



SEATON HOUSE SCHOOL
NURSERY DEPARTMENT

2016 - 2017

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STAFF

The Nursery Staff work very much as a team with everyone contributing ideas to the planning of the daily activities.

Head of Early Years & Nursery Manager:

Mrs Sarah McGreevy

Nursery Practitioners:

Mrs Angela Hopkins

Mrs Lesley-Anne Blaney

Mrs Becky Ansell

Mrs Clare Oldroyd

Mrs Maria Newton

Miss Katherine Saunders

Mrs Lorraine Ball

Every child at Nursery is allocated a key person. This person is responsible for helping your child to settle, reviewing their development and progress and ensuring that your child's needs and interests are incorporated within our planning and provision.

The Nursery is organised into two parts, Lower Nursery and Upper Nursery, based primarily on the academic year group to which each child belongs.

LOWER NURSERY

Children enter the Lower Nursery at the beginning of the term in which they have their 3rd birthday. These younger children are in the Nursery for 5 morning sessions only, during their first term. In the term following their 3rd birthday, parents may opt to remain at 5 mornings or add some extended or whole day sessions, provided Nursery staff are satisfied that your child is ready to extend their day.

UPPER NURSERY

All children in the Upper Nursery are also required to stay for a minimum of 5 full morning sessions.

NURSERY HOURS

The Nursery Department is open from 8.30am.

Nursery hours are:	Morning only:	8.45am – 12.00pm
	Morning + Lunch	8.45am – 1.00pm
	All day	8.45am – 3.15pm

EARLY BIRDS

Children may be left from 8.00am each morning – please see separate *Early Birds* leaflet for full details.

AFTER SCHOOL CLUB

Children in Nursery may attend After School Club in the main school from 3.30pm – 5.30pm each evening. Please see the separate *After School Club* leaflet for details.

THE NURSERY

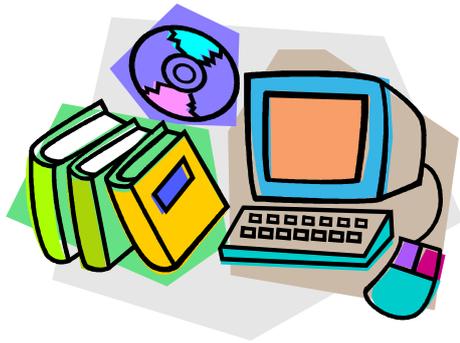
Our vision is to create a welcoming, safe environment where every child can happily flourish. We will provide a range of stimulating experiences which build on the children's interests and existing knowledge and skills.

We will value and support each individual child and develop their confidence and potential. We will work closely with parents to share information and support the learning and development of each child.

In the Nursery an enormous amount of learning and development takes place without the children being aware that they are learning. Young children absorb vast quantities of knowledge and develop new skills whilst 'playing'. The experience and skill of the Nursery Staff enables them to recognise and exploit to the full the learning potential of various activities. The Early Years Foundation Stage curriculum is based on the provision of good quality play experiences and practical activities which promote learning. This is alongside adult directed activities to introduce, reinforce and develop knowledge, concepts and skills. The activities and provision enable the children to develop their attention and concentration, logical and sequential thought, curiosity, observation, willingness to take risks and enthusiasm for learning. These are the essential characteristics for all learning. We want all children to have a sense of personal worth, self-confidence, self-control and self-belief. The children develop their social skills, build relationships with adults and other children and develop a sense of community. We encourage the development of independence and support the children to learn new skills and then use them independently.

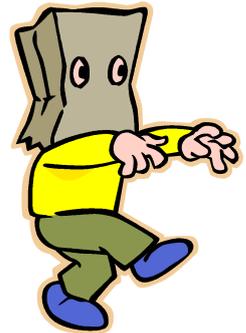
LOWER NURSERY

The morning session will include activities focusing on social skills, participation, language development and the development of good physical skills. Through a wide variety of practical activities we will also develop mathematical awareness. This may involve counting, sorting, matching or number games.



The children learn through a combination of adult led activities and opportunities to initiate their own learning and reinforce the new skills introduced. The children also take part in carpet sessions during the morning. . The carpet sessions include news sharing, music, songs and rhymes, stories and simple mathematical activities as a group. The children learn to take turns within a group, to sit and listen and to share their ideas and opinions.

The children will have the opportunity to participate in creative activities, including collage, printing, painting and 3D modelling. The role-play area, sand, water, construction materials and investigation area are also available to invite play, exploration and investigation. Adults work alongside the children to support and extend their ideas, language and skills. The children also have regular access to the garden where activities and experiences are planned to further enhance their learning and development.



UPPER NURSERY

In Upper Nursery the children continue to learn through a wide variety of well planned play experiences. We also extend the number of structured activities and carpet sessions which the children participate in.

The children will take part in activities to develop their listening, attention and early phonic skills. Once these are in place the children will be introduced to letters and shown how to use these to read and spell words. The children learn the sounds made by the letters and the formation of the letter. This forms the basis for progressing on to the Read, Write Inc Phonics scheme.



The children are provided with a wide variety of activities to develop good pencil grip and fine motor control. They will be taught a cursive style of writing in preparation for developing a joined script once they begin full-time schooling. Familiar words and environmental text are displayed around the room and the children are encouraged to use their letter sounds to sound out words to read and spell them.

The children are encouraged to become confident readers and develop a love of books. Emphasis is placed on the enjoyment of stories. Children are supported to retell stories, learn about characters and settings and create stories using their own ideas. Through story telling we are able to develop the skills needed to become a creative writer. The children are supported to develop good pre phonic skills and once ready they are quickly introduced to the letter sounds and supported to use these to read and spell simple words. We support the development of good comprehension skills through discussion and careful questioning. Role play and story props are used to help the children sequence the events in stories and retell them using story language. Encouraging a love of stories and rhymes is essential for children to become enthusiastic, life long readers

A variety of approaches will be used to help children to develop mathematical understanding in order to ensure that they have a thorough understanding of the numbers and their value. Activities involving counting, number recognition and problem solving support the development of good numerical skills. The addition of number rhymes, role play and games provides further opportunities to reinforce and develop number skills and an understanding of addition and subtraction. Although the children will have opportunities for writing numerals, emphasis will be on extensive practical experience to develop an understanding of number and ability to use it to solve simple mathematical problems. An understanding of shape and their properties, measure and sorting are also developed through a combination of planned play experiences and adult led activities.

The home corner and opportunities for role-play, sand, water and construction materials all afford openings for experiment and conversation. An appreciation of the natural world will be developed through observational walks in the local environment and the examination of natural items such as shells, leaves, pebbles, plants and minibeasts. The children will also be given the opportunity to use technological equipment (the computer, CD player, Interactive White Board, light box and listening station) and will be encouraged to investigate how things work (e.g. looking at old clocks, moving toys etc).

Music, rhythm, movement and song will help to develop listening skills, encourage the children to explore the sounds made by instruments and to move expressively and with imagination. In addition to participating in a variety of singing and instrument playing activities through play, the children will also have the benefit of a weekly Music and Movement session. During these sessions we also build on the children's listening and discrimination skills which really supports the development of phonic skills.



We encourage and promote the development of participation, persistence and concentration. We support the children to meet challenges and give them the confidence to solve simple problems. If there are any queries or anxieties, please do not hesitate to speak to us.

MORNING SESSIONS

The children begin each morning by self registering and then select an activity. This enables the children to get busy from the moment they come into Nursery. Nursery staff welcome the children and support them to settle. The children gather on the carpet for a short carpet session. During these sessions we might share news, read a story, introduce a topic or explore a mathematical concept. Following the carpet session the children are able to select from a variety of well planned provision. These include: a home corner, creative workshop, writing area and small world play. Alongside this provision the children will be encouraged to undertake more structured activities linked to a particular topic or theme and designed to develop key skills and concepts. Activities are also planned for the outside area.

At mid-morning the children have another carpet session, this session varies each day but includes music, singing, mathematical activities and circle time. Following carpet time the children are able to select from a wide variety of activities and experience both inside and outside. Again there is a balance of freely chosen and more directed activities. The Nursery staff work alongside the children to support and develop their play. Outside the children are able to explore and develop skills in different ways and therefore consolidate their learning. During this session the snack table is open and a member of staff sits with the children to

enjoy their snack. This promotes discussion and good social skills as well as reinforcing the importance of healthy eating.

AFTERNOON SESSIONS

The activities for the children who stay for afternoon sessions are designed to further develop their skills and knowledge. The activities are separate from those provided during the morning session but are often linked to the same theme or topic.

A weekly newsletter is sent home to inform parents about the activities planned for the week. This also contains information about important dates, birthdays and events.

Changing your choice of afternoon sessions:

Towards the end of each half term parents of Nursery children will be asked to indicate their choice of afternoon sessions for the following term. Wherever possible, we try to accommodate your preferences. However, in order to maintain the appropriate staff / pupil ratio, it may be necessary to ask for a revision of your original selection. Choices made will apply for the **whole** of the following term.

Sometimes parents request an occasional extra session for their child. Such requests should always be made through the School Office.

THE EARLY YEARS FOUNDATION STAGE (EYFS)

The EYFS is the period of education from age 0 to 5. At Seaton House we use this as a tool to support our planning and assessment.

This Early Years is a distinct stage with its own early learning goals which cover the seven main areas of young children's development and learning. During the EYFS these areas will be introduced in ways that are suitable for young children, often through play. Staff will build on the children's existing skills and interests, and on their play activities, in order to help them learn.

Through careful planning of the activities and provision we encourage and develop the 'Characteristics of effective learning'. These are the skills and dispositions needed to become a life long learner and will impact on all future learning.

These are:

Playing and Exploring

Active Learning

Creating and thinking critically

Prime Areas

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Within a nurturing environment, children are individually supported in developing confidence, autonomy and self-respect. They are encouraged to work and concentrate independently and also to take part in the life of the group, sharing and co-operating with other children and adults. Through activities, conversation and practical example they learn acceptable ways to express their own feelings and to have respect for the feelings of others. All children are given the opportunity, as appropriate, to take responsibility for themselves and also for the group, its members and its property.



COMMUNICATION AND LANGUAGE

Language skills are continually being developed as Nursery staff work alongside the children and interact with them. Adult led activities are also planned to introduce and develop key skills such as listening skills and extending vocabulary. In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening and by hearing and responding to stories, songs and rhymes. Adults listen to children and respond to their ideas, modelling good language structure and extending learning.



PHYSICAL DEVELOPMENT

A range of equipment and opportunities both indoors and out of doors, allows children to develop confidence and enjoyment in the use and development of their own bodily skills. Adult supervision enables children safely to create and meet physical challenges, developing increasing skills and control in moving, climbing and balancing. At the same time, children are supported in the development of the fine motor skills required to use tools, including pens and pencils, and to handle small objects with increasing control and precision.

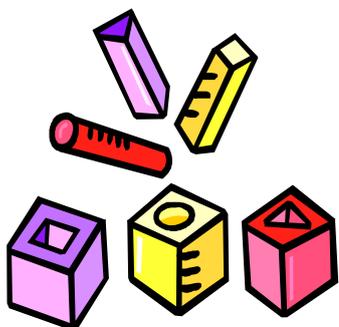
Specific areas

LITERACY (reading and writing)

Children are helped from an early age to understand that written symbols carry meaning, to be aware of the purpose of writing and when they are ready, to use drawn and written symbols for themselves. A well-stocked book corner gives every child the opportunity and encouragement to become familiar with books, able to handle them and be aware of their uses, both for reference and as a source of stories and pictures. Regular opportunities to share stories individually and in small groups promotes enjoyment of reading and good comprehension skills. Parents, with their children, have access to the studio to borrow books when they wish. Early phonic skills such as good listening, sound discrimination and oral skills are developed. Once these are in place the children are introduced to letter sounds and quickly begin to use these to sound out words to read and spell them. Children are provided with lots of opportunities to write as part of role play and planned activities.

MATHEMATICS (Numbers, shape, space and measures)

By means of adult - supported practical experience, children become familiar with the sorting, matching, ordering, sequencing and counting activities which form the basis for early mathematics. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape, position, size, volume and number. Songs, games and picture books help children to become aware of number sequences and when they are ready, to use simple mathematical operations



KNOWLEDGE AND UNDERSTANDING OF THE WORLD (People and communities, the world and technology)

A safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials. They learn



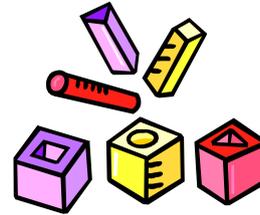
to observe the features of objects and substances, recognising differences, patterns and similarities, and to shape and record their findings. Children are assisted in exploring and understanding their environment, both within the groups and also in the wider community. A range of safe and well maintained equipment enables children to extend their technological understanding, using simple tools and techniques to solve problems.

EXPRESSIVE ART AND DESIGN (Exploring and using media and materials, being imaginative)

Children are encouraged to use a wide range of resources in order to express their own ideas and feelings and to construct their individual response to experiences in two and three dimensions. Art equipment including paint, glue, crayons and pencils as well as natural and discarded resources, provides for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage. Children join in with and respond to music and stories and there are many opportunities for imaginative role play, both individually and as part of a group.



YOUR CHILD and READING & WRITING



Each child in the Nursery is considered as an individual, with his or her own needs. Every child will enter the Nursery at a different stage of development. All the activities planned by the Nursery Staff will, therefore, take into consideration the age and stage of development of your son or daughter and support them to develop from where they are.

As your child develops their phonic skills they will be encouraged to read simple words and the, once confident, simple sentences. Alongside these skills a love of books and good comprehension skills are essential to becoming a good reader.

Below is a list of activities that you might expect to see during a Nursery session. Don't forget that even when not directly involved in a reading activity, your child will be communicating with other children and adults, developing his/her vocabulary. Good understanding and verbal communication are prerequisites to becoming a reader.

- Teacher leading a story session, often with a “Big Book”, with the children following the text. This may involve a discussion of the book itself, the plot, the characters, or making predictions about what may happen next.
- Class session using a ‘story map’ to retell a story. This might also include the use of props.
- Learning rhymes and songs, which may be used as the basis for looking at rhyming patterns and letter/sound recognition.

- Listening activities and memory games.
- Sharing books in the book corner.
- Role play, acting out the story to sequence the main events and discuss the characters.
- Small group discussions to support and develop language skills
- Group participation in word games and puzzles.
- Planned phonic activities.
- Recognising labels and signs around the classroom area. Making their own labels and name cards.
- Participating in role play activities, to promote the development of creative language. This also provides opportunities for the children to read and write for a purpose.
- Making use of writing materials in role play activities, in order to 'write' letters, memos, instructions, etc. It may appear to be 'scribble' to us, but it is essential for developing manual skills and the correct left to right orientation required for reading and writing.



- Adults demonstrating appropriate use of language in all situations, to describe, question, explain, summarize and prompt.
- Adults modelling writing skills.

What you can do to interest your child in reading outside the classroom.

- Do find time, each day, to share a book.
- Do try to read a wide range of books to your child, including books where the child is required to listen, those where the emphasis is on sharing pleasure in illustrations and discussing them, and some, with simple text, in order that individual words may be pointed out.

- Do share rhymes and songs as this helps the children to learn about patterns in words.
- Don't worry if your child wants the same book over and over again; on each reading your child will be gaining new understanding from the text and the illustrations, as well as gaining in confidence.
- Do encourage your child to join in with the story: predicting the next event; recounting the story so far; "reading" the text themselves; pointing out words with which they may already be familiar; and playing games with words which begin with the same initial sound, or end with similar sound patterns.
- Do try to read a range of books to your child, factual books as well as story books. Do ask the Nursery staff about the current topic going on in the classroom, so that you can borrow related books from the library.
- Do remember that we have very good library services in Sutton, including Sutton Central Library, which has an excellent children's department. Ask about library vans in your area, and special story-telling sessions for pre-school children.
- Do encourage your child to listen to audio tapes of stories. Again, story-tapes, often with an accompanying book, can be borrowed from a local library.
- Do look out for education programmes on television for pre-school children that develop the reading process, as well as CD ROMs and online educational websites.
- Do remember that you are an important role model for your child; show that books are an important part of your life.



- Do create a "words" culture at home where words on signs, packets, shops, and on fliers are pointed out and discussed if your child shows a ready interest. Letter fridge magnets, plastic bath letters, home-made labels indicating objects around the home, are all ways of conveying the importance of the word as a form of communication.
- Do encourage your child to play at being a reader: imaginative games where your child plays out the role of teacher, parent, shopkeeper, receptionist etc, involving books, pencils and paper, are all ways for your child to extend their creative word power.
- Talk to your child about the story. Can they recall the main events? Talk about the 'characters' in the story and the 'setting'.
- Come and borrow some games and activities from our games library.

The Nursery Staff are always happy to answer any queries or provide some further ideas to support your child at home. The Nursery staff also have leaflets and information regarding the development of phonic skills, early reading, creativity and mathematical skills. Please ask if you would like some further information.

HANDWRITING

The pupils in the Nursery are taught a cursive style of handwriting where all small case letters begin 'on the line' with both an entry and exit tail. Daily handwriting practice will focus on correct letter and number formation.

It is vitally important that pupils use a correct grip when using pencils or crayons. It may take some time for your child to develop accurate control when colouring and writing so encouragement at home, within a 'play' context is greatly appreciated. Please reinforce the correct use of this cursive style if your child is writing at home.

0 1 2 3 4 5 6 7 8 9

A a B b C c D d E e F f G g
H h I i J j K k L l M m
N n O o P p Q q R r S s
T t U u V v W w X x Y y Z z

COLLECTING CHILDREN AT THE END OF NURSERY SESSION

Access to the Nursery at the beginning and end of each session is via the gate at the bottom of the garden. If your child is to be collected by an adult other than the usual parent or carer, parents are asked to write the relevant details in their child's contact book. We ask parents to give us a password which we will ask adults when they collect your child. In this way, the Nursery Staff can ensure that children only leave the premises with an authorised person. If a child is not collected by the end of the session Nursery staff will contact the parent/carer. If this is at the end of the school day the child will be taken to the main school to join the after school club. A parent will then be contacted.

WATER BOTTLES

Please provide your child with a **clearly named** water bottle so that they are able to help themselves to water as they need it throughout the day.

PACKED LUNCH

All Nursery children who will be attending afternoon sessions will need to bring into school a packed lunch. **Children may not bring in NUTS** as there are several children who are allergic to nut traces. We ask that the food items included are wrapped in foil or put into a small lidded container. All lunchboxes and other containers should be clearly named. Water is provided for the children to drink with their lunch. Food which is uneaten will be returned in the lunch bag so that you are able to monitor how much your child has eaten.

BIRTHDAYS

We celebrate pupils' birthdays by singing to them and presenting a Birthday Sticker at our weekly assembly. Pupils whose birthdays fall within school holidays receive their sticker on the last day of term. Whilst we realise that birthdays are very special occasions, we ask that parents do not bring into school birthday cakes for sharing with the whole class. Should parents wish to send in a small packet of sweets (or similar) for the other pupils in their child's class, then the staff will be happy to distribute these at the end of the day, for consumption once the children arrive home. These sweets and chocolate may not be consumed during the school day. Alternatively we would encourage parents to donate a story book for their child's birthday. We will provide a certificate to stick in the front of the book and this book is then added to our book corner to be shared with your child and their friends.

ABSENCE FROM SCHOOL

If your child is unable to come to school because of illness or if (s)he will be in late because of an appointment please let us know by **telephoning (or emailing) the School Office before 9.30am**. When your child returns to school after a period of illness please **write a letter or email confirming the reason for his/her absence**.

LIBRARY BOOKS

Parents are invited to help their child to select a library book from the studio. Library books can be changed at the start or end of the session as often as you would like. Sharing stories at home really helps to develop a love of books and reading.

MATHS AND LITERACY GAMES

We have a variety of maths games which you are welcome to borrow as often as you like. These games support number recognition, counting and early calculation skills.

UNIFORM

All children in the Nursery are expected to wear uniform. Please also ensure that your child is not wearing jewellery, only small stud earrings are acceptable.

The School Uniform Suppliers are: AlleyCatz Co Ltd
34 Molesey Road
Hersham
Surrey KT12 4RQ

Tel: 01932 223075

Web address is <http://www.alley-catz.co.uk/shop/schools/seaton-house-school>

Cold weather: Navy blue jogging trousers
School PE sweatshirt
School PE shirt with logo **or** white T-shirt

Warm weather: School maroon shorts with stripe **or** plain navy shorts
School PE shirt with logo **or** white T-shirt

Wet weather: School waterproof jacket (*waterproof trousers are optional*)

PAINTING APRON or OVERALL

All Nursery children will need a painting apron or overall – an old shirt of Dad or Mum’s is ideal.

SHOES

Nursery children should wear sensible footwear, appropriate for the type of play activities likely to be undertaken during the day. For some activities the children may need to remove their shoes and socks. It is therefore essential that each child is able to both remove and replace shoes unaided. **Velcro fastenings are particularly suitable!**

WELLINGTONS

Each child should have a pair of named Wellington boots to be kept in the Nursery.



CHANGE OF CLOTHING

Children should have a change of underwear at school. This should be kept in the red draw string bag which is on their peg. If your child needs to use wipes when they use the toilet then please provide these. We have spare jogging bottoms and tops in Nursery but if you would prefer you can provide a spare pair of trousers and top, again these should be placed in your child’s red bag.

Please name all clothing so that we can return items to their owner.

BOOK BAG

Each child will need a School Book Bag, in which to carry home completed work, Newsletters, etc. These are available only from the School Office. Please ensure **that book bags are emptied each day.**

BEHAVIOUR

Seaton House Nursery aims to foster good behaviour, kindness and consideration for others. We have 4 clear ‘golden rules’ that we encourage everyone to follow:

- Do be kind and helpful
- Do listen to others
- Do look after our toys
- We are polite



The children are encouraged to be polite, to respect others, to take turns and to share fairly. Should a problem arise, staff support the children to resolve the conflict. In cases of inappropriate behaviour, children are sometimes removed from an activity for a short period or asked to sit still for a few moments to think about what has happened and how it has affected others. Turn taking, emotions and kindness are also explored through small group sessions and circle times. Parents are always informed at picking-up time of any problems and the staff action taken is discussed with them. Kindness, helpfulness and consideration are always praised and good news about behaviour is also passed on to parents.

SETTLING IN – POLICY and PRACTICE

Starting Nursery School is a major stage in the lives of children and their parents. Seaton House Nursery aims to make the transition from home to school a positive experience by ensuring that young children feel secure and settled in their new environment. We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of friendship, help and authority and to be able to share with their parents afterwards the new learning experiences enjoyed in the Nursery.

In order to accomplish this we:

- ❖ Encourage parents to visit the Nursery with their children before registering
- ❖ Encourage parents to visit the Nursery with their children during a morning towards the end of the term before they are due to start
- ❖ Assure parents that they will be allowed to stay for a short while until their children are settled for the first few days.
- ❖ Parents are invited to attend a settling in meeting during their child's first half term.
- ❖ We ask parents to complete an 'All About Me' booklet which provides us with valuable information about each child's likes, interests and concerns.

PARENTAL INVOLVEMENT

Supporting a child's learning and development is a partnership between home and school. At Seaton House we aim to support this partnership by sharing information and listening to parents. Parents are welcomed into the Nursery each morning to settle their child and talk to teachers. Staff are available each morning to talk to parents and this provides an opportunity to share information. If you would like to talk to a member of staff privately or in more detail then an appointment can be made.

Parents and Carers are encouraged to help on outings and are invited to come into Nursery to share special interests or to demonstrate skills. Parents frequently bring in artefacts to support the topic or theme in Nursery.

Information regarding the activities and experiences planned, birthdays and forthcoming events are shared through a weekly newsletter to parents. Information about the topics to be covered is also displayed on the Nursery notice board. 'Try at home' activity idea cards are available for parents to take and share with their child. Parents are also encouraged to share information and observations of their child at home to add to their child's learning journey.

Information leaflets regarding the development of reading, early writing and mathematical skills are also available for parents.

Written reviews and next steps are provided each term, in the summer term this is in the form of a final report. Parents are invited into school to discuss their child's progress during Parents' Evenings. Parents may also request an appointment to speak to their child's teacher or the Headmistress at any time should they have any areas of concern. Each child has their own Learning Journey and parents are welcome to look at these at the start or end of the session.

HEALTH and SAFETY

The safety of children in our care is a priority in the Nursery. Health and safety in the Nursery is covered in the school Health and Safety Policy, a copy of which is given to all members of staff. This policy is reviewed regularly and a member of the Nursery staff sits on the Health and Safety Committee. A full copy of the School's Health and Safety policy is available for viewing on the website.

Children are always encouraged to move safely and sensibly within the Nursery building, and outside. A daily risk assessment is completed to ensure that any identified dangers are removed. Fire regulations and procedures are reviewed regularly, with two practice drills each term.

Equipment, both indoor and out, is regularly checked by staff and any broken or damaged equipment is immediately taken out of service.

After parents have left in the morning, the garden gate is locked. Any unexpected visitors are asked to report to the School Office at 67, Banstead Road South.

All staff working in the Nursery have a full, enhanced CRB check and students and visitors are always supervised and are never left alone with the children.

Hygiene is given great importance in the Nursery. Children are reminded to wash their hands after any messy activity, before cooking, after outdoor play and after using the lavatory. Tables are cleaned thoroughly before and after the children eat.

An Accident folder is kept in the Nursery. The time, nature of the accident, staff present and action taken are written down as soon as possible. Parents are shown the report and asked to sign it if it involves a head injury otherwise a note is made in the child's bookbag.

All parents complete a Health Form for their child on entry into the Nursery.

Nursery staff also support the children to safely engage in 'risky play' and develop an awareness of their capabilities and how to keep themselves safe.

SPECIAL NEEDS

The Nursery emphasises the importance of early identification, assessment and provision for any child who may have special educational needs. Close liaison between home and school is seen to be vital.

All the Nursery staff are made aware of any special needs and records are reviewed termly or as soon as a need becomes apparent. The Headmistress and Special Needs Co-ordinator are kept fully informed.

Parents are asked to come in to the Nursery to discuss with the relevant staff the support a child may be receiving from outside organisations (e.g. speech therapist) and the ways in which the Nursery can also continue to provide support. Short discussions with parents are encouraged first thing in the morning but, if a longer discussion is needed, a mutually convenient time is arranged.

COMPLAINTS

All the Nursery staff are committed to addressing any parental concerns as quickly as possible. Staff greet each parent and child as they arrive. Should any concerns arise, the teacher and parent arrange an appointment at the earliest mutually convenient time to discuss fully any problems. The Nursery staff will inform the Headmistress should a problem arise. Parental concerns should be discussed first with the teacher and then, if necessary with the Headmistress and finally with the Governors. A full copy of the School's Complaint's Policy is on the school website.

NOTICE BOARD

Please check the Parents Notice Board for details of current topics and other items of interest.

P.O.S.H.

All parents of pupils attending Seaton House School automatically belong to the parents' organisation P.O.S.H. (Parents of Seaton House). The Committee is extremely active in organising a wide variety of events during the school year.....Christmas Bazaars, Quiz Nights, Disco's, Summer Barbecue/picnic. Their tremendous fundraising has enabled the school to acquire many additional resources....interactive whiteboards, computers, Sports Lodge, Nursery playhouse, digital camera, Science & Technology equipment, new tracksuits and fleeces for the School sports squads, storage units for the Nursery..... From time to time, POSH will also subsidise the cost outings and theatre groups visiting the school.



Please support all future events and perhaps give consideration to volunteering to join the Committee.