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# Rabbits & Woodland Wanderers

A welcome guide to childcare at The University of Nottingham



## Welcome

This booklet is designed to answer some of the questions you may have about Rabbits & Woodland Wanderers, whether your child is moving from Squirrels or Friendly Foresters or is coming to nursery for the first time. You will find more information in the Childcare Services Prospectus; however, if you have any further queries or feedback, please get in touch using the details on page 19.

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# Joining Rabbits & Woodland Wanderers

## Starting nursery

Starting nursery can be daunting for you and your child. We believe that each child and family is different so we don't have a one-size-fits-all induction programme. We offer up to a month of free transition visits for your child.

Transition visits allow your child to visit, to get to know their key person, to familiarise themselves with the nursery, and to start forming friendships with other children. Some children require just a few visits while other children may need to attend almost daily.

To help your child settle at nursery we ask you to provide us with photographs of family members (for example, parents, grandparents, aunts/uncles), special people in your child's life (close friends) and special things (such as pets).

We'll use these to make a family board which your child can go to at any point during the day and which they can share with their new friends and staff.

We will also use it to help make them feel safe and secure within the setting.

## Transition visits

### New to the nursery

Your first visit will last about an hour and allows you and your child to spend time together in the nursery. Your child's key person will find out as much as they can about your child (routine, food likes and dislikes and favourite activities). It's also a time for you and the key person to plan how best to support your child during the transition from home to nursery.

A further visit will be arranged and you will be encouraged to leave the unit for a short time. It's important to let your child know that you are going out but will be back soon. This will give us an indicator of how future transition visits should be scheduled. For example, if your child is happy for you to leave or is easily distracted once you have left, future visits can be planned so that they increase in length up to a regular session for your child. However, should your child find separation challenging, further visits with you present may be needed and the periods that you are absent will need to be shorter and more frequent.

### It is very important that you attend the transition visits at the times scheduled.

Early Years Practitioners 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 isn't arriving at what we call 'transition times' (for example, getting ready for lunch) as these can be much more demanding for a child starting nursery. As the visits progress and your child starts to settle, visiting periods will lengthen and your child will gradually be introduced to transition times.



## Moving up

Your child's key person will let you know when your child is due to move from one room to another, and will introduce you to your child's new key person.

Visits to the new room 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.

Once your child is showing signs of settling into the room, your child's current key person will take them to the new room and then leave, explaining that they will return soon to collect them. Should your child show signs of distress, the new key person will ask the current key person to come into the room and spend some time with your child there.

Initial visits will be during key play times. However, as your child starts to settle the visits will include some transition times such as snack & lunch time, and your child will gradually spend longer in the new room. In the latter stages of visits, you will be asked by your child's current key person to drop off or collect your child from the new room so that they become familiar with the new routine.

Sometimes children settle quickly and do not want to go back to their room. In this case, we will support your child in starting earlier in the new room wherever possible (staffing levels and number of children permitting).

However, if your child finds the transition process very challenging, we may extend the period of transition visits or increase the number of visits. This may mean asking you to bring your child to sessions that they would not normally attend (these will be free of charge).

The transition from one room to another for your child will cater for their needs as there is no one-size-fits-all process.

A meeting will be arranged during the transition period to enable you and your child's new key person to discuss the transition and for you to put forward any queries you have.

Your child's current key person will ensure that all the relevant information about your child is shared with the new key person (for example, the Early Years Foundation Stage (EYFS) Child Development Record (see page 8 for more information about this), allergies, special dietary needs, individual medication plans, special educational needs and open medication consents). If you have any concerns please speak to your child's current or new key person.



# Your key person

Your child's key person is a named Early Years Practitioner who will be your child's advocate while they are at nursery. They are responsible for ensuring that your child's individual needs are identified and met within the setting.

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 considering their next steps 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 relevant information about your child with their team to ensure that everybody is working together to give your child the best possible experience while they are with us.

The key person will complete your child's daily diary, giving you basic information about your child's day, including what they've had to eat, toileting, sleep times and — occasionally — something about what your child has been doing at nursery.

The daily diary will continue until your child reaches 2 years 6 months of age. There is space within the diary for you to provide messages for staff, feedback and anything else you think is relevant. The daily diary goes home with your child each day and we ask that you return it to us with your child the next session they attend.

Staff work on a shift system at the nursery and although your child's key person may not always be available, 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 be times when your child's key person is not present; for example, annual leave, training courses or supporting other teams. Once your child is settled, the key person will help them to form relationships with other team members so that anxiety and stress when they are absent are minimised.

We try very hard to ensure consistency with your child's key person; however, sometimes events necessitate a change of key person. Examples include long-term sickness, maternity leave or a change of role.

When this happens, we will let you know in advance and will plan an appropriate transition for your child to their new key person.



# Early Years Foundation Stage Child Development Record

The Child Development Record (CDR) is a very important document that provides a real insight into your child: what they have been doing at nursery, their development and progress, their personality and preferred learning style and what the key person plans for your child.

The CDR contains both formative assessments (ongoing snapshot observations of your child at play) and summative assessments (a summary of what all the formative assessments tell us about your child).

The CDR also contains very important information about your child's specific needs; for example, skin care needs (such as which creams to use when your child has eczema), sleep routines and general care plan.

On occasion you will meet with your child's key person and you are encouraged to look at your child's CDR, share your thoughts and views with the key person and identify any areas for further development. It is also an opportunity to update the CDR.

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

Your child's key person will introduce you to the CDR during the visits when your child first starts with us and for those already in Squirrels or Friendly Foresters, the CDR will move to Rabbits or Woodland Wanderers with your child. When your child leaves our service, we will give you the CDR 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 at nursery 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

At Rabbits & Woodland Wanderers, there is a daily routine and curriculum plan which you can view on the room notice board. We offer a broad range of activities that meet the requirements of the Early Years Foundation Stage and most importantly, are fun for your child to engage with. Over the following pages, we give you a taste of the experiences your child will have with us each day.



# Activities

In Rabbits & Woodland Wanderers, there is a daily routine and curriculum plan which you can see on the room notice board. We offer a broad range of activities that meet requirements of the Early Years Foundation Stage 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.

## Welcome circle/circle time

The children are gathered together in small groups and say hello to their friends. This supports all the children in getting to know each other, forming friendships and 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. Early Years Practitioners plan activities for the welcome circle which might include:

- singing
- action songs
- dancing
- reading a story
- puppet play
- games and much more

## 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):

- painting
- sticking and collage
- drawing
- box-work modelling
- play dough
- let's pretend
- block play
- sand and water play
- musical instruments
- small world play
- puzzles
- games
- tricycles

- climbing equipment
- balancing equipment
- mud kitchen
- balls and much more

Equipment is on low-level accessible shelving and each play item has a 'home', thereby encouraging and supporting your child in tidying up after play. We encourage the children to take care of their environment and have respect for things.

We discuss with the children what they are doing and as they mature, encourage them to talk about what they have done and 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 interact at appropriate times to extend the children's play, by posing problems for them to solve and introducing new language, concepts and ideas. The development of social skills is very important at this age. Through play we encourage children to learn how to negotiate with each other, to share, to take turns, to be resilient and to express their feelings and emotions in appropriate ways.

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 to nursery in their best clothing. Even with the use of aprons clothes will get dirty and may become stained from paint**

## Chatterbox

Communication and language development continues at a rapid pace at this age. We encourage speaking and listening skills through the use of 'Chatterbox' activities, fun hands on activities promote and support early language skills. A Chatterbox is a box containing a surprise object (one or more) that links with children's interests. A range of activities then follow such as feeling and describing the object, singing a song about the object, exploring a story about the object and more!

## Adult-led activities

These are more structured and planned by staff to offer specific experiences to your child. Examples include:

- Introducing new painting techniques such as splatter painting, food printing, sponge painting, roller painting
- Taking the children on a local walk to observe things in the natural environment and focus on shape, texture, smell, size, colour or changes that are occurring
- Large bead threading (lots of patience required!).
- Gardening – growing tomatoes and sunflowers.
- Creating dens using blocks, cardboard boxes, blankets and sheets.
- Developing spatial awareness by creating obstacle courses
- Baking (to learn about the foods we eat and healthy living)
- Small group games such as picture/ sound lotto, parachute games
- Yoga (older 2 year olds)
- Clay
- Ring games outdoors (eg farmers in a den, traffic light game)

We support your child's emerging literacy skills through encouraging the use of books, engaging in language rich activities such as singing, rhythm and rhyme activities and through developing their listening skills. We encourage children to think about their observations of the world around them and to talk about them. We regularly introduce new vocabulary and where children are ready to be extended further, we will start to introduce pure sounds as part of our phonics approach.

Staff have also been trained in the Maths Project offered by the local education authority and we offer a structured, play-based approach to supporting your child's emergent understanding of mathematical concepts, including two-dimensional shapes and their properties (and how to identify these shapes in their everyday environment), counting, one-to-one correspondence and much more, in accordance with their level of understanding.

You can see what specific activities are planned for your child by looking at the environment plan on the room notice board.

In addition, there are many opportunities for learning that aren't planned, such as a spider in the nursery or worms coming out of the soil after heavy rainfall. These

become valuable spontaneous learning experiences for the children and are also recorded throughout the week on the environment plan.

## Outdoor play

Both child-initiated and adult-led structured activities are offered outdoors. We go out in most weathers (with the exception of severe fog, heavy sleet and storms) 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 and coordination. This includes:

- tricycles
- balls
- hoops
- beanbags
- balance beams
- climbing equipment
- painting easel
- sand/water trays
- block play
- wheelbarrows
- dolls, toys and much more!

Outdoors offers both open and canopied areas and has a child-safety surface installed to minimise the risk of injury. 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 is a mud kitchen in each setting and children do get very very messy!

There will be set times during the day when children will be taken outside as a group. At the Day Nursery Rabbits outdoor play area is immediately accessible from the room and we encourage free-flow play between indoors and outdoors. In Woodland Wanderers staff ensure children are taken outdoors several times a day to use their large muscles.

## Forest School

We are introducing Forest School for our oldest 2 year olds that encourages a love for the outdoors and the possibilities that play in a natural wood environment can bring.

**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.**

# Drop-off and collection

The nursery opens at 8am and closes promptly at 6pm.

You may arrive 5-10 minutes before opening time to begin settling your child into 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 6pm.

If you are going to be late collecting your child, it is important that you telephone us as soon as you can so the appropriate arrangements can be made 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 the Childcare Services 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 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 to the nursery 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 room 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 the nursery and book an appointment to see your child's key person or a manager.

# Other information

## Nursery pets

We have room pets that are all stuffed toys! We encourage the children to take the pets home at weekends and during the holidays and we hope you will record the adventures that your child and the 'pet' have. Some parents provide photographs of the adventures, others write little stories — it's up to you! This helps make a bridge between home and the nursery and the children love taking the pets home with them. We display the adventures on our notice board.

## Birthdays and celebrations

We celebrate birthdays and other special days (for example, your child's last day in nursery, and festivals such as Diwali, Chanukah, Christmas and Eid). For celebrations of birthdays, we provide a home-made 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 from nursery 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 you identify which children your child plays with regularly and consider who 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.

**All children** participate in and celebrate a range of religious events during the year. Staff plan this in advance and you will be given a special events sheet for your child's CDR so that you can identify the important celebrations for your family. The key person will then ensure that these are celebrated with your child at nursery. 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.

## Parental involvement

We welcome parental involvement so if you would like to come and play with your child at any time, please let us know. We do ask, however, that if your child is struggling with separating from you at drop-off time or is in the early stages of starting nursery (when it may be difficult for them to understand that you have come to nursery and are leaving again without them) that any visits are pre-planned so that staff are available to give your child the appropriate support.

## English as an Additional Language (EAL)

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 into nursery 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 at nursery. 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, ask us for a copy.

# 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 provide Halal meat as an option for your child.

Please do not send any foodstuffs in with your child as we have some children with allergies and we need to monitor what these children access.

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: 10am
- Lunch: 11.45am
- Tea: 3pm
- Afternoon snack: 4.45pm

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.

# What your child will need

## Personal bag

Please provide a bag, small enough to fit on your child's coat peg, in which to keep your child's personal belongings. You can place your child's diary in this bag and staff can return the diary to your child's bag once they have completed it and include any letters for you. Please check the bag regularly.

Do not use plastic bags as this poses a safety risk.

## Change of clothing

Children can get into a mess for many reasons. Please provide spare clothes (including socks 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, mittens/gloves
- a good pair of wellies!

In summer your child will need:

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

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.

English weather is unpredictable and so we advise that the items above are provided to nursery 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.

## Brushing Teeth

We encourage children from 2 years plus to brush their teeth at nursery. Please provide a toothbrush for them. You will be asked to replace this periodically.

## Sleeps & Comforters

2 year old children are physically very active and will still require a sleep mid-day. As they approach 3 years of age we will discourage sleeping during the day. Comforters may help children when settling into nursery or at sleep times. If your child has a comforter, please discuss this with your child's key person. Please note we do not encourage children (or parents) to bring in toys from home. All our equipment is vetted to ensure that safety

standards are met and toys are age-appropriate. If your child brings a toy into nursery we will ask you to take it away with you and this can be quite upsetting for your child.

## Personal hygiene & Toilet Training

If your child is still using nappies — cloth or disposable — please provide us with a supply and discuss any requirements with your child's key person. We use disposable cloths and water to wash children during nappy changing. If you'd prefer us to use wipes, please provide them and let your child's key person know your preference. If you'd like us to use a barrier cream on your child please provide it and let your child's key person know. Staff will let you know when you need to bring in further supplies. In emergencies we do have nursery disposable nappies; however, these are very expensive (you will be charged for each nappy we use) and so providing a continual supply is much cheaper for you. Unfortunately, we don't have any disposable wipes or barrier creams.

We work in partnership with parents and have an individual plan for toilet training. We will not force or coerce children to use the toilet or potty and only encourage toilet training commencing once a child is ready. Please provide lots of spare clothes during toilet training!

## Personal Care

If your child has any specific care needs this will be discussed during the transition visits and your child's personal care plan will reflect your child's individual needs



# 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 IMP. You will be asked to complete an open administration of medication consent form and contribute to the development of the medication plan 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 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. Please note that with the exception of paracetamol suspension (such as Calpol) and teething gels, we will not administer any other over-the-counter forms of medication, although you are welcome to pop in and do this yourself.

## Accidents

If your child has an accident at nursery, 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 the nursery 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 while away from 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 (for example, cut above the eye/biting through the lip) we will telephone you to let you know. We always contact parents when a child has had a bump to the head.

If there is a very serious accident we will call for medical assistance as well as letting 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 with the nursery day we will contact you and ask you to take your child home. Some children cope better with minor illnesses than others.

Where your child has a fever, is sneezing a lot and/or is not coping, please do not bring them to nursery. Where children have a fever we will ask you to collect your child from nursery and we will continue to monitor their temperature until you arrive. You will be asked to keep your child away from nursery until they are able to maintain their own normal body temperature without the use of medication. Where your child is distressed or in pain you may ask us to give them some paracetamol that you have already provided us with 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 you may have work or study commitments, the nursery day is too demanding and does not offer a suitable environment for an ill child. Likewise we try to keep the nursery as hygienic as possible and when children are brought into nursery who are unwell, illnesses can spread 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 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 behaviour 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 simple nursery 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 encourage children to learn that inappropriate behaviour has consequences both for themselves and others.

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. For toddlers, we will often use distraction and it is only if a specific behaviour gives cause for concern (for example, snatching toys from other children regularly) that we would discuss with you how this should be approached. We would use observation to see what may be triggering this behaviour and set up a behaviour plan that will support your child while they go through the transition and at the same time, keep other children safe.

The above is an overview of a few of our policies. It takes us between three and six months to fully induct a new staff member and we ensure that they are fully up to speed 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. Staff are fully trained in safeguarding and complete a refresher course every three years. Where we have concern about a child we will refer this to the appropriate authorities.

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 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
- panic alarms located in the building and directly connected to security
- regular testing of smoke detectors and servicing of fire equipment and alarms
- escorting all visitors at all times on the premises
- completing registers for children on entry and leaving

and checking them during transitions (for example, from outdoors to indoors)

- 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 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 the nursery 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 2 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.

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