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## Owls and Tree Tops

A welcome guide to childcare at The University of Nottingham  
[www.nottingham.ac.uk/childcare](http://www.nottingham.ac.uk/childcare)





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# Joining Us

## Welcome

This booklet is designed to answer some of the questions that you may have about the Tree Tops or Owl rooms and your child starting our services or moving from one room to another in our service. Some additional information is provided in the Childcare Services Prospectus however please do not hesitate to approach us if you have any queries or feedback.

To help your child settle in could you please provide us with some photographs of family members (eg parents, grandparents, aunts/uncles), special people in your child's life (eg close friends) and special things (such as pets). We will use these to make a laminated sheet for your child that they can go to during the day at any time they want, show and share with their new friends and staff and that we can use to help make them feel safe and secure within the setting.

## Starting Our Service

New to the Childcare Services:

Starting a nursery for the first time can be very daunting for both your child and you. We believe that each child and family is different and therefore we do not have a 'one size fits all' induction programme. We offer up to a month of free transition visits for your child. Transition visits offer an agreed time whereby your child can 'visit' our service, spend time getting to know their key person, have time to familiarise themselves with the room and where things are, and have time to start forming friendships with other children. Some children will require just a few visits whilst other children may need to attend almost daily.

Moving from Woodland Wanderers or Rabbits to the Tree Tops or Owls room:

Whilst your child will be familiar with the setting and the routine of drop off and collection time, they will still need some time to become familiar with the new room, their new key person, the environment and routines. We will therefore support your child during the transition period (approximately 1 month) when moving from one room to another.



## New to the Day Nursery or Playcentre:

The first visit will last approximately one hour with you and your child spending time together at the setting. The key person will spend time with you finding out as much as they can about your child so that every effort can be made to support them starting Tree Tops or Owls. It is also a time for you and the key person to start thinking about how best to support your child during the transition from home to the nursery.

A further visit will be arranged and on this visit you will discuss with your key person, your child's development and skills they have achieved so far. You will also be encouraged to leave the unit for a short while (15–30 minutes) during this visit. It is important that you let your child know that you are going out for a short time but will be back soon. This will provide us with an indicator of how future transition visits should be scheduled.

It is very important that you attend the transition visits at the times scheduled. Staffing in the unit will have been organised to ensure that your child's key person is free to spend time with you and your child. The visits will also be organised to ensure that in the early stages of visits, your child is not arriving at what we call 'transition times' within the unit (for example, getting ready for lunch) as these can be much more demanding upon a child when first starting with us. As the visits progress and your child is starting to settle, visiting periods will lengthen and your child will be gradually introduced to transition times within the room.

## Moving Up:

Your child's key person will let you know when your child is due to move from the Woodland Wanderers Unit to the Tree Tops Unit or from Rabbits to Owls and will introduce you to your child's new key person. Visits will be scheduled wherever possible during your child's regular days of attending. Initially the visits will be short and your child's current key person will attend with them, gradually stepping back and supporting your child in forming a relationship with their new key person.

Initially visits will be during key play times however as your child starts to settle the visits will start to include some transition times such as snack and lunch time, gradually increasing the length of time that they are spending in their new room.

In the latter stages of visits, you will be asked by your child's current key person to drop your child off or collect your child from Tree Tops or Owls so that your child becomes familiar with drop off and collection times within their new room.

Sometimes children settle very quickly and do not want to go back to the Woodland Wanderers or Rabbits! If this should happen we will support your child in an earlier start in the new room wherever possible. However should your child find the transition process very challenging then we may extend the length of the transition period or increase the number of visits, which may mean we ask you to bring your child in on sessions that they would not normally attend. These will be free of charge.

The settling in visits for your child will cater to their needs as there is no one-size fits all programme. A meeting will be arranged between you and your child's new key person to discuss routines, visits and to answer any queries you have. Your child's current key person will ensure that all of the relevant information about your child is shared with the new key person (for example, the EYFS Child Development Record, Allergies, Special Dietary Needs, Individual Medication Plans, Special Educational Needs, Open Medication Consents). If you have any concerns please do not hesitate to speak to your child's key person, current or new.

# Transition visits





# Your key person

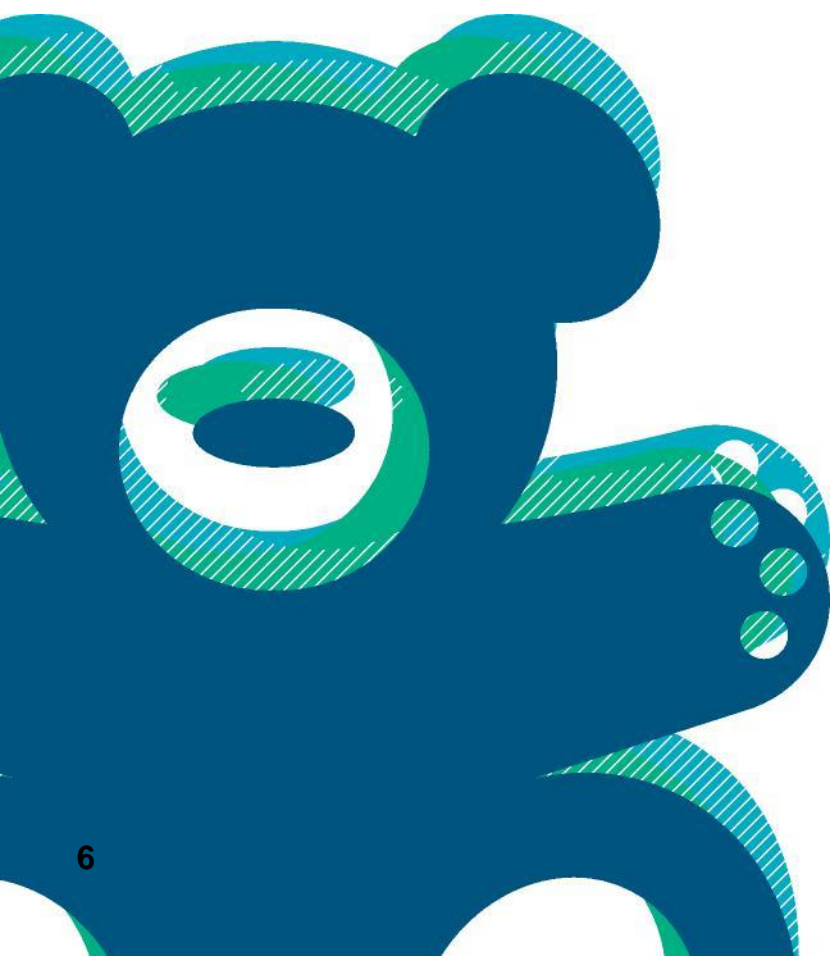
Your child's key person is a named staff member who will be your child's advocate whilst they are in the setting. They are responsible for ensuring that your child's individual needs are identified and met. This includes liaising with you, keeping up to date with what is happening outside of the nursery, observing your child, forming a deep understanding of what your child is doing and the next steps for your child so that activities and events at nursery can be designed to meet your child's needs. The key person forms a special bond with your child and is responsible for sharing with their team relevant information about your child to ensure that everybody is working together to give your child the best possible experience whilst they are with us.

Staff work on a shift system and therefore your child's key person may not always be available although the shift system should enable you to see the key person at some point during the day. The key person will introduce you to the other team members so that if you wish to pass on any messages verbally you can do this.

Likewise the key person will ensure that any messages that need to be passed on to you are shared with their team members before they leave the building.

There will also be times when your child's key person is not present, for example, on annual leave, on a training course or supporting other teams. Therefore once your child is settled at the nursery, the key person will support them in forming a relationship with other team members so that anxiety and stress when they are absent is minimised.

We try very hard to ensure consistency with your child's key person however sometimes events that occur necessitate a change. For example, long term sickness absence, maternity leave, change of role. Where such changes will occur, we will let you know, wherever possible in advance, and we will plan an appropriate transition for your child to their new key person.





# Early Years Foundation Stage Child Development Record

The online learning journal is a very important document that provides a real insight into your child, what they have been doing at nursery, how their development is progressing, their personality and preferred learning style and what Early Years Practitioners plan for your child. The learning journal contains both 'formative' assessments (that are on-going snapshot observations of your child at play) and 'summative' assessments (a summary of what all the formative assessments tell us about your child and where they are at).

On occasion you will meet your child's key person and you are encouraged to look at your child's learning journal, share your thoughts and views with us and identify any areas for further development.

We really appreciate your support in developing the learning journal and ask you to contribute too. Samples of things that your child has done (for example, a drawing, painting) and photographs of your child at play will be included from us and we welcome contributions from home of your child's experiences outside of our setting.

Your child's key person will introduce you to the learning journal during the transition visits and for those children already attending our nursery. When you leave the service, we give you access to the learning journal to share with your child's school or next provider.

## Early Years Foundation Stage

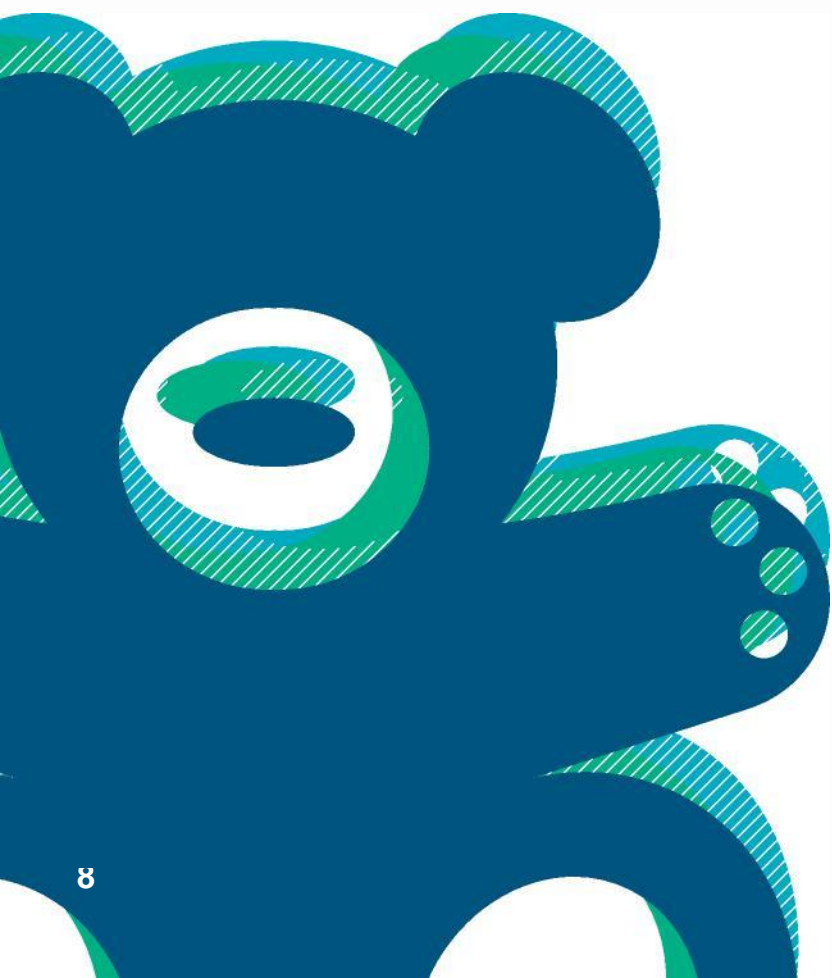
The Early Years Foundation Stage (EYFS) is the statutory framework within which we operate. You will hear the EYFS mentioned quite a lot as it sets the standards for learning, development and care for children from birth to five years of age. There are four guiding principles that cover the EYFS and these are:

- Unique child
- Positive relationships
- Enabling environments
- Children develop and learn in different ways and at different rates

We hope these principles will be evident from the way we plan the environment; the way we see your child as an individual with individual needs; the activities we plan; the key person system, which offers quality and consistency for your child; the way we aim to work in partnership with yourself; and the way in which we strive to offer equality of opportunity for all children using our service.

If you would like to know more about the EYFS you can download information from the Department for Education website or speak to your child's key person or a manager.

The Department for Education is: [www.education.gov.uk](http://www.education.gov.uk)





# Play and learning

Owls & Tree Tops have a daily routine and curriculum plan on the notice-board in the room for you to see. We ensure that a broad range of activities are offered that meet the requirements of the Early Years Foundation Stage, help prepare your child for entry to school and most importantly are fun for your child to engage with. Below is a sample of experiences that your child will have with us each day in the nursery:

## Welcome circle/circle time

Children gather together and say hello to their friends. This supports all the children in forming friendships, learning to take turns and listen. The welcome circle also ensures that children who only attend for part of the day are acknowledged and welcomed into the group. Any planned changes for the day can be shared with children. Early Years Practitioners plan activities for the welcome circle which might include:

- Singing, action songs, finger rhymes
- dancing
- reading a story / poetry
- talking about date, weather, seasons, special events
- games such as pirate keys and much more

Children share with their friend's experiences they have had and this helps form the link between home and the nursery, in addition to supporting your child's developing confidence, memory, recall and verbal skills..

## Child-initiated play

Play is key to supporting and promoting your child's learning. Your child will have access to a range of experiences that they can choose to engage with including (but not limited to):

- Modelling activities such as playdough, clay, mod-roc
- Creative activities such as cutting/sticking/collage
- Painting (incl. mixing, making own colours, printing)
- Other art activities such as boxwork, making pasta necklaces, music shaker, mask making
- Music and movement activities
- Let's pretend (make belief vets/ hospital/ café etc)
- Block play, small world,
- Magnetic Polydron

AND MUCH MORE

We encourage the children to take care of their environment and have respect for things.

We encourage children to reflect on what they have done and plan what they would like to do. This encourages your child to be an active problem solver, to vocalise their thoughts with others, to plan and to develop both memory and recall skills. Early Years Practitioners will support your child in reflecting upon things that have happened and lessons that can be learned from those experiences.

Early Years Practitioners will interact at appropriate times to extend the children's play, by posing problems for them to solve, introducing new language, concepts and ideas. They will help children negotiate with each other where there are disagreements and support them in developing social skills such as turn-taking, sharing, deferred gratification and expressing emotions in appropriate ways.

## Forest School

Children engage outdoors, learning about their natural environment. Activities will include: cooking over open fires, creating shelters, building dens, climbing trees, whittling and much more! Children are positively encouraged to risk take and have experience with a broad range of tools. We provide the all in one suits for your child however ask that you provide a good pair of wellies!

## French Lessons

During term time, children participate in Kids Lingo French lessons, through fun hands on activities. There may be a small charge for French.

## Swimming Lessons

All children in the year leading up to starting school will be offered the option of joining our swimming lessons. Children work towards their Duckling awards and some even go beyond and receive distance badges! There is a small charge for swimming.

## Adult-led activities

These are structured and planned to offer experiences building upon earlier learning and your child's interests. These are offered several times a day and include:

- Introducing new art techniques, tools and equipment (for example, how to use a stapler / hole punch safely)
- Going on a local walk to observe things in the natural environment, identifying 3D shapes, textures, smells, size, colour or seasonal changes, gathering things to create a 'nature picture'.
- Taking photos to create their own nature book / story book. Staff will introduce written words that describe the things children have seen / wish to express, thereby supporting children's understanding that print conveys meaning.
- Trips (eg Theatre, White Post Farm, Science Museum)
- IT (eg using the BenQ / Interactive White Board to build upon children's interests (eg which Dinosaurs were carnivores and which were herbivores / programming the bee bots / roamer)
- Exploring science eg identifying properties of objects that sink / float, are / aren't magnetic
- Team & group games such as parachute, what's the time Mr Wolf & Hot Potato

We introduce phonics using pure sounds through fun activities. Children have lots of opportunities to practise emergent reading and writing skills by ensuring play areas offer experiences embedded in their play. For example, construction area - they can 'draw' their building and staff will support them in labelling or writing about their building; making flags and signs to use with their block buildings; in 'let's pretend' - paper and pens enable them to 'write prescriptions', shopping lists, menus' and more. We do 'shared reading' whereby children 'read' together, developing stories from picture books, developing a beginning, middle and end!

We offer a play-based approach to supporting your child's emergent understanding of mathematical concepts, including two and three-dimensional shapes and their properties (how to identify these shapes in the environment), counting, simple addition and subtraction and more appropriate to their level of understanding.

You can see what specific activities are planned for your child on the environment plan on the unit notice board.

In addition, there are many opportunities for learning that aren't planned, such as birds visiting home-made feeders, frozen cobwebs in the winter & squirrels playing, that become valuable spontaneous learning experiences for the children that are recorded throughout the week on the environment plan.

## Outdoor play

Both child-initiated and adult-led activities are offered outdoors. We go out in most weathers so please make sure that your child has appropriate clothing at nursery. A range of play equipment is available to encourage the development of large and small muscles, spatial awareness, balance, coordination & to get children's hearts pumping! This includes:

- Tricycles, scooters, bicycles (no stabilisers, from 4 years upwards!), arm/hand operated equipment
- Various sizes of balls, different types of bats/rackets
- Hoops, beanbags & large blocks
- Water play such as water painting, water channels
- Climbing equipment & balance beams
- Games eg 'tag', 'football' & 'going on a bear hunt'
- Den building
- Dolls and pushchairs
- Mud kitchen and much more

Outdoors offers both open and canopied areas and has a child-safety surface installed to minimise the risk of injury if your child should fall over. There is also a small garden area where the children grow their own vegetables and flowers and learn to care for things in their natural environment.

There will be times during the day when children will be taken outside as a group. At the Day Nursery the Owls outdoor play area is immediately accessible from the room and we encourage free-flow play between indoors and outdoors. In Tree Tops staff ensure children are taken outdoors several times a day.

Please note that if your child is not well enough to participate in outdoor play then they are not well enough to be at nursery.

**There is no such thing as 'Oh, they are just playing' as play is a very powerful medium through which children learn and rehearse the skills and knowledge that they need for the future.**

Play can be messy so please do not send your child in their best clothing. Even with the use of aprons clothes will get dirty and may become stained from paint.



# Drop off and collection

We open at 8.00am and close at 6.00pm.

You may arrive 5-10 minutes before opening time to begin settling your child into the nursery but please do not leave before 8am.

If you wish to chat with staff about your child's day, please make sure that you arrive to collect your child no later than 5.45pm. Staff also have dependants outside of the work setting and so are unable to remain on the premises after 6.00pm.

If you are going to be late collecting your child, it is important that you telephone us as soon as you can so that appropriate arrangements can be made to care for them until you arrive.

Please note that two members of staff are required to stay on the premises until you arrive and this may not be someone from your child's unit.

There is also a late-collection fee that will be charged: current rates are £5 per child for every 15 minutes or part thereof. This fee is updated annually and changes will be highlighted in our Newsletter.

Certain times of the day can be very busy, with many parents and children arriving and departing within a short space of time. For the safety and wellbeing of your child, please make sure that you let a staff member know that you are dropping off or collecting your child. Please do not assume that they are aware.

Staff will complete the room register as you drop off and collect to ensure that we have an up-to-date record of who is on the premises at any given time.

It is important that you don't let anybody into the nursery that you don't know. If somebody tries to follow you in and a staff member isn't present, please ask them to wait at the door and let a staff member know. This will help us to keep your child safe while in our care.

Where several parents are arriving or leaving at the same time, it may not be possible for staff to speak to you about your child's day: they still have to care for the remaining children and where the unit is busy, time will be very limited. Please be patient and consider the needs of all the children present.

If there is something specific you wish to discuss, please call us and book an appointment to see your child's key person or a manager.

# Meals

We use the Nutmeg Recipe Analysis, Allergens Programme and Menu Planner to ensure that the diet we offer provides all your child's essential nutrients.

We provide a broad range of foodstuffs, some of which may be unfamiliar to your child. We encourage children to try different foods but do not force or put pressure on them to eat things. We offer Halal meat as an option for your child.

We offer a range of activities to support healthy eating, including food-tasting sessions, cooking activities and 'let's pretend' play.

For further information please ask us for our Feeding Young Children booklet.

Meal times

Meals are at the following times:

- Breakfast: 8.30-9am
- Morning snack: 10.15am
- Lunch: 11.45am
- Whole piece of fruit offered at 2pm
- Tea: 3pm
- Afternoon snack: 5pm

Drinking water is available at all times.

You will be emailed a copy of our menu plan which highlights what foodstuffs we will provide for your child. We are always looking for new foodstuff and recipe ideas so if you have a family favourite, please let us know.

# Other information

## Birthdays and celebrations

We celebrate birthdays and other special days (for example, your child's last day with us, and festivals such as Diwali, Chanukah, Christmas and Eid). For celebrations of birthdays, we provide a cake for your child to decorate with their friends.

Due to food hygiene regulations, we are unable to accept cakes purchased or made off our premises. You may wish to bring in little packets of sweets or treats that the staff will distribute on your behalf to the parents of the children, who can then decide if they would like their child to have the treat. Some children may have allergies or food intolerances and it is important that parents can make the decision as to what they will allow their child.

If you are having a party for your child away and would like to invite their friends, we are more than happy to distribute party invitations for you. Unfortunately we are unable to give out other people's contact details so please remember to put your own details on the invitations. Your child's key person will be happy to help identify which children your child plays with regularly and considers to be friends.

Family patterns and lifestyles are very varied and as a result of this we have 'special person days' rather than Mother's Day or Father's Day. This ensures that those children who have little or no contact with one of their parents do not feel left out in any way.

We celebrate a range of religious events during year. Staff plan this in advance and you will be given a special events sheet for your child so that you can identify the important celebrations for your family. The key person will then ensure these are celebrated with your child. There are so many different festivals it would be impossible for us to cover everything so we ensure that what we celebrate is age-appropriate and covers a range of cultures and religions. We always appreciate contributions from parents so if you are having a special celebration and would like to share this with us, please let us know. All children will participate in these celebrations.

## Starting school

At nursery we will support your child in preparing for starting school. The length of circle times will increase, your child will be encouraged to be more independent in setting up and tidying away their play and we will encourage your child to undertake specific tasks. We will encourage your child's developing resilience through things such as resolving disputes with other children independently, being prepared to try out new and unfamiliar activities, trying to solve problems without immediately needing an adults help and generally encouraging their growing independence. We will talk to your child about their new school and share stories and experiences to make the transition as exciting as possible while recognising that for some children this may be a time of anxiety. Once you are aware of what school your child is going to and their start date, please let your child's key person know.

If you know the name of your child's teacher this would also really help. During your child's final year with us the routine will be more structured for them however is still based around play. The length of time children spend developing a topic or theme will increase, for example, developing the props for the let's pretend area, and we will encourage children to work in larger groups and be confident in sharing their ideas and thoughts with others whilst also being able to listen and develop others ideas.

We will share information with your child's new school and send a report (a local education authority requirement) to the school, a copy of which we will also include in your child's CDR. We are also forming links with some schools and teachers from the schools may visit us or we may visit them. On occasion we may also take groups of children starting the same school on a visit to the school (with your consent). This will help the school to have a better understanding of your child's specific needs.

## English as an Additional Language

The children who attend our service may speak several languages. Sometimes children are new to the UK and have very little understanding and/or speak (expression) very little English. Please don't worry! Your child's key person will ask you to provide us with some key words in your child's first language and ask you to spell them both correctly and phonetically (as you sound them).

Children with English as an Additional Language (EAL) may take more time to settle as they have more things to familiarise themselves with. We will try to reflect your child's language and culture within our setting and may ask for your help in writing some labels in your first language for us to use in the environment. Our equipment aims to reflect the diversity in our social worlds and therefore there should be things that your child can identify with in the room. It is important that your child retains their first language and therefore we recommend that you continue to use it with them.

Our environment is language-rich and we have a lot of experience working with children who have EAL. We find that understanding comes very quickly while expression (talking) may come a little later. If you have any concerns please discuss these with your child's key person or a manager. We have a very useful booklet for parents of children with EAL. If you have not received a copy of this please let us know and we can email you a copy.



# What your child will need

## Personal bag

We advise you to provide a bag, small enough to fit on your child's coat peg, in which to keep your child's personal belongings.

Please do not use plastic bags as this poses a health and safety risk to children. If there are any letters to go home we will hand these to you or put these in your child's bag, so please make sure you check it regularly.

## Change of clothing

Children can get into a mess for many reasons. Please provide spare clothes (including socks, pants and vests) for your child. If we need to change your child during the day, we will put the dirty clothes in your child's bag for you to take home. In winter your child will need:

- a warm waterproof coat
- hat, scarf and gloves
- a good pair of wellies!

We will take children outdoors in a variety of weather conditions so please ensure you have provided clothing that will enable your child to play comfortably.

In summer your child will need:

- a sun hat (preferably one with a flap at the back that covers their neck area)
- sun cream
- appropriate lightweight clothing

English weather is unpredictable and so we advise that the items above are provided for us to use year round. Please label your child's belongings to avoid mix-ups as children often 'share' things and remove items such as shoes.

## Toys from Home

Please DO NOT send toys from home for your child to use at nursery. We carefully risk assess all of our equipment to ensure that it is suitable for children to play with independently. If you arrive with a toy for your child you will be asked to take it away with you which can be upsetting for your child.

## Sleeps

We do not offer sleeps to children aged 3 years and over. However, we do build into the day 'rest periods' whereby children are encouraged to sit quietly and read books or have a story with a practitioner. There are areas within the unit that enable children to 'rest' at times that suits their needs (for example, large cushions / bean bags to lie on with their favourite toy). However, as some children are transitioning, or depending on their personal needs we can facilitate naps in the day for these children. A bed will be provided with nursery bedding and we will support the child as appropriate at these times.





# Policies and procedures

A copy of all Childcare Services' policies and procedures are kept in the Policy and Procedure Guide in the main hallway. We will provide a free copy of any policy on request. Below are some of the areas that may affect you and your child.

## Administration of medication

Your child may need medication on a regular or occasional basis. For ongoing medication your child will have an individual medication plan (IMP) that will provide us with all the information we require to meet your child's needs.

Where medication may be invasive (such as an EpiPen) our staff will be trained by a relevant professional to ensure that we are all able to follow your child's healthcare plan. You will be asked to complete an open administration of medication consent form and contribute to the development of the IMP and subsequent reviews. We may ask you for further information from those professionals involved with your child; for example, a hospital treatment plan.

Where your child may need medication occasionally, such as treatment for an ear infection, we will ask you to complete an administration of medication form for each medication. If you give your child any medication before bringing them to the nursery, including over-the-counter medication, please let staff know. It is important that you discuss with your child's key person any specific medication needs your child has.

## Accidents

If your child has an accident in our care, even a minor one, we will provide you with a written accident form, completed by somebody who witnessed the accident, when you collect your child. You will be asked to read the accident form and sign our copy to confirm that you have been informed about the accident. We also have previous incident forms that we ask you to complete when dropping off your child if they have had an accident outside of nursery. This ensures that we all have the necessary information to ensure the health, safety and wellbeing of your child.

If an accident results in a more serious injury we will telephone you and let you know. We always telephone parents when a child has a bump to the head.

If there is a very serious accident we will call for medical assistance and let you know. It is important that you ensure our contact numbers for you are up to date and that a parent is contactable at all times.

## Illness

If your child is unwell please do not bring them to nursery. If your child has diarrhoea and/or vomiting, they should only return to nursery after a minimum of 48 hours without symptoms.

Sometimes children don't seem themselves but with no specific signs of illness and you may think that they will cope with nursery. However, if your child is unable to cope we will contact you and ask you to take them home. Some children cope better with minor illnesses than others.

Where your child has a fever please do not bring them to nursery. Where children have a fever we will ask you to collect your child and we will continue to monitor their temperature until you arrive. You will be asked to keep them away from nursery until they are able to maintain their normal body temperature without the use of medication. Where your child is clearly distressed or in pain you may ask us to give them some paracetamol suspension that you have already provided us however you will still need to collect your child from nursery. We cannot give paracetamol for a fever alone (NICE guidelines)

In the event of a specific illness outbreak we will seek advice from Public Health England. Please remember that we have a duty to protect the health of all the children and while we understand that you may have work or study commitments, the nursery day is demanding and does not offer a suitable environment for an ill child. Likewise, we try to keep nursery as hygienic as possible and when children are brought in who are unwell, illnesses can spread very quickly in a group environment such as ours.

## Allergies and special diets

We cater for most dietary needs and you will be asked to complete an AI-1 form for the identification of any special dietary needs your child has, whether they are related to an allergy, food intolerance, religion or preferences (for example, vegetarian). If your child has special requirements you will be asked to complete an AI-2 and/or AI-3 form that will provide us with further detail so that we can ensure your child's dietary needs are met.

For children with moderate to severe allergies we will do a full risk assessment and IMP to ensure that we minimise the risk of your child being exposed to anything that may trigger an allergic reaction. When your child starts at nursery, you will be given a booklet about our food and drink policy. Please keep us informed of any changes to your child's dietary needs.

## Special educational needs

We have a duty to ensure that all children can access our services and get the most from their time with us. We work closely with the local education authority to identify special needs and to ensure that we tailor our service to meet those needs. If you have any concerns about your child's development please discuss these with your child's key person or our Special Educational Needs Coordinator. If we have any concerns about a child's development, we will discuss these with you in the first instance and work with you to give your child the best possible start.

## Behaviour

We have a positive behavior policy in operation where the emphasis is on rewarding positive behaviour and enhancing a child's self-esteem. The managing of children's behaviour is always consistent and applicable to their level of development and understanding. Children are encouraged to participate in developing rules and understanding why those rules are in place. Examples would include not hurting others, using your voice to express what you want and having empathy for others when they are upset. The word 'no' is never used without an explanation. We support children's developing understanding that inappropriate behaviour has consequences both for themselves and others and for the environment they are in.

Developing an understanding of the needs of others and learning how to control impulses is central to our approach. We avoid using words like 'silly' and 'naughty' as this does little to support a child's growing

understanding of social rules. We focus on the behaviour as being unacceptable rather than on the child's sense of self. Where a child's behaviour gives cause for concern (for example, spitting, swearing, hitting other children regularly) we will use observation to see what may be triggering this behaviour and involve you the parent in setting up a behaviour plan to support your child work towards behaving in an acceptable manner.

The above is an overview of a few of our policies. It takes us between three and six months to fully induct a new Early Years Practitioner and we ensure that they are fully conversant with our policies and procedures and have been assessed to be competent before they are left alone with children. Our Childcare Services Policy and Procedure Guide is available in the main foyer. If you would like a copy of a specific policy please let us know and we can either email it to you or give you a hard copy. If you have any feedback please contact us.

## Child protection

We have a duty to safeguard all the children in our care and take this responsibility seriously. All staff are fully trained in safeguarding and complete a refresher course every three years.

We have a number of policies and procedures designed to ensure that your child is safe in our care. Staff are not allowed mobile telephones in areas where children are present and are allowed only to use nursery cameras to photograph children at play. We have strict guidelines about how these images can be used and staff are fully trained in safeguarding. We ask that you do not use your mobile phone in any of the indoor or outdoor play areas or bathrooms. If you have any concerns about your child or another child, let us know.





# Safety and security

We realise it can be difficult to leave your child. We take our responsibility seriously and have a large number of measures to ensure your child is safe. These include:

- conducting risk assessments and regular reviews
- controlled door entry to stop unauthorised persons entering the building
- weekly testing of fire alarms and regular fire drills
- regular testing of smoke detectors and servicing of fire equipment and alarms
- escorting all visitors at all times
- completing registers for children on entry and leaving and checking them during transitions (for example, from outdoors to indoors)

- panic alarms located in the building and directly connected to security
- vetting of staff (for example, enhanced disclosure and barring (DBS) checks, verification of identity, minimum of two references, qualification check, occupational health check)
- ensuring that all staff are trained in paediatric first aid and have level two food hygiene certificates and level two health and safety certificates
- purchasing equipment designed specifically for young children from reputable specialist suppliers

The list is by no means exhaustive and we continuously look for ways to improve our service to you and your child. Please let us know if you have any concerns or feedback.

# Final word

We want Tree Tops & Owls to be a fun and exciting place for you and your child and for each day to be the best it can be. We appreciate your support and offer many opportunities for you to join in with us and help shape our service. We have a regular newsletter and your contributions to this are very welcome, whether you have found a great place for a day out, have a recipe that your child loves or an amazing book that your child just will not leave alone!

We carry out customer surveys every two years and really appreciate the time you take to complete these. They give us the most accurate picture of what you think about our service and help us identify any areas we need to improve. We also organise special events and fun days and are always grateful for your help and support.

If you have any concerns or queries or if you wish to comment on the service you can email us, chat with your child's key person or discuss them with a manager. Your views do count...

## Contact us

We hope you have found this information useful; however, we realise that you may have more questions. Please do not hesitate to contact us.

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The University of Nottingham has made every effort to ensure that the information in this booklet was accurate when published. Please note, however, that the nature of the content means that it is subject to change from time to time, and you should therefore consider the information to be guiding rather than definitive

