

Sheringham Nursery School and Children's Centre


The
East London
Research School



Handbook for Families



Dear parents and carers

I'd like to welcome you to Sheringham Nursery School and Children's Centre, on behalf of the whole staff team.

We're here to give your child the best possible early years education and care. We work hard to develop a respectful partnership with every parent (1). Our friendly Children's Centre team are here to support your child's healthy and happy development, and can offer you extra help if you need it.

You are always welcome to talk with your child's key person throughout their time with us. You can also message us using your phone. Senior leaders are available every day at the gate to speak with parents. We make sure we are available to talk with you, so we work together to help your child.

Ofsted have rated Sheringham as 'Outstanding' 3 times since 2013. We lead East London Research School, to develop evidence-based practice and bring research closer to schools and early years settings. We work hard to maintain our high standards and to keep improving.

We share most of our information online. You'll find out much more about us through the messages we share, and on our website.

We want your child to have a happy and successful time with us, so they're ready to continue their learning and enjoy primary school.

Dr Julian Grenier, CBE, Headteacher.

(1) *When we write 'parent', we mean both parents and carers*



Vision, mission, values

Our vision: a happy, healthy, enquiring and active childhood for every child.

Our mission: to work in partnership with every family. Together, we can help every child to have the best start in life.

The Equality Duty means that we will work tirelessly to:

- Advance equality of opportunity between people who share a protected characteristic (1) and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.
- Eliminate unlawful discrimination, harassment and victimisation.

This means:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

- Encouraging people from protected groups to participate fully at Sheringham, especially in activities where their participation is disproportionately low.

The Equality Act states that:

- **Meeting different needs** involves taking steps to take account of disabled people's disabilities.
- **Fostering good relations** means tackling prejudice and promoting understanding between people from different groups.
- **Compliance with the duty** may involve treating some people more favourably than others.

We are working to develop a culture of inclusion and diversity. We want everyone at Sheringham to feel proud of their identity and feel able to join in with our work. We want every child to succeed, and to reach the highest level of personal achievement, health and wellbeing.

(1) The equality duty covers the nine protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Settling in, key person approach

It's important that your child gets the best possible start to their time in the nursery. That is why we are so careful about settling in.

We need to work closely with you

- We have lots of professional knowledge about children and their development.
- You know your own child best. We need you to help us learn about your unique child.

During the settling in process:

- Your key person will visit you and your child at home
- Your key person will take the lead on greeting your child every day and helping them to feel safe and secure
- You will need to stay at first to help your child feel safe and confident
- Children start doing short sessions and build up gradually to their three-hour place (or 6 hours if they are full time)
- You and your key person will decide together when your child is ready to be left without you

Children at this age are very varied. Some will quickly feel confident, so you will only need to stay with them for the first three sessions. Other children will need more support. Every child needs us to be comforting, caring and calm. It's natural for some children to feel sad, or angry. Your key person will care for your child and comfort them. On the very rare occasion that a child is very distressed, we ask parents to come back in and support them. We don't want children to get so anxious that they don't want to come to nursery.

Ways you can help include:

- Staying calm and positive
- Saying 'goodbye' clearly when you leave, so your child knows what's happening
- Accepting your child's emotions: don't get cross or try to push them away
- Talking with your key person

Our curriculum

We have lots of evidence about how young children learn. Here are some of the key points:

- **Language:** chatting, playing and reading with children every day helps them learn lots of new words. Language is the foundation of children's thinking. Children who are good communicators at five are most likely to be successful learners throughout their time in school.
- **Relationships:** it is very important for children to feel safe and secure. That's why every child has a key person who takes the lead on their care. Children become more independent when they have strong and loving relationships to fall back on. They also become better at bouncing back when they find something hard or get upset.
- **Independent play:** children need uninterrupted time to choose their own play and make friends. Adults will often get involved, in a sensitive way, to help the children to learn whilst they are playing. Adults will think about the important knowledge children need and how they can learn this whilst they are playing.
- **Adult-guided play:** children also need times when adults plan and guide their play. A play activity might be guided so it has a clear focus on learning to count, for example.

- **Direct teaching:** sometimes adults work directly with children to teach them new things. This could include learning to use scissors, or ride a bike, or write some of the letters of their name.
- **We offer a balance of all these different approaches.**

What is the curriculum?

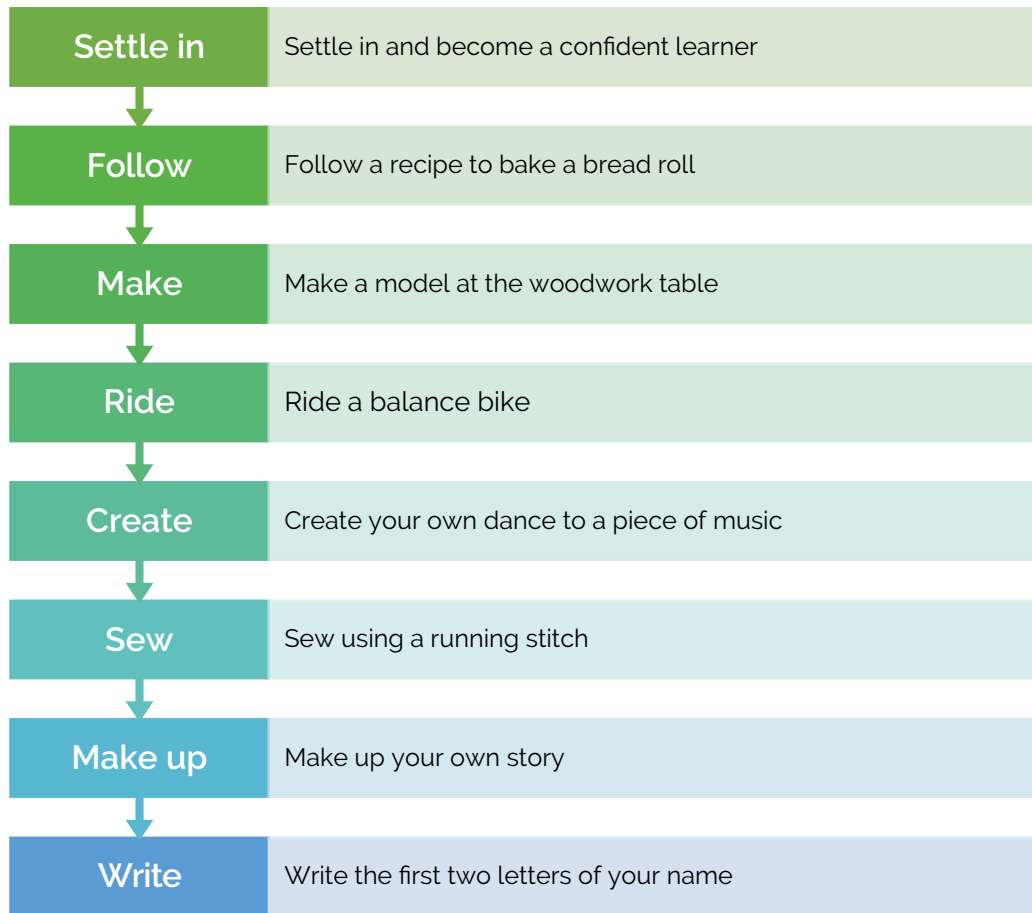
The curriculum is everything we want the children to experience and learn whilst they are in nursery.

Learning includes new words, new skills and new knowledge.

Experiences include trips out of nursery, times when we invite people in, like musicians. We also have special extra experiences in nursery like the duck eggs and caterpillars.

- Children learn a great deal of our curriculum through play and activities they choose.
- They also learn through our careful selection of 'key books, rhymes and songs' in nursery.

We have 8 curricular goals for every child to work towards



Our partnership with families

How can parents support children's learning? Our partnership with parents is a big part of our work. You know so much about your child. Your support and encouragement will make a big difference to their learning.

We communicate regularly online with parents. Scan the QR code to find out about:

- How we message parents, and enable parents to message us
- How we share important examples of what your child is learning in nursery, and how you can share information about your child's learning at home
- How we share videos of the essential storybook and rhyme for every week
- How we can all support your child's communication, using the ShREC approach
- How you can find out more about our curriculum
- How you can find out more about the Early Years Foundation Stage





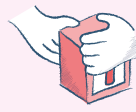
To help me thrive, feed my brain

	<p>When you chat, play and read with me, my brain forms more than a million new connections every second.</p>
	<p>My brain is already about 80% of its adult weight.</p>
	<p>I like it when we play and have fun – I don't have to feel like I'm 'learning'.</p>
	<p>I don't need you to set a time. You can chat, play or read with me on the way to nursery, while you're making a meal or even in the supermarket.</p>
	<p>I don't need pricey books or toys.</p>
	<p>It all goes in.</p>

Let me be active

	<p>When I'm active, I'm happy and healthy – and I sleep better, too.</p>
	<p>I love to play with toys, walk, jump, run, dance and scoot.</p>
	<p>Aim for at least three hours across everyday.</p>

Help me with my emotions

	<p>I am learning to talk about how I feel. "I love it when..." "I'm sad because..."</p>
	<p>I am beginning to understand how to wait for my turn. I am learning to control my feelings when I want something.</p>
	<p>I am learning how to make friends with other children.</p>

What happens early matters for a lifetime

Your child's wellbeing and progress

Every child can make progress, with the right support. We want to make sure your child makes great progress whilst they are with us. We want them to enjoy their early learning and play here at Sheringham. We also want them to be ready to keep learning and enjoying school when they leave us.

We will update you regularly about your child's progress, including:

- **The 5-day settling in report.** This tells you how well your child is settling, what they are learning, and how we can work together to help them with anything they find difficult.
- **The Progress Check at Age 2.** This is for children who start with us between the ages of 2 and 3-years old.
- **Children's Progress Day.** This happens every term – we meet with every parent to discuss how every child is progressing. During this meeting, we will agree ways forward with you. This will ensure that your child keeps progressing, and gets any extra help if they need it.

- A final report to help your child's transition to the reception class in primary school.

We write all of these reports with you, and they always include your views.



Every child can make progress in their learning, with the right support

Our key aim is to make sure every child can learn through our curriculum. Sometimes children need extra help to take part in learning. They might need some time in a small group, for example. Or they might need a longer time to learn a new skill. We'll talk to you if this is the case. We'll agree with you how we can work together to give your child extra help.

If in doubt, check it out

Lots of children have difficulties with their learning. These can be short term, or last throughout childhood. If you notice that your child has difficulties with their talking, walking or emotions please speak to your key person.

You can find out how we support children with Special Educational Needs and Disabilities (SEND) and how to contact our SENCO for help here



Session times

The morning session starts at 8.45am.

Pick-up time is between 11.35-11.45am. This allows you time to talk with your child's key person.

The afternoon session starts at 12.35pm.

Pick-up time is between 3.25-3.35pm. This allows you time to talk with your child's key person.

Sheringham Avenue is a Healthy School Street. You can't drive along the street at drop off or pick up times. There are cameras at the turning from Romford Road and anyone who drives through will get a ticket.

That makes it safe for children to travel with parents on foot, scooter or bike. It also reduces pollution for the children playing outside in the two schools.

At any other times of the day, please remember it's against the law to park on the yellow zig-zag lines. You need to park further down the street.

We offer some full-time places for working parents. We prioritise families who have a child with SEND. Our free 6-hour sessions start at 8.45am and finish at 2.45pm. If you want your child to stay until the end of the afternoon session, you can pay for the extra time.



Attendance

Children who attend well learn more. They are happier and more confident in nursery. They are better prepared for school.

We expect parents to take every possible step to ensure their child attends well. This means:

- Arrive for your child's session on time every day.
- Only keep your child at home if they are not well enough to come in. If your child has a minor illness, like a mild cough or cold, they can still attend nursery. Call us or message us before their session starts if you need advice.
- Follow your key person's advice on common illnesses like stomach bugs, skin rashes etc. That helps us to prevent diseases from spreading whilst maximising attendance.
- Only booking holidays during the school holiday periods. You can check these dates on our website. We do not authorise time away from the nursery during termtime, except in the case of a family emergency.

When your child is attending well, or their attendance is improving, we will celebrate this with you.

If your child's attendance is low and causing concern, we will message you. If attendance does not improve, then we will meet with you about this.

We report on your child's attendance to their primary school.

If your child leaves the nursery (e.g. you move house), you must let us know with as much notice as possible. We need your new address and the name of their new nursery (if available). If a child stops attending and we don't know where they are, we report them as 'missing' to the local authority.



Promoting positive behaviour

We want every child to keep learning how to behave positively whilst they are with us. This includes making friends, sharing and playing together, and coping with disagreements.

Some non-compliance is typical as young children develop their independence and autonomy. Tantrums, hitting and biting are also common: physical aggression in humans reaches its peak at the ages of two and three-years old. Young children want to express themselves, but they find it difficult.

It is important for parents and practitioners to respond calmly and be clear and consistent. Children who are treated harshly are more likely to become aggressive.

Staff are experts in supporting children's emotional wellbeing and managing their behaviour.

If your key person raises concerns about your child's behaviour, it's so that we can work together to help them learn to get along with other children. We want to have zero-violence (slapping, smacking or biting) in the nursery. We need you to help us.

If your child is hurt by another, we'll work with both children to prevent that from happening again. However, things happen quickly when children are

young. We promise that we will do our best, but we cannot guarantee that it won't happen again. We help all children learn to be strong and able to say 'no' clearly if they don't like something.

The Department for Education defines bullying as: 'is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' It is rare for a young child to be intentional like this. We do not tolerate bullying and will work to tackle the very rare instances whenever they occur.



Safeguarding

Keeping children safe

Keeping children safe is our top priority. We need to keep every child safe from physical abuse, emotional abuse, sexual abuse and neglect.

Keeping your child safe online

We also need to keep every child safe online. It's very important that you have parental controls set up if your child uses a phone, tablet or laptop at home. It's also important to limit their screentime to a maximum of 2 hours per day (television, phone, tablet etc).

Early Help

We offer all our families 'Early Help'. We work closely with parents, to stop a small problem becoming a big issue. Your key person may offer you guidance about how to handle difficult situations with your child, for example. Or one of our Best Start in Life practitioners might work with you and your child.

100s of Sheringham parents have completed the Triple P parenting programme, which we recommend highly.

Child protection and safeguarding

We are required by law to pass on any concerns about a child's welfare or safety to Newham's Multi-Agency Safeguarding Hub (MASH). This is sometimes called 'social services'.

If you are ever worried about a child, and want to request support or protection, then please speak to a member of our safeguarding team.

You can also speak to Newham's MASH about your request or make an anonymous request, by calling:

- 020 3373 4600 during office hours (Monday to Thursday, 9am to 5.15pm or Friday 9am to 5.00pm)
- 020 8430 2000 at any other time.



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Sheringham Avenue, London E12 5PB

Photographs: Justin Thomas