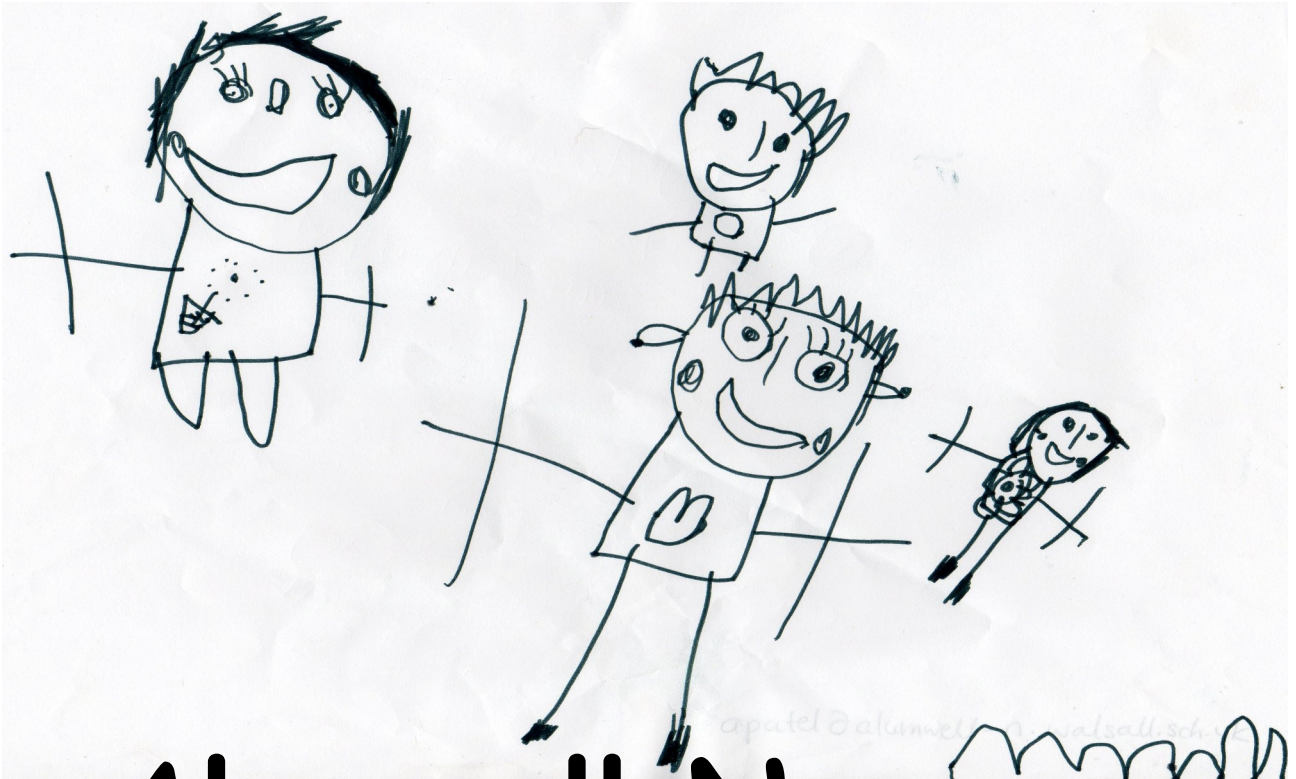


# Welcome to



# Alumwell Nursery School

Information for Parents and Carers  
2023-2024

Primley Avenue, Walsall, WS2 9UP  
Tel: 01922 721264

E-mail: [postbox@alumwell-n.walsall.sch.uk](mailto:postbox@alumwell-n.walsall.sch.uk)

Website: [www.alumwell-n.walsall.sch.uk](http://www.alumwell-n.walsall.sch.uk)

Headteacher: Mrs A Patel

Chair of Governors: Mrs S Khan





## Transition Visits

**Your child will be required to attend an hour visit on**

**Date:**

**Time:**

**Date:**

**Time:**

**Start date:**

**Time:**

**Reminder: On your First Day**

Don't forget your All About Me Pack you can draw, write, stick pictures or photographs to share your information.  
Your group leader will go through this with you on the day.



## Letter from the Headteacher

Dear Parents and Carers

Welcome to Alumwell Nursery School. My name is Armela Patel, I am the Headteacher of your child's Nursery School.

As a parent who may be new to our School, or one re-visiting, you will probably have many questions, all of which will hopefully be covered by this booklet.

There may be some areas that have not been covered, please ask me when you see me in and around the Nursery. If you want to speak confidentially please come to the Nursery office. You can also speak to the Group Leaders or the Deputy Headteacher who will be able to help you.

In the Nursery our work is based on the Development Matters in the Early Foundation Stage (EYFS) and characteristics of learning.

As part of the EYFS children are taught how to develop key learning skills such as:-

- Listening and Speaking
- Concentration
- Persistence
- Learning to work together and co-operate with children and adults

Children also develop early communication, literacy and numeracy skills that will prepare them for their Reception class.

Learning is divided into 7 areas:-

- Personal, Social & Emotional development
- Communication and Language
- Physical development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts & Design

We provide well planned play based on first-hand activities where children can learn with enjoyment and challenge. Look on the notice board and the newsletter for information on themes and activities taking place in the Nursery. If you want any more information please ask.

You can help prepare your child for Nursery by,

- Going to the library - many libraries have activity sessions.
- Sharing books with your child.
- Help your child to go to the toilet on their own.
- Practice putting their coats on and taking them off themselves.
- Talk to your child about school.

This School was considered to be outstanding in our latest inspection. You can read the full report on the Ofsted website or our school website.

Yours sincerely

Mrs A Patel  
Headteacher.

Privacy Link :

<http://www.alumwell-n.walsall.sch.uk/en/left/privacy-notice/>  
(GDPR)



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## Vision for our school

### Vision for the School

*To develop happy, confident and secure learners in a safe and stimulating environment where all children thrive working in partnership with parents or local community,*

#### **At Alumwell, we aim:**

- To create a secure, caring and innovative educational environment to promote hands on active learning in the Early Years Foundation Stage Curriculum.
- To encourage and develop the special talents of each individual including self esteem, confidence, independence and a positive attitude towards learning and achieving.
- To develop thinking children who grow in tolerance, understanding and awareness of others in the school community and around the world.
- For pupils, parents, governors and staff to work together to promote a love of learning in the whole school community.

#### **We would like parents and carers to:**

- Build a positive relationship with the school for the benefit of your child.
- Ensure your child attends regularly and punctually, wearing appropriate clothing and footwear.
- Try to avoid taking your child on holiday during school time
- Inform the school of the reason for absences as soon as possible
- Support the schools values and policies on behaviour management, clothing, jewellery and medicines.

#### **Together we will:**

- Encourage your child to be thoughtful, helpful and careful to others.
- Support your child's learning and confidence in a positive environment.
- Make your child's first experience of school positive and enjoyable.



# Meet Our Governors

## School Governors

### What is the Governing Body?

The Governing Body is a group of unpaid volunteers who support the Headteacher in running the School. We meet regularly to discuss children's progress and results and acting as "critical friends" to the Headteacher, in order to improve the School's performance. This means that we challenge the Headteacher by asking important questions in order to help pupils achieve their full potential. They help the Headteacher manage the school's budget, by ensuring that money is spent on improving outcomes for our pupils.

### Who can be a Parent Governor?

When a vacancy arises, you can apply to be a Parent Governor if you have a child or children who attend our school.

### What Does a Parent Governor Do?

As Parent Governor you will be able to give us the point of view of parents in terms of the curriculum and how it is delivered and monitored at our school.

There are a number of ways in which a parent can become more involved with their child's education, one of these is to become a governor of the school.



## Meet Our Governors

Armela Patel - Headteacher

### Co-opted Governors

Shazia Khan—Chair Of Governors

Gillian Rowley—Vice Chair

### Local Authority Governors

Vacancy

### Staff Governors

Ian Morris

### Parent Governors

Sharifa Thacker

If you would like to contact the Chair of Governors or Vice Chair

Please write to

Shazia Khan (Chair of Governors)

C/O Alumwell Nursery School

Primley Avenue

Walsall

WS2 9UP

Or e-mail : [chair@alumwell-n.walsall.sch.uk](mailto:chair@alumwell-n.walsall.sch.uk)

[vicechair@alumwell-n.walsall.sch.uk](mailto:vicechair@alumwell-n.walsall.sch.uk)



## Meet Our Staff

### Members of Staff Academic Year 2024/25

Mrs A Patel	Headteacher/DSL/SPOC
Mr I Morris	Deputy Headteacher SENCO/Curriculum Lead/DDSL
Ms S Stewart-Warwick	Parent Support Advisor & Safeguarding/DDSL

#### **Office Staff**

Mrs D Beardmore	Finance and HR
Mrs J Begum	Office Administrator

#### **Nursery Staff**

Miss K Tayler	Teacher
Mrs C Nixon	Group Leader
Mrs T Elstone	Group Leader
Mrs P Chana	Group Leader/First Aider
Mrs S Kaur	Teaching Assistant
Mrs F Lime	Group Leader
Miss Z Gardner	Group Leader/First Aider
Miss S Tanney	Group Leader
Mrs K Belaidi	Group Leader
Miss L Moseley	SEN Support

Mrs L Worley	Caretaker
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#### **Casual Staff**

Ms N Khanom	SEN Support/Lunchtime Supervisor
Mrs K Ashfaq	SEN Support/Lunchtime Supervisor
Mrs S Pathan	SEN Support/ Lunchtime Supervisor



## Settling Into School

New children are introduced into nursery gradually. We admit a small group of children at a time during the first few weeks of the new school year so that we can spend time supporting children as they become familiar with our school. This also gives us the opportunity to get to know parents and carers.

Your child will be placed in a group of children with a key member of staff who is responsible for the "family group". It is important that you take your child to greet their member of staff, so they know who has arrived each morning or afternoon.

Some young children find the move from home to school upsetting and if so, parents are expected to stay with their child for their first session and maybe for longer if they are finding it difficult to settle. Please be patient as children take varying amounts of time to feel happy about being left. Please make arrangements to be available for the first few days. We prefer parents to support their child's first few days, but if this is not possible please arrange for a familiar adult to support your child on your behalf.





## Starting Nursery

Please be on time bringing and collecting your child.

**Morning 8.40am to 11.40am**

**Afternoon 12.20pm to 3.20pm**

**If you are late and the door has to be opened for you, you will need to report to the office and give a reason which is recorded in the late book.**

Parents, or a responsible adult (over 18 years old) must bring and collect their child. If another adult is to collect him/her please let staff and your child know before hand and make sure they know the password you have set up with the group leader at your first visit.

**Regular attendance is vital for your child's social and academic progress.**

If you accept a place for your child in this Nursery then we expect them to attend every day unless they are ill. **If your child is ill and unable to attend please contact us on 01922 721264.** If your child is not at school we need to know the reason why.

If you need to take your child out of school for exceptional circumstances you need to write a letter to the Headteacher to explain your reasons. If you take your child out of school for more than 4 weeks your child will be taken off the register and the place may be given to a child on our waiting list.

We have one Parent Support Advisor. You can contact her regarding any personal issues. Details are in the office.



# Nursery Curriculum

## Characteristics of Effective Learning

### Areas Of Learning

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

**These are the prime areas:**

- communication and language
- physical development
- personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied.

**The specific areas are:**

- literacy
- mathematics
- understanding the world
- expressive arts and design

### Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

## Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

## Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

## Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

## Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### Playing and Exploring—engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

### Active Learning—Motivation

- Being involved and concentrating
- Keeping trying
- Enjoy achieving what they set out to do

### Creating and thinking critically—thinking

- Having their own ideas
- Making links
- Choosing ways to do things



## Rhythm of The Day For 2 Year Olds

AM 8.40	PM 12.20	Welcome and self -registration
9.00	12.45	Adult focused and child initiated activities indoors and outdoors
11.00	2.45	Tidy up time
11.10	2.55	Group time—milk time/story/singing/letters and sounds/give out children's work /reflect on session
11.30 - 11.40 am	3.00- 3.20pm	Home time—key workers to give feedback to parents/quiet activities on the carpet



## Rhythm of The Day For 3/4 Year Olds

AM 8.40	PM 12.20	Children arrive. Greetings activities available
8.50	12.30	Welcome song, register, planning time, and Visual timetable
9.05	12.45	Work "curriculum" time and outdoors Activities-child initiated, adult directed, observations. Children can choose where they would like to play. Activities provided are based on children's needs and interests. Some activities are led by adults. During this time adults observe children during this time to make assessments and plan their next steps of learning
10.20	2.00	Small group time Snack time
10.50	2.30	Outdoors
11.25	3.05	Story and song - Reading stories and singing songs with children is a vital part of developing language skills and early phonic skills.
11.40 am	3.20pm	Home time



## 2 Year Old Provision

At Alumwell Nursery we have community facilities which allows parents to pay for extra hours of child care on top of government funding.

We also offer nursery sessions for fee paying two year olds along with time 2 start 2 year funding.

### Extended day care places at "Alumwellies"

We have the facilities to provide care for 2+ to 3+ year olds:-  
2 + year cost

A morning 8.40am until 11.40 am cost £18.00 per session

A lunchtime club - 11.40am to 12.20pm -bring your own sandwiches cost  
£3.00 per session

An afternoon 12.20pm to 3.20pm cost £18.00 per session

At Alumwell Nursery School we offer

- 30 hours free early learning / childcare for three and four year olds

To claim an additional 15 hours check your eligibility now by logging  
on to : [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)

or

Call 01922 653383

We charge £15 per week for lunch cover and children access 32.5 hours  
per week



# Child Protection

## Child Protection

This school, like all other schools in Walsall, takes the protection of children very seriously. We are legally bound to report any serious concerns about a child's welfare to Walsall Children's services. We will always try to maintain an excellent working relationship with parents and carers over these matters, but the safety of children must always be of paramount importance. Any action we take will be in line with Walsall's Safeguarding children's board procedures.

- There are times when we are required to share information about a child or their family. These are when:
- There are concerns that a child is or may be suffering significant harm.
- The 'reasonable cause to believe' a child is or may be suffering significant harm is not clear.  
There are concerns about 'serious harm to adults' (such as domestic violence or other matters affecting the welfare of the parents).

At Alumwell Nursery we are working in partnership with West Midlands Police and Walsall Children's services to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called Operation Encompass. In order to achieve this, Police will use appropriate systems to establish the relevant education provider of the child and pass this information to the Op Encompass administrator who will share police information of all domestic incidents where one of our pupils has been present with the Designated Safeguarding Lead(s).

On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires, this could be silent or overt. All information sharing and resulting actions will be undertaken in accordance with the Joint Agency Protocol for Domestic Abuse - Notifications to School. We will record this information and store this information in accordance with safeguarding paperwork record keeping procedure

*Our school follows the child protection procedures as defined by Walsall Safeguarding Partnership ([www.wlscb.org.uk](http://www.wlscb.org.uk)) and multi agency threshold guidance. We work with partners to ensure the best outcomes for children and young people.*

*This policy applies to all staff, volunteers and visitors to our school as safeguarding is everyone's responsibility. Our belief is that "it could happen here" and "we have the interest of the children" as our priority.*



## Help & Support for Parents Family Support & Safeguarding Officer

Ms Sheena is the Parent Support Worker at Alumwell Nursery School and available to provide a variety of support for you and your family. There is a range of support that can be offered:

Our Parent Support Worker can offer support around:-

- Benefits
- Behaviour
- Housing
- Training/Adult Learning
- Special Educational Needs and Disabilities
- Transition between settings
- Early Help
- Nursery Intake/ School Admissions
- Food banks/Vouchers
- And much more..

If you would like any of the above support, advice or want to discuss any other concerns, please contact Ms Sheena on 01922 721264 /07738546929

### Mental Health

Mental Health is significantly important to the nursery for all our staff, parents and our children. We endeavour to ensure that this is approached sensitively and also promptly to ensure positive reinforced outcomes for all going through this, We have trained staff on site to be able to approach and support those who are in need of further support and guidance at any time.

If you need to talk to a trained staff member about this, please contact the nursery.

Trained Mental Health First Aider: **Ms Sheena Stewart-Warwick**



## Behaviour & Anti Bullying Policy

### Behaviour & Anti - Bullying Statement

At Alumwell Nursery School we aim to create a friendly and caring atmosphere where each child and their family are valued. We have a positive behaviour policy stating the behaviour we wish to encourage and behaviour we wish to discourage.

At Nursery we view children's misbehaviour as a mistake that children can learn from. We avoid giving attention for bad behaviour but use the situation as a learning opportunity for the child. Often misbehaviour is ignored in favour of praising good behaviour. The reason for ignoring negative behaviour and praising good behaviour is that children will respond to attention, even negative attention. Therefore it is important that attention is given for positive reasons not negative.

When a child exhibits unacceptable behaviour repeatedly, parents/ carers are informed and an Individual Support Plan is agreed, with the Special Education Needs Co-ordinator setting achievable targets to help the child develop more acceptable behaviour.

The full policy is available from the Nursery office.



## How We Manage Behaviour in Nursery

At Nursery we try to avoid negative behaviour and praise positive behaviour. Below are some ways in which staff deal with inappropriate behaviour in nursery, try them at home:



Ignore little things that don't really matter and give lots of praise for good things.



Praise specific things e.g. "Thank you for picking all those bricks up" rather than "Thank you for tidying up".



Use words to label feelings that the child is displaying. Talk together how to solve the problem.



Focus on positive things.



Use family reward charts where everyone is involved. Offer small treats as rewards e.g. trip to the park



## Pupil Premium

### Alumwell Nursery - Early Years Pupil Premium (EYPP)

The EYPP became available in April 2015 for children accessing early education to provide children within a set criteria extra funding to support their development, learning and care. The criteria is set by the government based on parental income or individual circumstances of the child.

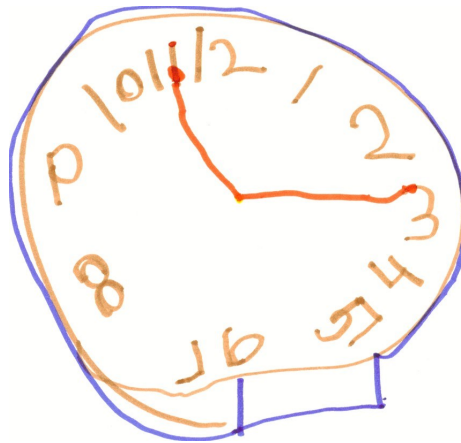
When a child becomes eligible for EYPP a member of staff will meet with you to set targets and plan how to spending the funding to help your child. Their progress will be monitored and will feedback to you at consultation meetings each term.

Each year a report is published on our website which documents how the money was spent and the difference it has made for the children.



## Punctuality

We plan a broad and balanced curriculum for your child from the beginning to the end of the session. It is essential that your child arrives and is collected on time. If there is an occasional difficulty then please inform us.



## Security

Children will only be handed over to a parent/carer or a nominated representative on prior arrangement with staff. Parents/Carers are asked to sign a signing out sheet on a daily basis when collecting children from nursery. We use a password system for collection of your child.





# Library

We have a home/school library every day where you and your child can choose a book together from the shelf and record it in the note book. Please spend some time reading and talking about the book with your child. Please help your child to take good care of the books.





# Uniform

## Clothing

School uniform is red sweatshirts, polo or T- shirts, black joggers and sensible footwear. Shoes need to be appropriate for running and climbing-flip-flops and sandals are not appropriate, this will allow the children to take part in all activities. Please name clothing especially sweatshirts, cardigans and coats. Children will be involved in a lot of messy play. If your child should get paint or glue on their clothes the best thing to do is to soak them in cold water before washing. Children will need a school bag with spare clothes. Please put your child's name on their bag.

Please do not put anything else in this bag. No food or drinks or medication.



Uniform can be purchased at the main office, but alternatively this can be sought from your local supermarket of choice.

## School Coats

We have a number of school coats for children to wear to access outdoor play during nursery sessions. This is to keep their own coats clean.

## Jewellery

Jewellery is not allowed for safety reasons. If they have pierced ears, please only allow them to wear stud type earrings and note that this at your own risk.



## Forest School

Daily access to the outdoors when in an Early Years setting is a statutory requirement for all children. Outdoor learning/play is a critical component of good provision and must be encouraged. It is essential for the healthy development of all young children.

Learning outside offers opportunities to build on and extend skills taught and acquired inside. It also offers the chance to take on new challenges and risks and to investigate in a different way. The physical freedom of learning outside through climbing, exploring, running, jumping and balancing supports development of the young child's body towards the finer movements that will be required for such skills as writing. Experiencing the weather, searching for insects, climbing a tree or working on a large scale is learning that can only happen outside.

Children learn best from first hand experiences. Exploring, playing and therefore learning using a range of activities ( both designed by the leader and instigated by the children themselves) is what forest school is all about. Building a sense of independence, high self esteem and team work are important parts of forest school, but health and safety considerations are always of paramount importance.





# Forest School

## Benefits for your children

- Increased confidence and self esteem
- Heightened self awareness and behaviour management.
- Group cohesion and a sense of community
- Understanding risk and how to stay safe
- Understanding own and others needs, developing empathy
- Knowledge of the natural environment
- Understanding of healthy choices
- Lots of new skills
- Loads of fun!

As the sessions progress and the children's confidence grows, we will move on to using tools and introducing fire.

All of these activities are lead by the Forest School Practitioner with support from other Nursery staff.





# Special Education Needs

## Special Education Needs

Staff at Alumwell Nursery have all had training in identifying children with special needs.

When a child has been identified as having special needs, Nursery staff always consult with parents/carers. We have a special needs co-coordinator, Mr Morris, who will be specially trained to give advice on helping your child if they have any special needs. In some circumstances this may mean referring your child to other agency e.g. speech and language services. You will be regularly consulted and your views sought.

There is a 'Special Needs Policy' and 'Special Needs Code of Practice' that governs this process. They are available should you wish to read them.

Please ask to see our SEN information report available from the school office or access it on our website.





# Health and Safety

## Health and Safety

Please note we have adopted a 'Healthy Schools' policy.

We have fruit and milk at snack-time and have water freely available.

Due to limited space in our entrance, please note we regret pushchairs are not allowed inside the building. Pushchairs are left outside the nursery at owner's risk. We do have a pushchair park.

Younger children left in pushchairs outside are the parents/adults responsibility

In line with Walsall M.B.C policy, smoking is not allowed at ANYTIME on the school premises.

Dogs (large or small) are not allowed in the school grounds or building, unless they are guide dogs.

Children are to stand with parents and not running around the car park before or after school. Children are not allowed to stand, swing or climb on yellow railings.

If you drive to nursery please take care where you park. Please do not park on the yellow zigzag lines outside the school or in the access road. This needs to be kept clear for emergency vehicles.

Please note the local council issue fines for parking on yellow lines and zig-zags

## Only staff cars are allowed through the school gates

Whilst taking every care the school is not able to accept responsibility for items of value that may be lost.

To keep our children safe mobile phones must not be used inside nursery.

## CCTV

Our nursery premises are covered by 24 hour CCTV operations



## Health and Safety

### **Inappropriate behaviour of adults**

We have a duty of care to all children, staff and other parents in school. We will not accept any form of verbal, or physical aggression or unsocial behaviour as it is against the culture and ethos of our school. If such behaviour does occur we will take action and deal with it promptly, involving the Local Authority or the Police if necessary. This can result in the person concerned being banned from the premises and facing possibility of legal action.

### **Accidents**

Your child will inevitably have minor accidents at school. We will inform you if this happens and record it on an accident form. If your child has a bumped head we will inform you in writing so that you can keep a special eye on them. If your child has an accident, which requires urgent medical attention, we will call an ambulance first then contact you. Please sign the relevant paperwork on your visit to nursery

### **Medicines in school**

If your child has a medical condition and/or has to take any medication on a regular basis please see the group leader. They will ask you to sign some relevant paperwork and ensure that your child will be given the appropriate medication when needed. Medicine is only administered after consulting the Headteacher. We can only administer prescribed medicines with your child's name and dosage clearly written on the label.

**It is your responsibility to keep us up to date with any change of address, telephone number or employment so that we may contact you quickly**

**DO NOT PUT MEDICATION IN YOUR CHILD'S SCHOOL BAG.**  
**ALWAYS GIVE MEDICATION TO STAFF**



# Illness

## Illness

If your child cannot attend nursery, please let us know on the first day of absence. With some illness your child must stay away from nursery for a certain number of days.

### Chicken Pox

5 days from the on set of rash and when the spots have crusted over

### Measles

4 days from onset of rash

### Mumps

5 days from onset of swollen glands

### German Measles

4 days from onset of rash

### Whooping Cough

2 days of appropriate antibiotic treatment

### Scarlet Fever and Sore Throats

1 day from commencing antibiotics

### Sickness and Diarrhoea

To prevent the spread of sickness and diarrhoea, the environmental Health Department has advised us that all children must have **two** clear days away from school after any bout of sickness and diarrhoea. 48 hours absence from the last episode of diarrhoea or vomiting.

### Covid-19

Symptoms: new continuous cough, high fever, loss of taste or smell.  
Call 111. for advice



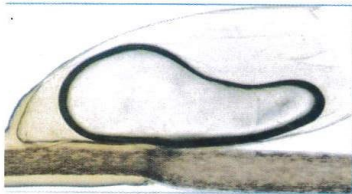
# Head Lice



## Head Lice (Pedulus Capitis) School Information

### Head louse egg

- Take 5-7 days to hatch
- Are cemented to the shaft of the hair at the root
- Female lays 3-5 eggs per day
- Laid within 5mm of the scalp
- Can reproduce 7 days after hatching



### Empty egg case - nits

- Can resemble dandruff
- Seen on the shaft of the hair as the hair grows cm a month they appear to move down the hair shaft
- Note – how tight the 'glue' holds onto the hair shaft
- Are only a sign of a previous infection not current one

### Nits

These are empty egg cases only, this person does not have any head lice, it is only a sign that they have previously had head lice.



- Head lice can't jump or fly
- Head lice only live in the hair not clothing
- Head lice live on both clean and unwashed hair
- Nits must be laid by live lice – you don't 'catch nits'
- Cannot be caught from animals

## **Detection combing**

Check all family and inform friends –adults and children, don't forget grandparents.

Fine comb wet hair with conditioner – from top of scalp to end of hair, will take 10 to 20 mins (Detection combs do not remove the eggs)

Physical Treatment – treat all affected family at the same time.

The above can be used as a treatment if done alternate days for 2 weeks, baby lice will be found on the head during each combing as the eggs hatch over the period of time, this is not a new infestation.

## **Treatments**

### **Only treat if living moving louse is found**

Treat all infected contacts at the same time.

Treatments are available on prescription

Chemical - Suleo-M lotion, Derbac-M or Quellada

Apply to dry hair

Let it dry naturally, Leave on for 12 hours

Shampoos and mousse are not as effective

## **Preventing Head Lice**

- Check the whole family regularly (weekly) this is the single most important thing in the control of head lice.
- Treat appropriately when living moving louse found
- Not sharing combs / brushes etc.
- Avoid head to head contact
- It is often the empty egg cases seen on other children's hair – remember this does not mean the individual has head lice now just in the past and may have been successfully treated.



## Parents as Partners

Parents and carers are welcome to share their child's nursery experience in a variety of ways :

- Sharing information during home visits
- Talking informally with staff at the beginning and end of sessions
- Coming to consultation days to chat about your child's progress
- Informing the office of any change of address or phone number
- Supporting fundraising events
- Changing your child's library book with them
- Reading and sharing newsletters and home links on display on foyer window
- Come to play and stay sessions
- Attend workshops on reading and maths
- Invited to special celebration assemblies

We are always here to help support your family particularly if you have problems . Our staff will offer a listening ear and signpost you to any support you may need . We will be working closely with other agencies such as Sure start and Health visitors to offer training so please let us know if you want support on any matter.



# Assessment

## Assessment

We complete an assessment for each child during the first half term in school. This, along with information you as the parents provide, give us the knowledge we need to provide for your children's educational needs. We keep information of how each child is progressing and a folder of work as a record of their time in Alumwell Nursery School. We aim to meet with you before your child starts school, again in the Autumn term and in the Spring and Summer terms to discuss their achievements and progress.

Any concerns about your child are always shared with you first. Please discuss with the group leader or the Headteacher anything that concerns you.

We will be sending you photos of your child's learning at nursery through 'evidence me' app. More information





## Visits and Visitors

We also like to welcome visitors in to nursery including police officers, fire fighters, animal handlers, Librarian and Health Visitors.

We welcome professionals into our nursery from other local schools to share our outstanding practice. We pride ourselves in supporting other schools to achieve better outcomes for their children.

We like to extend the children's learning experiences outside the school environments often as possible. We go on walks to visit the local shops or the park. We also organise trips to leisure attractions such as the farm, zoo and pantomime





## Charging Policy

We follow the Local Authority guidelines on charging and our charging policy is based on this. All children have an entitlement to participate fully in nursery activities and visits regardless of family income. All contributions for nursery events and trips are voluntary and are usually subsidised by school. If however we do not receive sufficient voluntary contributions certain visits or activities may not be able to take place



## Compliments and Complaints

If parents have any concerns or complaints please see the group leader or Headteacher and hopefully we will be able to resolve any difficulties. If not we have a school compliments and complaints policy outlining the procedure to follow.



## Equality Duty

At Alumwell Nursery we have due regard to positively promote equality by:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.
- Each Year we set three targets to promote equality. These targets and their impact are reported annually and published on the school website.



## Freedom Of Information

A copy of all nursery policies are kept in the office and available for parents to view if you wish.

Further information regarding GDPR and privacy notice can be found on our school website.



## Walsall Council Policy

**Staff have the right to work in a safe environment without fear of intimidation, abuse or assault.**





## Transition to Primary School

### Transition into Primary School

You will receive to apply online for a primary school place whilst your child is in nursery. These forms must be filled in online and returned by the due date.

Please note a place at Alumwell Nursery doesn't automatically guarantee a place at Alumwell Infant School. Walsall local authority are responsible for allocations of places in primary schools.



**We hope that your child will be happy at our Nursery School and that you will both share and enjoy the many experiences that Nursery Education has to offer.**



## Useful Numbers and Websites

Nursery - 01922 721264

Infants - 01922 720886

Juniors - 01922 721391

MASH -0300 555 2866

Family Information Services - 01922 653383

Walsall Council - 01922 650000

Citizens Advice - 01922 700600

Domestic Abuse - 0800 389 5790

Welfare Rights Service—01922 627247

Black Country Mental Health Support Line - 03456460827 (24 hrs)  
Press 2 for a Walsall Resident



## Term Dates 2024/25

### 2024/2025 Academic Year

#### **Autumn Term 2024**

Term starts: Monday 2 September 2024

Half term holiday: Monday 28 October 2024 to Friday 1 November 2024

Term ends: Friday 20 December 2024

#### **Spring Term 2025**

Term starts: Monday 6 January 2025

Half term holiday: Monday 17 February 2025 to Friday 21 February 2025

Term ends: Friday 11 April 2025

#### **Summer Term 2025**

Term starts: Monday 28 April 2025

Half term holiday: Monday 26 May 2025 to Friday 30 May 2025

Term ends: Monday 21 July 2025