



Welcome to
Low Hall Nursery School
& Children's Centre



Staff List

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|-------------------|--------------------------------|
| Claire Toberman | HEADTEACHER |
| Ruth Doak | DEPUTY HEADTEACHER |
| Eve Tovell | NURSERY OFFICER - NNEB |
| Fatima Piperdy | NURSERY OFFICER - NNEB |
| Marie Archambie | NURSERY OFFICER - NNEB |
| Lin Mustafa | NURSERY OFFICER - NNEB |
| Lorraine Steward | FAMILY SUPPORT & SENCO |
| Samantha French | TEACHING ASSISTANT |
| Jackie Cole | TEACHING ASSISTANT |
| Simone Eftehiou | TEACHING ASSISTANT |
| Shaheen Battiwala | TEACHING ASSISTANT |
| Sallie Poppleton | CHILDREN'S CENTRE TEACHER |
| Louise Greenlees | SENIOR MIDDAY ASSISTANT |
| Christine Roberts | MIDDAY ASSISTANT |
| Coral Jepson | CHILDREN'S CENTRE CO ORDINATOR |
| Mary Hare | OFFICE & FINANCE MANAGER |
| Alex Ohene-Dwira | SENIOR CLEANER |
| Sadejah Valli | EARLY YEARS INCLUSION WORKER |
| Shinderpal Chatta | PLAY LEADER (morning) |
| Saleha Kajee | PLAY WORKER (afternoon) |
| Samantha French | PLAY WORKER (holidays) |
| Katharine Farrell | PLAY WORKER |

Visiting Professionals

| | |
|------------------|----------------------------|
| Fiona Davey | EDUCATIONAL PSYCHOLOGIST |
| Lorraine Manford | SCHOOL IMPROVEMENT PARTNER |

Others

Students, parents, carers, governors, volunteers, supply staff and others can all be found involved in the nursery activities with the children from time to time.

School information

Our address is: Low Hall Nursery School & Children's Centre
 Low hall Lane
 Walthamstow
 LONDON
 E17 8BE

Our telephone number is: **020 8520 1689**

Our fax number is: 020 8520 1689

Our nursery website is: www.low-hall.com

We are funded by the local education Authority (L.E.A.) of the London Borough of Waltham Forest.

To contact them write to: Education Offices
 Silver Birch House
 Uplands Business Park
 Blackhorse Lane, Walthamstow
 LONDON E17 5SD

Telephone number: 020 8496 3000

Nursery school times

Part time: Morning session: 9.15am to 11.45am

Afternoon session: 12.45pm to 3.15pm

Low Hall Nursery School and Children's Centre has been asked to be part of a pilot scheme to offer 15 hours per week Nursery Education for your child free of charge.

To maintain quality and meet the needs of young children we would like to offer you 1 day per week of either:

9:15 to 2:15 for the morning children or

12:45 - 5:45 for the afternoon children

on the day your link worker serves lunch for the children. The other 4 days will be as usual.

Please note the following:

- please arrive with and collect your child on time
- your child must be collected by someone of 14 years or older
- let us know if someone different is collecting your child
- in an emergency, telephone us to let us know if you are going to be late so that we can reassure your child.

Children's Centre times

We are now able to offer 15 places which are for nursery education and childcare from 8.00am to 6.00pm for 48 weeks of the year.

Parents would have to pay for the extra hours but would still have 3 hours per day free. Parents who are working can apply for Working Tax Credit (information available at Nursery).

We are happy to split places but those places would have to be considered Children's Centre places.

Always feel free to discuss your childcare needs with the headteacher.

School aims

Low Hall Nursery School offers a welcoming, secure and stimulating learning environment where all children are encouraged by trained staff to achieve their individual potential by active exploration and discovery through play. We are committed:

- to provide exciting, developmentally appropriate challenges so that each child is motivated, enjoys learning and has fun;
- to offer every child a broad and balanced curriculum which will help them to fulfil their potential in all aspects of development;
- to provide a warm, safe, rich environment where all members of the nursery community are able to make full use of the available resources;

- to nurture confidence, independence and self-esteem in children;
- to develop an understanding of society by encouraging respect, empathy and cooperation;
- to celebrate the achievements of all;
- to create a partnership where staff, parents, governors and other members of the nursery community see themselves as part of a team, working for the benefit of children;
- to ensure that children's learning is supported by highly motivated staff, including trained teachers and nursery officers;
- to encourage parents and carers to become actively involved in their child's education, both at home and school;
- to provide equal opportunities for all members of the nursery community.
- to be aware that everyone is unique and celebrate difference.

Allocation of nursery provision

We aim to allocate the available nursery places to ensure maximum benefit for children and their families in the local area.

Every term:

- a panel, which includes nursery staff and a governor, considers for admission, all 3 and 4 year old children on the waiting list;
- the staff review the places of all children on the school roll; recommendations for lunch and full-time places are made. Requests for full time places 9:15 to 3:15 have to be sent to the Local Education Authority's Special Needs Panel for the extra funding to be allocated. A letter from a professional e.g. health visitor, doctor etc describing your child's Special Needs would have to support your request.

In line with Borough Policy, we use the following criteria:

- individual needs of children and their families,
- age of child,
- special educational need,

- nearness of home/childminder's home to the school,
- family links with the school.



Staying for lunch

Lunchtime is a social occasion with lots of chat and sharing of enjoyable food. Meals are provided by Barn Croft school kitchen. We cater for different diets including vegetarian, halal and for children with food allergies. Our midday staff are very experienced and caring. At least one member of the education staff works alongside the midday team every day. In the last term before they attend Primary School your child can stay for lunch on your link worker day. Please see your link worker for details. Parents need to write a letter stating why their child needs a full time place. We will use the Borough policy to determine which children get the full time places available. There is a request form to the Special Needs panel for any parent to request a full day if supported by a health visitor or doctors letter stating the needs of the child and/or parents. Please talk to Claire or Lorraine to obtain further information.

Healthy eating

Please be aware that some of our children have special dietary needs for health or religious reasons or by choice. We do not use any foods, including sweets, containing gelatine, nuts or animal fats. We offer a variety of healthy food and drink every session - sandwiches, cereals, fruit, milk, juice etc. for children to choose from and ask for a weekly contribution from every child to cover the cost of this.



Child Protection

The children at Low Hall nursery School and Children's centre are always our first concern. We are responsible for all the children in our care, and we have a duty to pass on any concerns about the wellbeing of the children here to social workers with responsibility for child protection.

Unexplained injuries or significant changes in children's pattern of behaviour may lead to action from Centre staff. This means recording the concern, asking for an explanation from the family or reporting the incident to Social Services.

The Head teacher of Centre is the member of staff responsible for all Child Protection issues and will decide on the action to be taken.

How can I find out more?

Call us on 020 8520 1689. We'll be happy to talk to you.

Low Hall Nursery School & Children's Centre
Low Hall Lane
Walthamstow
London E17 8BE

The nursery curriculum

At Low Hall the curriculum is considered to include everything a child learns and how that learning is planned, organised and supported.

At nursery, children will have opportunities to:

Be successful

Play and work alone
Follow instructions
Be part of a large group
Start writing

Speak their home language

Be in the garden

Learn to write their own name

Talk and listen

Spend time with an adult

Play with chosen friends

Care for the nursery environment

Stay for lunch

Follow their own interests

Work with their parents or carers

Reading - enjoying books

Receive specialist support where necessary

Learn new skills, knowledge and attitudes at a level appropriate to their developmental age and stage

Play with a wide variety of materials and equipment

Make decisions and choices

The importance of play

Well-planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge. In playing children behave in different ways: sometimes their play will be boisterous, sometimes they will describe and discuss what they are doing, sometimes they will be quiet and reflective.

The role of the practitioner is crucial in:

- planning and resourcing a challenging environment;
- supporting children's learning through planned play activity;
- extending and supporting children's spontaneous play;
- extending and developing children's language and communication in their play.

Through play, in a secure environment with effective adult support, children can (DfEE (2000), 'Curriculum guidance for the foundation stage'):

- explore, develop and represent learning experiences that help them make sense of the world;
- practice and build up ideas, concepts and skills;
- learn how to control impulses and understand the need for rules;
- be alone, be alongside others or cooperate as they talk or rehearse their feelings;
- take risks and make mistakes;
- think creatively and imaginatively;
- communicate with others as they investigate or solve problems;
- express fears or relive anxious experiences in controlled and safe situations.



Core books

At Low Hall we are developing our "Core Book" scheme. Core books are used to support early reading development in a structured way.

By using "core books" children become familiar with a collection of texts that can be assessed at different levels and used for a variety of purposes.

We choose the books for the following reasons:

- they are attractive and fun - making children want to use them;
- the texts are repetitive and encourage prediction;
- lively narrative rhythm and rhyme are important aspects of learning to read;
- they encourage awareness of text and print and the way books work;
- they reflect children's interest, cultures and home life;
- they support understanding and provide cues to reading and the development of words.

The core collection is used in a variety of ways:

- "big books" used in group reading with adult;
- multiple copies in listening corner with tapes - sometimes in home language;
- wall displays made using children's own illustrations and key words and phrases from the texts;
- making own versions - individual or big group books;
- board and matching games;
- imaginative and role play - in the house;
- small world or "acting out" with masks and costumes;
- retelling with magnetic pictures and words or with puppets and props;
- repetition and familiarity (favourite books) are important and rereading is encouraged;

Practice is important; telling comes before reading. Our story room has a set of books, multiple copy packs are in the listening corner and some are in the parents book trolley for taking home. Big book versions are used for focussed group work.

Children who are learning English particularly benefits from the use of core books. They quickly join in with familiar phrases and rhymes and the use of props, puppets and role-play extend and support both new words and the understanding of story.

Our core book titles:

This is the bear and
the picnic lunch

The big red bus

The tiger who came to
tea

Peace at last

This is the bear and
the scary night

Each peach pear plum

Not now, Bernard

The shopping basket

Brown bear, Brown
bear, what do you
see?

My cat likes to hide in
boxes

Funnybones

"Ahhh!" said stork

Ten in the bed

So much

Where the wild things
are

Owl babies

The mixed-up
chameleon

This is the bear

Walking through the
jungle

Dear Zoo

The gigantic turnip

The very hungry
caterpillar

Titch

Knock knock who's
there?

Mr Gumpy's outing

Handa's surprise

We're going on a bear
hunt

Little rabbit Foo Foo

On the way home

Polar bear, Polar bear,
what do you hear?

Whatever next?

Can't you sleep little
bear?

Guess how much I love
you

Nine ducks nine

Elmer

The blue balloon

A dark, dark tale

Oliver's vegetables

The giant turnip

Avocado baby

Pumpkin soup



THE NURSERY STAFF

At Low Hall we have an experienced staff team, many of whom are trained and qualified in early years education.

This training provides an understanding of child development:

- what can be expected of children at different stages and ages;
- how children learn through play;
- the provision necessary to ensure high quality experiences and learning and much more.

The learning environment is organised to provide workshop areas of learning where children have access to space, equipment, toys and materials.



Recording your child's achievements

Each child in the nursery has one special member of staff; their linkworker, who has specific responsibilities for that child and their family whilst they are part of the nursery community.

Your linkworker:

- will help you complete an entry profile to enable us to get to know your child
- will help your child to settle in
- will be the person you talk to if you have any concerns
- will meet with you every term to discuss your child's progress
- will monitor, record and plan for your child's progress by making observations, taking photographs and sample work
- will share information about your child with other members of staff
- will gather information from others about your child
- will write a record of your child's achievements whilst at the nursery
- will oversee your child's transition to infant or primary school.



A partnership with parents

"Children's experiences are highly significant to achievement. Parents significantly influence their children's learning. When parents and adults in each setting work together to support children's learning, the results can have a measurable and lasting effect upon children's achievement. Effective partnership between home and each setting should, therefore, be developed as fully as possible" (SCAA (1996), 'Nursery Education Desirable Outcomes for Children's Learning').

Children's learning takes place at home and in the community as well as at school. It is important that all learning is valued. Nursery linkworkers meet regularly with parents to share information about the child as a learner.

The school recognises that a child's earliest learning takes place at home and in the community and that this learning continues, after the child has started school.

The school supports the parent's role as the first educator by:

- loaning children books, videos, toys and equipment for use at home
- sharing information about a child's progress at regular linkworker meetings
- providing opportunities for parents to get advice on issues of concern from school staff, educational psychologist and health visitor
- selling creative materials for working with at home
- operating an open door policy where parents and carers can join the nursery activities at any time
- encouraging parents to be involved in the nursery in a variety of ways including:
 - helping out during the nursery session
 - supporting the nursery by shopping, washing aprons cleaning and mending toys, etc.
 - bringing samples of work/photos from home
 - bringing in materials e.g. newspapers, food packaging, fabric, buttons.
 - interest in the Governing Body
 - participating in outings, fund raising events, etc.
 - checking notice boards, reading newsletters and other documents to keep up to date with nursery information and issues

- using the community room and making friends with other parents
- being aware of Borough policies and statements, also kept in the community room
- using the library of adult books about child development, education, health, etc.
- collecting your child's work every day from their work box.

Parents and carers are always welcome in the nursery. Many parents, with or without younger children, volunteer to help either occasionally or on a regular basis.



Some parents and carers enjoy particular activities, e.g. cooking, sewing, computers, woodwork, visits etc., other parents and carers help in a more general way, e.g. helping with jigsaw puzzles, reading stories, supervising the snack bar etc. If you would like to stay, just mention it to one of the Nursery staff.

If you would like more information about these facilities or how you can help, please talk to your linkworker.

BEHAVIOUR POLICY

There is one principle on which this policy is based:

All members of the nursery have the right to be treated with respect, and to work in a clean, calm and safe environment.

- be friendly with everyone, no hurting in any way.
- share toys with others
- listen carefully to other children and adults
- take turns
- look after each other
- help each other
- walk in the nursery
- look after toys and books

This means:

- show respect for other people
- show respect for other people's property
- listen to what others have to say, and show respect for their point of view
- treat others as you would like them to treat you
- be polite, co-operative and friendly to other people
- show consideration for others by moving around the building quietly and carefully
- do not do anything that encourages bullying
- do not join in with aggressive behaviour or name calling
- tell an adult if you see someone else being unkind or hurt
- let other people join in with your games or group.

These rules apply to EVERYONE who uses the nursery.

Examples of positive behaviour will be praised by staff and drawn to the attention of others:

- consideration for another person
- taking turns and sharing
- helping others to do well.

Unacceptable behaviour will be challenged and dealt with immediately. If behaviour management is necessary, the parents, the linkworker and the

Headteacher will develop strategies to improve behaviour, which would then be implemented, as necessary, by all the nursery staff.

Unacceptable behaviour is always dealt with immediately. We explain why the behaviour is unacceptable whilst stressing that the individual is cared for and valued.

We actively discourage verbal and physical aggression. When there is a conflict we support those involved to resolve the problem. A quiet area of the nursery may be used for those concerned to calm his or herself and consider his or her words and actions.

BULLYING

We encourage children to always **'Tell an adult'** if someone has been unkind or unfriendly to them.

If you have concerns about your child's behaviour talk with their linkworker; our Educational Psychologist is also here once a term for parent consultations.

NO FORM OF PHYSICAL PUNISHMENT IS USED IN THE NURSERY.



ADMISSION TO PRIMARY SCHOOL

Children in Waltham Forest can start full time primary school at the beginning of the term in which they have their 5th birthday; e.g. a child whose birthday is in March will start school in January. Some voluntary aided schools have different arrangements from this.

To be allocated a Primary place you must complete an admissions form stating your preferred school. This must be returned to the Education Offices by early December, before the academic year your child starts primary or infant school. Nursery staff can give you more information about this.

Please let us know when your child has been allocated a school place for us to make links with that school as we have close liaison with most schools.

We work a program of transition with you and the receiving school to ensure your child's transfer is a smooth and happy one and also to ensure that all your child's records are passed on.

HEALTH AND SAFETY

ACCIDENTS:

- Please let us know if your child has had an accident or injury, which may affect them at nursery.
- Staff will inform you if your child has had an accident at nursery and will ask you to sign the accident book.

ILLNESS:

- Please do not bring your child to school if they are unwell. If you are not sure, phone and discuss the matter with your linkworker. Let us know if your child has an infectious illness. If your child has sickness or diarrhoea, please keep them at home for 24 hours after they are clear. This is to prevent "bugs" being transmitted to others.
- If you have any concerns about your child's health, talk to a member of staff. A Health visitor from a local clinic is available twice each term for you to consult on health matters.

MEDICATION:

- We cannot administer medication to children for temporary illness or infection. If your child has a medical condition e.g. asthma, we can give their medication.

SECURITY:

- Please use the Low Hall Lane entrance.
- **Nursery gates must be kept closed AT ALL TIMES.**

FIRE AND BOMB PROCEDURE:

- We have fire and bomb drills every term. If you are in the nursery, please follow the instructions of staff.

SUN SAFETY:

- In hot sunny weather, cover children's skin with light clothing. Apply sun block, if necessary. We provide legionnaires hats to protect children's head and neck.

PUSHCHAIRS:

- It is better if you can leave pushchairs outside as space in the nursery is at a premium. We cannot guarantee safety of buggies left on the premises.

CLOTHING AND JEWELLERY:

- Children should be dressed in comfortable clothes that do not restrict movement; shoes should grip well for climbing.
- We recommend that jewellery is not worn in the nursery; any that is potentially dangerous will be removed for Physical Education.

MISCELLANEOUS:

- Do not leave hot drinks unattended at the nursery
- Adult toilet doors and doors with double handles should be kept closed
- Dogs are not allowed on nursery premises
- Smoking is not allowed in the nursery
- A copy of the school Health and Safety Policy and Procedure are in the community room
- Please inform the Headteacher of any concerns you have regarding health and safety around the school.

REGISTRATION:

Morning children: 9.15am - 9.30am

De-registration: 11.45am

Afternoon Children: 12.45pm - 1.00pm

De-registration either: 2.55pm or 3.15pm

At the above times your child will be registered /de-registered by a member of staff.

If you arrive or leave with your child at any other time it is your responsibility to ensure they are registered/de-registered at the office.



THE NURSERY GOVERNING BODY

Low Hall governing body meets once a term. It advises and supports the school on issues such as curriculum, management, budget, building and grounds and staffing.

The Governing Body comprises:

- 2 L.E.A. representatives
- 1 Staff representative
- 4 Parent governors
- 2 Community governors
- Headteacher

A governor's term of office is 2 years. When elections for parent governors take place, all parents of children on roll are eligible to stand for election and have a vote. If you are interested in attending a governing body meeting as an observer or becoming a governor, the Headteacher will be pleased to give you information.

Agendas, minutes and other information from the Governing Body are posted on the notice board under the shelter.

Once a term, representatives from the governing body of the four nursery schools in the Borough meet together to discuss issues shared in common.

LOW HALL NURSERY SCHOOL GOVERNING BODY:

| | |
|--------------------|--------------------------------------|
| Alison Griffin | Parent Governor |
| Shaheen Joomaye | Parent Governor |
| Peter Harms | Parent Governor & Chair of Governors |
| Lucy Watts | Parent Governor |
| Sarah Bonsor | Community Governor |
| Sarah Wellard | Community Governor |
| Bunor Okoromu | L.E.A. Governor |
| Cllr Ebony Vincent | LEA Governor |
| Claire Toberman | Head Teacher |
| Lin Mustafa | Education Staff Representative |



CONCERNS

Please talk to us immediately if you are concerned about anything related to the nursery.

If, after talking to your linkworker, you are still not satisfied you can take the following steps:

- talk to the Headteacher
- talk to the Parent Governor or Chair of Governors
- contact the Education Offices
- follow the Borough Complaints Procedure.

We hope the information in this booklet will be useful to you. However, if you have any questions, please do not hesitate to ask; we are always pleased to see you.

