at a setting allows parents to get other things done and helps them enjoy spending time with the child when he or she is at home.

Self-esteem . Children who rarely miss sessions at an early years setting and come on time are more likely to feel good about themselves. This is because they know what goes on and what to expect, feel more confident with the adults and the other children and have more opportunities to be valued and praised for their own special contribution. Children who regularly miss sessions or are generally late, can frequently experience a sense of having to try a little bit harder just to understand what is going on and what other children are talking about or doing. Regular attendance and being on time, helps many young children to separate from their parents or carers at the start of the day and settle more readily into daily life in their setting

Learning and development . Staff carefully plan every session for each child in their care and want to take every opportunity to help them thrive. Experiences gained in one session are often developed further in the next session, whether or not these are consecutive days. Children learn in many different ways through play with others and through being in the company of staff who actively support their learning and development. Underachievement is often linked to lower attendance. For some older students this is linked to a steadily deteriorating trend in attendance which is traceable right back to their Early Years setting.

Please help your child to learn by sending them to nursery as often as you can.

Speech, language and communication

The ability to communicate effectively is a gift that we want all children to have. Language development is strongly associated with all other aspects of your child's development and children who struggle to use language could find future learning difficult.

How do I support my child's language development?

Sing....every day

Talk to them and involve them in conversations about real things

**Add a word on!
Simply add one word onto what your child says and repeat back**

Read books....every day

Play with them on the floor

Limit TV and tablet time

How do I know if my child is communicating appropriately for their age?

By the age of 2

- Do they use 2 words together (e.g 'teddy gone')
- Do they repeat lots of single words after you say them?

By the age of 2yrs 6 months

- Do they put 3 words together (e.g. 'mummy get it')
- Do they use 'me / you / I?'

By the age of 3

- Do they speak in simple sentences?
- Do they follow simple instructions?

By the age of 3yrs 6 months

- Do they sing songs?
- Do they talk with other children and listen to them?

Please talk to us if you are concerned about your child's communication. We are very experienced in supporting children's language development and will offer you lots of guidance and support. We can also put you in touch with more specialist speech and language therapy services.



Lunchtimes at Childhaven (11:15-12:30):

If your child is staying for lunch this will take place in the basement. The tables are set up with their packed lunches and a member of staff then takes them down stairs to wash their hands and get ready for their well earned lunch. Each table has a member of staff to support the children whilst they are eating,

Healthy lunch box tips...

Base the lunchbox on foods like: bread, rice, pasta and potatoes. Choose wholegrain where you can.

If your child doesn't like wholemeal bread try making a sandwich with one slice of white and one slice of whole-meal..

Keep a small selection of bread in the freezer. Make lunchboxes more interesting by using different shapes, like bagels, pittas and wraps. Try different breads cut into

Wraps and pots of fillings can be more exciting when they get to put them together. Dipping foods are also fun and make a change from a sandwich each day.

Get them involved. They are more likely to eat it if they helped make it.

Add salad to sandwiches -it all counts towards your child's 5 a day.



Always add veg. Cherry tomatoes, carrot sticks, cucumber, peppers all counts towards their 5 a day. Adding a small pot of hummus or other dips may encourage them to eat vegetables.

Be adventurous and get creative with what goes in their lunch box.

If your child really likes crisps try reducing the number of times you include them in their lunchbox and swap for homemade plain popcorn or rice cakes.



Try chopped apple, peeled satsumas, strawberries, blueberries, halved grapes or melon slices. Add a squeeze of lemon juice to stop them from going brown.

Swap fruit bars for dried fruits but remember to keep them to mealtimes as they can damage your child's teeth.

Tinned fruit counts. Add some tinned fruit (in juice not syrup) in a small pot to their lunchbox.

WE HAVE CHILDREN WITH SEVERE NUT ALLERGIES, PLEASE CAN YOU ENSURE THAT YOU DO NOT PACK ANY NUT PRODUCTS IN YOUR CHILD'S BOX. **This includes Nutella.**

PLEASE NOTE THAT ANY NUT PRODUCTS WILL BE RETURNED TO YOU

Consent information

I give permission for:	Signature	Date
Outings, trips, walks to the local area (park, Sainsburys, Pet shop, train station etc)		
Sharing information with other professionals, e.g. health visitor, educational psychologist, occupational therapist, GP, or speech therapist.		
Photographs of your child to be used on our classroom displays.		
Uploading of photographs onto our : Website		
Facebook page (public page for advertising)		
Facebook closed group (current parents and families only)		
Other social media platforms (e.g. nursery Instagram page)		
Newspaper		
Posters/school information leaflets		
We regularly work with staff from other nurseries. Please give permission for photos (never your child's name) to be used (e.g. in presentations to other staff / flyers advertising courses)		
I will not write anything on social media that could be offensive or upsetting towards a group or individual.		
I consent to first aid and emergency medical treatment being given to my child		
I consent to the use of plasters when needed		
I consent to the use of nappy rash cream (This will be provided by parents and labelled) (We do not provide cream for hygiene reasons).		
I consent to staff applying my child's own provided sun cream or one provided by nursery.		
I consent to my child being involved in Christmas activities including a Christmas performance.		

In line with our social media/mobile technologies policy; staff members **cannot** accept 'friend requests from parents/carers'. Should you choose to contact the school Facebook page, please be aware that the team will contact you in school working hours 8:30-3:45pm.



Ready to start.....a to do list for parents

- ◇ Talk to your child about starting nursery positively
- ◇ Decide what your child is going to wear for nursery and think about clothing / uniform and a school bag
- ◇ Put your child's name on EVERYTHING (handwritten with a biro will do!)
- ◇ Ensure you know who your child's key person is and use their name at home (E.g "I wonder if Miss Metcalfe likes pizza?")
- ◇ Complete all the essential information on the forms included in this pack ready to hand in on your first day
- ◇ Telephone us if there are any concerns, however small. Definitely let us know in person about anything medical that we need to know about your child.
- ◇ Complete your 'I am Special' form ready to hand to your key person so that it will help us to get to know your child's interests, likes and dislikes and support them to settle in smoothly.
- ◇ Join our parent group on Facebook (Childhaven Nursery School Parents' Group)