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Super Sharks 2

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 Super Sharks 2, whether your child is moving from Super Sharks 1 or 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 Super Sharks 2

Starting nursery

Starting nursery can be daunting for you and your child. We believe that each child and family is different and 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 worker, to familiarise themselves with the nursery, and to start forming friendships with other children. Some children will 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 book 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.

Moving up from Super Sharks 1

While your child will be familiar with the Day Nursery and the routine of drop-off and collection time, they will still need some time to become familiar with Super Sharks 2, their new key worker and environment and the routines here. We will therefore support your child during the transition period (approximately one month) from Super Sharks 1 to Super Sharks 2.

Transition visits

New to the nursery

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

A further visit will be arranged, when you will be encouraged to leave the unit for 15 to 30 minutes. It's important to let your child know that you are going out for a short time but will be back. 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 and shows no signs of distress or anxiety, 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 difficult, 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. Staffing will have been organised to ensure that your child's key worker 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 worker will let you know when your child is due to move from Super Sharks 1 to Super Sharks 2, and will introduce you to your child's new key worker.

Visits to Super Sharks 2 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 worker will attend with them, gradually stepping back and supporting your child in forming a relationship with their new key worker.

Once your child is showing signs of settling into Super Sharks 2 your child's current key worker will take them there and then leave, explaining that they will return soon to take them back to Super Sharks 1. Should your child show signs of distress, the new key worker will ask the current key worker to come into Super Sharks 2 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 time and lunch time, and your child will gradually spend longer in Super Sharks 2. In the latter stages of visits, you will be asked by your child's current key worker to drop off or collect your child from Super Sharks 2 so that they become familiar with the new routine.

Sometimes children settle very quickly and do not want to go back to Super Sharks 1! In this case, we will support your child in starting earlier at Super Sharks 2 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 programme for your child will cater for their needs and, as when they start nursery, there is no one-size-fits-all programme.

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

Your child's current key worker will ensure that all the relevant information about your child is shared with the new key worker (eg, the Early Years Foundation Stage (EYFS) Child Development Record (see page 8 for more information about this), allergies, special dietary needs, individual care plans, special educational needs and open medication consents).

If you have any concerns please speak to your child's current or new key worker.



Your key worker

Your child's key worker is a named staff member who will be your child's advocate while they are at Super Sharks 2. 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.

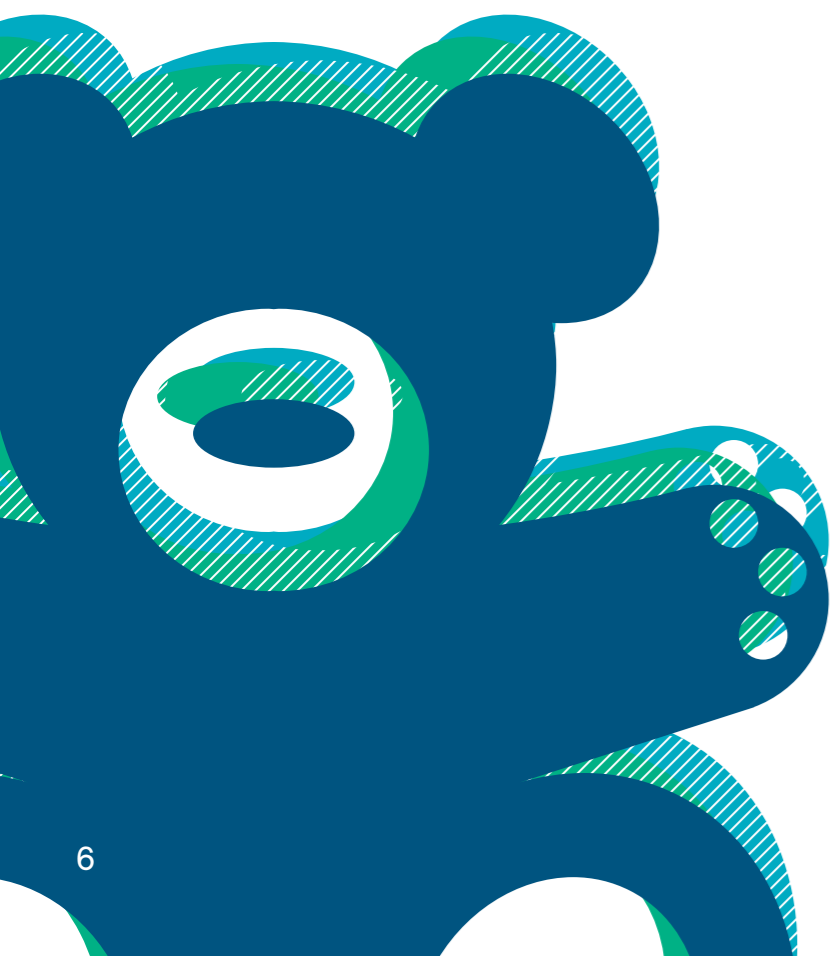
The key worker forms a special bond with your child and is responsible for sharing relevant information about your child with their team to ensure that everybody is working together to give your child the best possible experience while they are with us.

Staff work on a shift system at the nursery and although your child's key worker may not always be available, the shift system should enable you to see the key worker at some point during the day.

The key worker 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 worker 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 worker is not present; for example, annual leave, training courses or supporting other teams. Once your child is settled at nursery, the key worker 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 worker; however, sometimes events necessitate a change of key worker. 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 worker.



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 staff plan 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, general care plan and anything that helps your child's key worker to meet your child's individual needs.

You will meet your child's key worker twice a year in a 'parent's meeting', which will give you uninterrupted time to look at the CDR, share your thoughts and views with the key worker and identify any areas for further development. It is also an opportunity to update the CDR. The key worker will provide you with a verbal report on your child's progress.

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 worker will introduce you to the CDR during the transition visits and for those already in Super Sharks 1, the CDR will move to Super Sharks 2 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

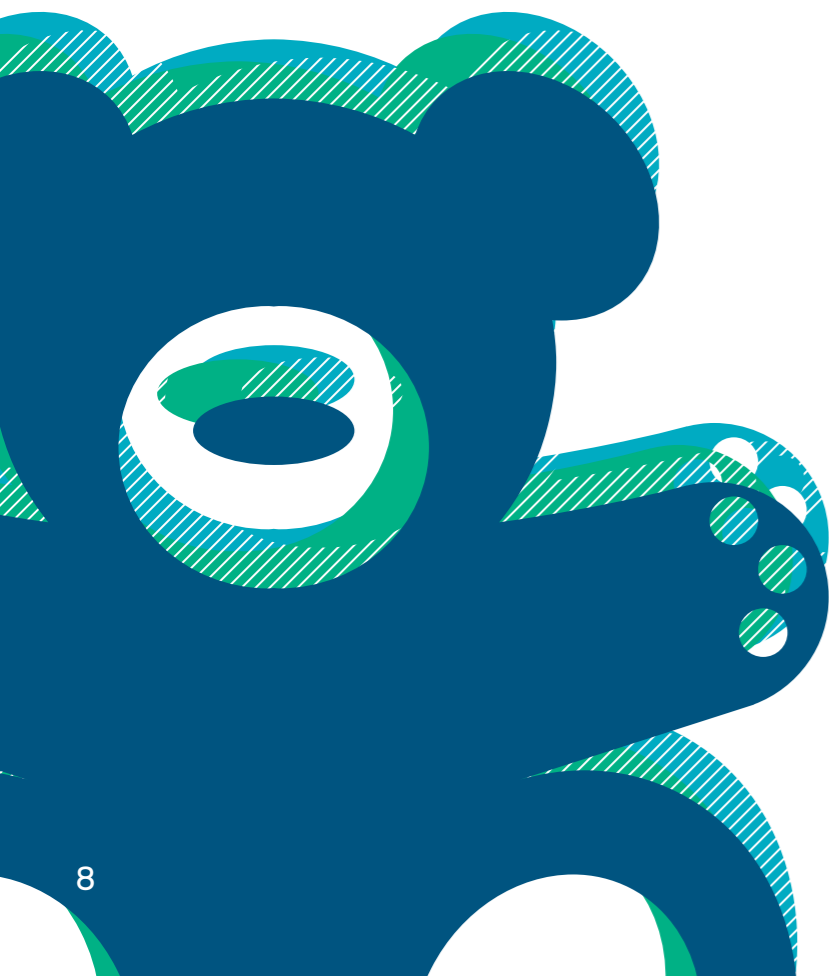
The Early Years Foundation Stage (EYFS) is the statutory framework within which we operate. You will hear the EYFS mentioned quite a lot at nursery as it sets the standards for learning, development and care for children from birth to five years of age. There are four guiding principles that cover the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

The Department for Education is: www.education.gov.uk



Activities

At Super Sharks 2, there is a daily routine and curriculum plan which you can see on the unit 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. Below is a sample of experiences that your child will have with us each day in Super Sharks 2:

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. Staff plan activities for the welcome circle which might include:

- singing and dancing
- games such as Hot Potato and What's Missing?
- acting out a story
- puppet play

Children will share with their friends what they have been doing outside of nursery (for example, a holiday, the arrival of a new sibling, a trip to see grandparents or a new pet). This helps form the link between home and nursery, in addition to supporting your child's developing confidence and memory, and their recall and verbal skills. Occasionally we will have special days such as Book Day or Show and Tell and you will be asked to support your child in bringing something from home to share with their friends.

Child-initiated play

Play is key to supporting and promoting your child's learning at Super Sharks 2. Your child will have access to a range of experiences that they can choose to engage with including (but not limited to):

- painting, drawing and collage using a variety of mediums
- box-work modelling
- play dough
- let's pretend (for example, doll play, dressing up)
- modroc
- papier mache

- small world play (such as sea life, wild animals and dolls house)
- puzzles and games
- scooters and two-wheeled bicycles with no stabilisers (**from four years old, helmet and pads essential**)
- climbing and balancing equipment

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 would like to do (planning), what they are doing (doing time) and as they mature, encourage them to reflect on what they have done (telling time). This encourages your child to be an active problem solver, to vocalise their thoughts with others, to plan, and to develop memory, recall and sequencing skills.

Staff will support your child in reflecting on things that have happened and lessons that can be learned (for example, if you mix too much water with the paint and it is too wet, the paper you have painted on may disintegrate!). Staff 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. 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.

We will be encouraging the children to develop 'projects' over a period of time and encourage them to work as a member of a group, negotiating roles and responsibilities. We will also support your child in following simple instructions and setting up their own play and will encourage them to resolve their problems before calling on an adult. All of this helps develop their independence.

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 clothes. Even with the use of aprons clothes will get dirty and may become stained from paint.

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 blow painting, creating pictures using different materials with paint (for example, cling film and paint), colour mixing, icing sugar painting or bubble painting (when they can blow and not suck!).
- Taking the children on a local field trip to observe things in the natural environment and focus on shape, texture, smell, size, colour or changes that are occurring. The children may gather things to create a nature picture back in Super Sharks 2, recreating habitats of animals using junk modelling, and perhaps take photographs to create their own Nature Walk Story Book. Staff will introduce written words that describe the experiences children have had and encourage them to 'tell' their own stories
- Making bird feeders for the winter months.
- Using the interactive whiteboard (for example, to build on project work such as watching a rocket launch or a volcano erupt and recording their interpretations).
- Science experiments such as making parachutes and vinegar volcanoes.
- Gardening – growing vegetables from seed and documenting what is happening.
- Using the Bee Bot (a programmable robot) to explore direction and distance.
- Leading shared reading sessions, whereby children tell a story as a group using visual clues.
- Swimming lessons (extra charge maybe payable)
- French lessons (extra charge maybe payable)

We will introduce phonics to your child through the pure sounds approach using fun hands-on activities. They will have lots of opportunities to practise their emergent reading and writing skills by ensuring each play area offers experiences embedded in their play. For example, in the construction area they can 'draw' their building and staff will support them in labelling or writing about their building; they can make flags and signs to use with their block buildings; and in 'let's pretend' there will be paper and pens for them to 'write prescriptions', 'draw up shopping lists', 'create menus' and much more.

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

- sit-on toys operated in a variety of ways (for example, just the arms)
- bats and balls
- streamers
- beanbags
- balance beams
- climbing equipment
- parachute
- painting easel
- sand/water trays
- block play
- dolls and pushchairs and much more

Outdoors offers both open and canopied areas and has a child-safety surface installed around the fixed climbing frame 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 will be set times during the day when children in Super Sharks 2 will be taken outside as a group; however, they can also choose to play outdoors at other times of the day. The outdoor play area is immediately accessible from Super Sharks 2 and we will be encouraging and facilitating free-flow play between indoors and outdoors.

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.

Other information

Drop-off and collection/meals

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 unit 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 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 the nursery and book an appointment to see your child's key worker or a manager.

Meals

We use the Nutmeg Recipe Analysis 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. 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 and cooking activities.

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

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 ideas so if you have a family favourite, please let us know.

Nursery pets

At Super Sharks 2 we have pets called Hollie, Ben and Lily: 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 Hollie, Ben and Lily have. Some parents provide photographs of the adventures, others write stories — it's up to you! This helps make a bridge between home and nursery and the children love taking the pets home. We display the adventures on our notice board.

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.

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 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 worker will be happy to help you 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 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 worker 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.

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 very little English. Please don't worry! Your child's key worker 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 Super Sharks 2. 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 worker or a manager.

Starting school

As your child matures we will support them in preparing for school. The length of circle times, for example, will increase, and your child will be encouraged to be more independent in setting up and tidying away their play and to undertake specific tasks following simple instructions.

We will talk to your child about their new school and share stories and experiences (for example, from visits to school) to make the transition as exciting as possible, while recognising that for some children it may also be a time of anxiety. As soon as you know which school your child is going to and their start date, please let your child's key worker know. If you know the name of your child's teacher this would be helpful too.

During your child's final year with us, their routine will be more structured, although still based around play. The length of time children spend developing a topic or theme will increase; for example, they might develop the props for the let's pretend area. We will also encourage the children to work in larger groups and be confident about sharing their ideas and thoughts with others while also listening and developing other people's ideas.

We will share information with your child's new school and teacher 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 their teachers 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, of course). This will help the school to develop a holistic view of your child and a better understanding of their specific needs.

What your child will need

Personal bag

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

Please do not use plastic bags as this poses a health and safety risk. If there are any letters to go home we will also 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 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 mittens/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 allow 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 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.

Comforters

Comforters (for example, a teddy or favourite blanket) often help children when they are settling into nursery. If your child has a comforter, please discuss this with your child's key worker. Please note that apart from comforters we do not encourage children (or parents) to bring in toys from home.

All our equipment is vetted to ensure that appropriate safety standards are met and that toys are age-appropriate.

If your child does bring a toy into nursery we will ask you to take it away with you and this can be quite upsetting for your child.

We also cannot accept any responsibility for the safe-keeping of such items.



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 healthcare plan 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 healthcare 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 worker any specific medication needs your child has. Please note that with the exception of paracetamol suspension (such as Calpol), 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, a cut above the eye or biting through the lip) we will telephone you and let you know.

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.

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 seem under the weather 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 coughs and colds than others.

Where your child has a high temperature, is sneezing a lot and/or is not coping, please do not bring them to nursery. Where children have unexplained high temperatures we will ask you to collect your child from nursery and we will continue to monitor their temperature until you arrive. Where your child is clearly unwell 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.

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 the nursery as hygienic as possible and when children are brought into nursery 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 care plan 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 worker 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 management

We have a positive behaviour management 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 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 even our youngest members 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. Where a child's behaviour gives cause for concern (eg, 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 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.

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:

- weekly testing of fire alarms and termly 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
- vetting of staff (for example, enhanced disclosure and barring (DBS) checks, verification of identity, minimum of two references, qualification check, occupational health check)

- controlled door entry to stop unauthorised persons entering the building
- completing registers for children on entry and leaving and checking them during transitions (for example, from outdoors to indoors)
- conducting risk assessments and regular reviews
- 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 the Day 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 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 worker 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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