

# School Brochure



2023/24

## Welcome

We are pleased to welcome you to Colleges Nursery School and hope that both you and your child will have a very happy and enriching experience throughout your time at the Nursery.

As from 1st January 2016 Brunswick Nursery School and Colleges Nursery School formed the Cambridge Nursery Federation. In September 2021 we were joined by The Fields Nursery School. The federation has one governing body and an Executive Headteacher. All three schools have a long history of providing education and daycare to the families of Cambridge and are proud to be working together so closely to continue the provision of high quality education and daycare.

Colleges Nursery works in partnership with North Cambridge Children's Centre who provide a one-stop shop for information, advice and support for families with children under the age of five years. We are here to work jointly to support you in order to get the best for all children

Some good reasons why we are pleased that you have chosen Colleges Nursery School for your child:

An 'outstanding Ofsted' 2018  
Well-qualified, dedicated and caring staff  
A rich and varied curriculum offering first hand experiences  
An excellent partnership with parents and carers  
An interesting and child friendly garden  
Support and facilities for all children, whatever their needs

Our vision is to:

- Provide outstanding education and care, enabling children to develop the skills, knowledge and attitudes that will provide the best foundation for lifelong learning.
- Create a welcoming atmosphere in a well-resourced environment in which children feel happy, confident and secure and excited by each new day.
- Support children to enjoy and achieve independence during their time with us and families to feel at ease and a valued part of the nursery community.



All the following information is also available online: [www.colleges.cambs.sch.uk](http://www.colleges.cambs.sch.uk)

## **Equality Duty 2023/24**

The following objectives relating to equalities have been set:

### **Planning and learning opportunities will close gaps in participation and involvement.**

- Balancing the indoor/outdoor curriculum
- Supporting Children with English as an additional Language (EAL) and Children with Special Educational Needs (SEN) to enable them to participate fully in the curriculum
- Ensuring that both boys and girls access all areas of the curriculum

**All staff will have training in equality and diversity issues.**

**All Governors are encouraged to undertake available equalities training.**



## The School Day

Drop-offs and pick-ups will take place in the garden. When the children arrive they will meet their key worker in the garden. When it's time to go in they will hang up their coats on their peg. The children will be able to access all the nursery rooms and during most of the session they will be able to access the garden.



We provide a variety of learning opportunities throughout the nursery encompassing *The Early Years Foundation Stage Curriculum* through first hand and direct experiences.

At times during each session children help to tidy up and then join their small group for singing, finger rhymes, mathematical activities, letters and sounds, movement and story sessions.



## Collection of Children

We would appreciate it if parents would bring and collect their children at their given times.

Children will only be allowed home with their own parents/carers unless the Nursery staff have had written permission from parents in advance advising staff of any alternative arrangements and the date this is to occur.

Should an emergency arise where parents are unable to collect their child, please telephone the school immediately on 01223 712168 and advise staff of the arrangements that have been made for the collection of your child. Children will not be allowed home with a 'friend' or 'neighbour' without prior consent from parents. Anybody not known to Nursery staff will be asked to show identification.

If your child will be collected by a regular child minder, or friend, please would you introduce him/her to the staff.



## The Nursery Curriculum at Colleges

At Colleges we follow an approach that puts children at the centre of all that we do. This seeks to develop individual potential through flexible, personalised learning that takes account of children's individual interests and stages of development. We use a play-based approach with adults supporting children to develop thinking skills, learning skills, collaboration and independence.

### Children will have opportunities to...

- Become confident and independent learners
- Build meaningful relationships
- Understand their own needs and begin to self-regulate
- Express themselves, talk about something they're interested in and listen to others
- Enjoy books, listen to and retell a range of stories and poems and develop own imaginative ideas
- Make-make with a range of media both inside and out and begin to write letters
- Enjoy physical activities inside and out
- Sort, compare and count objects to build an understanding of numbers and counting
- Follow recipes, cook and taste a range of different foods
- Design and create using a range of materials and tools
- Listen to, sing and dance to a range of music and create own compositions
- Gain an awareness of the world around us and the importance of caring for it
- Celebrate a range of festivals representing our nursery community
- Explore and use technology for a purpose

All children's learning is based on the Early Years Foundation Stage Curriculum which will underpin all future learning by supporting, fostering and promoting children's development in:

#### **Personal, Social and Emotional Development**

#### **Physical Development**

#### **Communication and Language**

Mathematics

Literacy

Understanding of the World

Expressive Arts and Design

We aim to continue the extremely valuable work you have already put into your child's early education. We look forward to working with you to help your child, at their own pace, make maximum progress during their first year in the Foundation Stage.

We will provide for all these areas of learning through a variety of activities. The nursery day is carefully planned to give the children the opportunity to experience a wide variety of stimulating activities through play situations so that learning will be fun.

## Personal, Social and Emotional Development

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

We learn to play together co-operatively and constructively

We learn to respect and take care of each other

We learn to do things for ourselves

We learn how to behave in a range of settings

We dress up and pretend to be other people

We learn to express our thoughts, ideas and feelings

We learn to share and take turns



## Communication and Language

- Listening and attention
- Understanding
- Speaking



We learn to communicate with others in a range of ways

We develop a wider vocabulary and descriptive language

We learn to listen to others and take turns to speak

We learn to listen attentively to stories, songs, rhymes and poems and respond to what we hear

We learn to follow instructions and answer questions

We learn to communicate our own ideas and stories

## Physical Development

- Moving and handling
- Health and self-care

We enjoy climbing outside on the apparatus and during our weekly movement session

We use PE equipment like hoops, balls and beanbags to play games

We develop our fine motor skills by learning to tear, cut, sew, and manipulate different materials

We handle tools and equipment effectively, including pencils and pens

We learn to ride lots of different kinds of wheeled vehicles

We learn the importance of physical exercise and a healthy diet and talk about ways to keep healthy and safe

We learn to manage our own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

*Young children's physical development is inseparable from all other aspects of development because they learn through being active and interactive*

## Mathematics

- Numbers
- Shape, space and measures

We learn to sort, match, order, sequence and count lots of things

We solve problems

We play with the water and learn about capacity

We use scales to measure our ingredients during cooking sessions

We begin to understand the language of position and size

We use appropriate language to talk about size, weight, position, time and money

We recognise, create and describe patterns

### **Literacy**

- Reading

- Writing

We learn about letters and sounds in our weekly sessions

We share books with each other and choose books to share at home

We talk about books and stories and recognise the difference between pictures and print

We use a variety of tools including pencils to make marks

We begin to use our phonic knowledge and understanding to give meaning to marks

We learn about writing our name



### **Expressive arts and design**

- Exploring and using media and materials

- Being imaginative

We sing songs, make and explore music and dance

We love to explore and develop our creativity using a full range of materials

We explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

We work alongside each other and with creative people

We build pretend homes, space ships, boats, and trains and let our imagination take us on all sorts of adventures



### **Understanding of the World**

- People and communities

- The World

- Technology

We enjoy exploring and becoming familiar with our local environment

We love to examine the insects in our garden

We plant seeds and plants in our garden and learn how to care for them.

Our outside classroom is very important to us; we learn so much and have lots of fun

We like to use the computer to play games and to draw

We recognise a range of technology and select and use it for a particular purpose

We share stories about our friends and families

We investigate why and how things work, using lots of construction kits and materials

Cooking is one of our favourite activities and we enjoy eating what we have made

Visitors come and tell us about their jobs

Young children use all their senses to learn about the world around them and make connections between new information and what they already know





## Clothing & Footwear

Children are expected to manage their own clothing but we will of course help them with difficult buttons etc. We strongly recommend loose comfortable clothes that will be appropriate for taking part in all Nursery activities. Colleges sweatshirts and t-shirts are available to order from the website.

We spend a lot of time outdoors, so in winter, please ensure that your child has a warm and waterproof coat in nursery every day. In summer please could you provide your child with a waterproof coat, sun hat and put sun block cream on before they come to school.

The children are encouraged to make maximum use of the garden so please ensure they have appropriate footwear for running and climbing (no flip flops etc).

Please could you provide spare clothes to go in your child's bag and ensure that all clothing and shoes are clearly named.



## Communication with Parents

If there is anything you wish to discuss please do not hesitate to contact us by phone or email. During the year you will get the opportunity to discuss your child's progress with your child's key adult. You will have access to your child's Learning Journey online.

Every week you will receive an information email (Colleges Mail) which is an important means of communication between home and school. It contains information on weekly activities in nursery as well as upcoming events.



## Safety at School

We ask all parents/carers for their co-operation in the following matters for the health and safety of all concerned.

1. **Security.** Only staff are allowed to open the door/gate to visitors. Please ensure that the doors/gates are closed behind you when you are entering and leaving.
2. **Prams and pushchairs** should be left outside (in the buggy store) as they create a fire hazard blocking access to fire exits in the classroom and in the corridor.
3. **Bicycles.** Lock scooters and bikes to the bicycle racks. Locks are available free of charge from the office.
4. **Cars.** Please park in the public car park, not on the grass verge or in the Arbury Community Centre car park.
5. **Fire procedure.** Fire alarms and fire extinguishers are located around the school and are regularly checked. The children will be involved in a fire practice once a term. If the alarm sounds the children in the Nursery will exit through the fire door in their classroom and be taken to the park area where the register will be taken. Any parent helpers in school at the time will assist the staff in escorting the children calmly outside to their Fire Assembly Point.
6. **Jewellery.** Children should not wear any jewellery in nursery.
7. **Regular visitors** to our nursery must have an up-to-date Disclosure and Barring Service check (DBS). This includes parent helpers. All other visitors are closely supervised. We are committed to safeguarding all our children through safer recruitment practices.
8. **Mobile Phones** should not be used within the school grounds
9. **SMOKING IS NOT PERMITTED ON THE SCHOOL PREMISES INCLUDING THE GARDEN**

## **Inclusion**

Our school aims to be an inclusive school. Every child is different and we view differences as an opportunity for adults and children alike to learn more about ourselves.

The school has a policy for supporting children with special educational needs which is revised every year. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable. For further information please follow the link to **SEND School Report** on the website or ask for a copy from the school office.

In order for an effective partnership between home and school to take place, we anticipate that parents will want to:

- inform the school at the earliest opportunity if their child has a special educational need
- acknowledge that when deciding whether an adjustment is reasonable, one of the factors the Head Teacher must consider is the effect of the proposed change on all members of the school community
- recognise the importance of school and home working in partnership

## **Disabled Access**

Our building allows for assisted access for people with disabilities. Please press the buzzer outside the front door and we will send someone to the gate to assist you. We annually review our disabled access and have an accessibility plan.

## **Toileting**

If your child is in nappies we will work with you to implement a toilet training programme when appropriate. Your health visitor will also be able to give you advice and support.

Please ensure that your child brings a bag with spare nappies, wipes and clothes and discuss the nappy changing routine with the key adult.



## Absence from school

Diarrhoea and sickness are infectious and can spread very rapidly with young children. Please do not send your child back to school after such attacks for a **clear 48 hours** following their last episode of sickness or diarrhoea.

## Infectious Diseases

Disease	Usual Incubation Period	Minimal Period of Exclusion
Chickenpox	11-21 days	6 days from onset of rash
German Measles	14-21 days	14 days from onset of rash-please inform school so we can notify parents
Measles	10-15 days	7 days from onset of rash
Mumps	15-24 days	Until swelling has subsided
Whooping cough	7-10 days	21 days from onset of paroxysmal cough
Impetigo		Until spots have healed

## Administration of Medicines

Medicines will not normally be administered by nursery staff. We will, however apply sun cream if your child stays all day and can make special arrangements for ongoing or acute conditions. Permission forms for the administration of medicines are available from the nursery.

## Head Lice

Don't be alarmed if your child has picked up head lice. If you find that your child has head lice, please keep them at home and treat it immediately, after which he/she can return to nursery.

## Physical Intervention

The school is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive behaviour. We will only use physical intervention as a last resort, in line with DfE and LA advice, and always ensuring minimal risk of injury to pupils and staff.

## Complaints Procedure

We hope that our open and friendly approach makes it easy for parents and staff to work closely together and to talk through issues at an early stage to prevent them becoming concerns. For difficult and sensitive issues the first avenue for concern should be discussion with a child's key worker; if this does not resolve the situation, the concern should be raised with the Head Teacher. Every effort is made to resolve problems at an early stage, but if this is not the case a formal complaint may be made in writing to the Chair of Governors. There is a complaints procedure in place.

## Child Protection

It may be helpful for parents to know that the Authority requires Head teachers to report any obvious or suspected case of child abuse - which includes non-accidental injury, severe physical neglect, emotional abuse and/or sexual abuse. This procedure is intended to protect children at risk. The 2002 Education Act states that it is a statutory duty for all LA's to make arrangements to safeguard and promote the welfare of all children. It is the Head teacher's duty to refer any concerns about a child's welfare to the appropriate agency.

## Transition to Primary School

At Colleges we are committed to trying to ensure that all our children have a smooth transition to their Primary School. We work closely with the schools to ensure that all the relevant information is passed on to them. This ensures continuity and progression of learning and safeguards the welfare of our pupils. Please note that the admissions deadline for primary school is usually in January.

## 30 hours free entitlement

Currently, all 3-4 year olds are entitled to 15 hours per week of government funded education/childcare during term time. The children of working parents may be eligible for an additional 15 hours a week (30 hours free entitlement). To find out if you are eligible please follow this link:

[www.childcarechoices.gov.uk/how-to-apply-for-30-hours-free-childcare/](http://www.childcarechoices.gov.uk/how-to-apply-for-30-hours-free-childcare/)

Any offers of 30 hours will be confirmed on receipt of your eligibility code.

Lunch sessions **are not** part of the free 30 hours entitlement.

Please be aware that all 3-4 year olds **will** receive the 15 hours free education/childcare that is currently available.

## Two year old provision

At Colleges we provide childcare for two, three and four year old children across our two main rooms; Daisy Room and Sunflower Room.

Your child is eligible to start once they are two years old. Some two year olds who meet certain criteria are eligible for 15 hours free funding.

If you think they are eligible for a two year old funded place please check on the website: [www.cambridgeshire.gov.uk/free2s](http://www.cambridgeshire.gov.uk/free2s)

We provide a caring, nurturing and stimulating environment with a homely feel. Our staff provide children with a range of activities and experiences. These are tailored to each child's individual needs and will encourage them to grow in self-confidence, gain independence, learn new skills and enjoy meeting other children and adults.



## The Governing Body

The Governing Body enjoys a successful working relationship with the Head and all staff. We believe in openness and honesty so we can take on challenges together supporting initiatives, problem solving issues and offer guidance and suggestions to ensure the very best is available to children at the Nursery.

The governing body comprises up to fifteen members plus a clerk to governors. Two parent governors are appointed each year and they serve for two years each.

## Cambridge Nursery Federation Governing Body 2023.24

Ms Carolyn Purser	Co-Chairperson, Co-opted Governor
Ms Lisa Faulkner	Co-Chairperson, LA Governor
Mr Davide Fiorentino	Vice Chair, Co-opted Governor
Mrs Amanda Bannister	Executive Headteacher
Miss Louise Bedford	Staff Governor
Mrs Ruth Holman	Co-opted Governor
Mrs Gill Learmond	Co-opted Governor
Mrs Debbie Faulkner	Co-opted Governor
Mrs Ysanne Austin	Co-opted Governor
Mrs Veronica Sharpe	Co-opted Governor
Mrs Janey Morrison	Co-opted Staff Governor
Mrs Karen Eyre-White	Parent Governor
Ms Jenna Robson	Parent Governor
Mrs Sonia Swindells	Clerk

**Colleges**

Nursery School

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