



**KINTORE WAY
NURSERY SCHOOL &
CHILDREN'S CENTRE**
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The Grove

Nursery School

Handbook

Welcome to The Grove Nursery School

At The Grove Nursery School, we are delighted to welcome you and your child to our school community. We believe that every child is unique, capable and full of potential, and we are committed to providing a safe, nurturing and inspiring environment where children can learn, grow and thrive. Through play, exploration and positive relationships, we encourage children to develop confidence, curiosity, creativity and a lifelong love of learning.

We recognise that parents and carers are a child's first and most important educators, and we value the strong partnerships we build with families. By working together, listening to one another and sharing in children's achievements, we can provide the very best start to their educational journey. We look forward to getting to know your family and supporting your child as they become a valued member of The Grove.

Place Types and School Times

PART-TIME PLACES (15 HOURS FREE ENTITLEMENT):

AM	8:45am – 11:45am, Monday to Friday
PM	12:30pm – 3:30pm, Monday to Friday

FULL-TIME PLACES (EITHER 30 HOURS FUNDED EDUCATION WITH A VALID CODE OR EXTRA HOURS FOR A FEE (ALL CHILDREN))

Full time	8:45am – 3:30pm, Monday to Thursday 8:45am – 11:45pm, Friday
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Additional Hours	11:45am – 3:30pm, Friday (at a cost to all children)
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All children are to be dropped off and collected via the main entrance on Grange Road.

Attendance / Absence / Time Keeping

Please make every effort to bring and collect your child on time. Children who regularly arrive late often find it difficult to settle as other children are already engaged in learning and play. It can also be disruptive for the teaching in the classroom. Being collected late can cause anxiety for children and may affect their confidence in attending nursery. Parents/carers should notify the school office if their child is going to be absent or late and ensure emergency contact details are kept up to date.

If you arrive after the start of the session, please report to the school office so that your child's attendance can be recorded accurately.

Children **must be collected promptly** at the end of each session. Families who collect their child late may incur a £20 late collection charge (See Charging, Remissions and payment of fees policy)

The attendance register is a legal document and must be maintained accurately. It may not be possible for a cooked meal to be provided if a child arrives late and the parent/carers has not informed the office by 9.30am.

Please read the **Attendance, Time Keeping and Transitions Policy and Procedure**, available on the school website or as a hard copy from the School Office upon request.

Establishing good attendance habits from an early age is extremely important. Regular attendance helps children develop a sense of routine, belonging and security, as well as supporting their learning, friendships and emotional wellbeing. When children attend nursery consistently, they learn that school is an important part of everyday life. Frequent or unnecessary absences can make it more difficult for children to settle, maintain friendships and engage in learning, and may contribute to school-based anxiety or attendance difficulties as they move through their education. We therefore encourage families to promote positive attendance habits from the very beginning.

Children must be brought to the nursery school and collected by a responsible adult who is at least 16 years of age.

Parents/carers are discouraged from taking their child out of nursery during term time and you should inform the Executive Headteacher in writing before going on holiday or taking days off. Please collect a holiday request form from the office to complete and return before going on any trips. In accordance with the Department for Education guidelines, any holiday taken during term time is recorded as unauthorised absence.

As part of our safeguarding procedures, parents/carers must inform the school if their child is unable to attend a session by telephoning or emailing the school office by 8.45am. If the school phone is busy, the parent/carer must leave a message on the answer machine. Alternatively, we use ParentMail, which allows easy reporting of absences using the ParentMail app.

Please Note:

If we do not know the reason your child is absent then a home visit will take place, if there is no answer at home, then the police are called. This is a procedure that all schools in Southwark are advised to follow.

All our policies can be accessed on our website. Alternatively, you can also request a copy from the School Office.

Screen time

Southwark Council, alongside a growing number of local authorities across the country, has pledged to raise awareness of the impact that excessive screen use can have on young children's development and wellbeing. Recent government guidance for children under five highlights the importance of ensuring that screen time does not replace the experiences that are most important for early learning, including play, conversation, physical activity, creativity and social interaction. [[gov.uk](https://www.gov.uk)], [beststartlife.gov.uk]

We therefore ask that **children do not use mobile phones, tablets or other personal devices whilst on school premises**. The time spent travelling to and from nursery, waiting to enter the building and sharing experiences with family members provides valuable opportunities for language development, social interaction and learning about the world around them.

Young children learn best through real-life experiences and interactions with caring adults. Rather than using a phone or tablet, we encourage families to:

- Sing nursery rhymes and favourite songs together.
- Talk about the vehicles, people and buildings you see on your journey.
- Count buses, bicycles, dogs or other objects in the environment.

- Discuss the weather and seasonal changes.
- Play simple games such as "I Spy".
- Share stories about the day ahead or talk about what happened at nursery.
- Encourage children to notice colours, shapes, numbers and signs around them.

These everyday conversations help to develop children's language, communication skills, attention, curiosity and understanding of the world.

To protect the privacy and safety of all children and families, photographs or videos taken at nursery events must not be shared on social media or other online platforms without the permission of the school and the families of any children featured.

Key Person and Class Teams

The class teams consist of Teachers (3–4s), Early Years Educators and Teaching Assistants. Each child is allocated a **Key Person** from within the class team. The other members of the team act as your child's **Co-Key People**, ensuring that your child is supported by familiar adults throughout the day. Staff work across different areas of the learning environment and may be indoors or outdoors at different times. Prior to your child starting nursery, their Key Person will contact you to begin building a positive relationship and to learn more about your child, their interests, strengths and individual needs.

Your child's Key Person plays an important role in supporting their learning, development and wellbeing. They will get to know your child as an individual, plan experiences that reflect their interests and needs, monitor their progress and work in partnership with you to ensure the best possible outcomes for your child. Key People are also available to help parents and carers support learning at home and can signpost families to additional support services where appropriate.

We believe that strong partnerships between families and staff are essential. Parents and carers have valuable knowledge about their child, and we encourage open communication so that we can work together to support children's learning, development and wellbeing.

Key People do not have access to their emails while they are working directly with the children and therefore may not be able to respond immediately. Emails are checked at appropriate times, usually outside of teaching hours. If you need to send information regarding your child, please use the main school email address: **office@grove.southwark.sch.uk**. Urgent messages will be passed to the relevant member of staff by the office team.

Staff also have the **"right to disconnect."** To support staff wellbeing and maintain a healthy work-life balance, we kindly ask parents and carers to send emails during normal working hours whenever possible. We appreciate your understanding and support.

Home Visits

Your child's Key Person will be in contact to arrange a home visit with you and your child before they start nursery. Home visits usually take place at the beginning of September and provide an important opportunity for us to begin building a positive partnership with your family.

The visit allows you to share information about your child's interests, routines, strengths and any additional needs, while also giving you the opportunity to ask questions about nursery life and the settling-in process. It helps us to get to know your child as an individual and ensures we can provide the best possible support when they start nursery.

Meeting your child in their own familiar environment helps them begin to build a trusting relationship with their Key Person and can make the transition into nursery feel less daunting. We find that children often settle more quickly and confidently when they have already met their Key Person and established this early connection. Home visits also provide a valuable opportunity to discuss how we can work together to support your child's learning, development and wellbeing throughout their time at The Grove.

Settling Procedures

Starting nursery is a significant milestone for both children and their families. Every child is unique and will settle into nursery at their own pace. While some children adjust quickly to the new environment, routines and adults, others may need a little more time and support to feel confident and secure.

Your child's wellbeing is our priority, and we ask families to be prepared for a flexible settling-in period. Children will usually begin with shorter sessions and, as they become more comfortable and confident, the length of time they spend at nursery will gradually increase. If your child settles quickly, their sessions may be extended after the first few days. Some children may need a longer transition period and will continue with shorter sessions until they are ready for longer periods away from home.

Your child's Key Person will work closely with you throughout the settling process, discussing how your child has managed each session and agreeing the next steps together. Open communication between home and nursery is essential and helps us provide the most effective support for your child.

We understand that balancing work and childcare commitments can be challenging. While we will always do our best to support families and help children settle as smoothly as possible, we ask that parents and carers remain available during the first week of nursery in case their child needs to be collected earlier than expected.

By working together and following your child's individual needs, we can help them develop the confidence, security and sense of belonging needed for a happy and successful start to their nursery journey.

Our Curriculum

At The Grove Nursery School, we follow the **Early Years Foundation Stage (EYFS)** framework. The EYFS sets the standards for learning, development and care for children from birth to five years of age and provides the foundation for children's future learning and success. Further information about the EYFS can be found on the Government website:

<https://www.gov.uk/early-years-foundation-stage>

The seven areas of learning and development are:

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

At The Grove Nursery School and The Kintore Way Nursery School, we believe that children learn best when they feel happy, valued, safe and secure. We are committed to providing a rich, stimulating and nurturing learning environment where every child can flourish and develop a lifelong love of learning.

We recognise that play is fundamental to children's development and is the primary way in which young children learn. Through play, children develop their curiosity, creativity, confidence and problem-solving skills while making sense of the world around them. Play provides opportunities for children to:

- Explore, investigate and discover
- Use their imagination and creativity
- Develop independence and resilience
- Build friendships and learn to cooperate with others
- Solve problems and think critically
- Practise and develop new skills
- Learn at their own pace and in their own way
- Experience challenge and success
- Express their thoughts, feelings and ideas
- Develop a positive attitude towards learning

We want children to feel excited, motivated and confident as learners. We believe that children, families and staff all play an important role in fostering our four key learning dispositions:

The Four Cs

- **Curiosity** – encouraging children to ask questions, investigate and explore.
- **Confidence** – supporting children to take risks, persevere and believe in themselves.
- **Cooperation** – helping children to work together, listen to others and build positive relationships.
- **Creativity** – inspiring children to think imaginatively, express their ideas and find new ways of doing things.

Our curriculum is carefully designed to be responsive, inclusive and engaging. It reflects children's interests and individual needs while also introducing them to new experiences, ideas and learning opportunities. We recognise that meaningful learning happens when children are actively involved, motivated and emotionally engaged.

The Ten Elements of Our Curriculum

Our curriculum is built around ten key elements:

1. Responding to children's needs and interests
2. Including input from parents and carers
3. Seizing teachable moments
4. Being responsive to seasons, celebrations and events
5. Introducing and exploring core books and rhymes
6. Providing provocations and promoting curiosity
7. Introducing and practising skills
8. Providing opportunities for enrichment
9. Ensuring children experience all areas of learning
10. Focusing on how children learn as much as what they learn

Children have access to a varied, inclusive and enabling environment both indoors and outdoors, where their interests, ideas and fascinations are valued and developed. We carefully plan experiences that support children's learning across all areas of the curriculum whilst encouraging independence, creativity and critical thinking.

We understand that every child is unique and develops at their own pace. Our curriculum aims to recognise and celebrate these differences, enabling all children to reach their full potential, develop confidence in their abilities and thrive throughout their learning journey.

Many aspects of our curriculum emerge from children's own interests, questions and discoveries. We also plan carefully each half term to reflect seasonal changes, cultural celebrations, significant events, and high-quality core books and rhymes that enrich children's learning and experiences.

We value the important role that parents and carers play in children's learning and development. By working together and sharing information about children's interests, achievements and experiences, we can create meaningful learning opportunities that support children both at home and at nursery.

Further information about our curriculum can be found on our website.

Enabling Environments

The children have access to both the indoor and outdoor environment throughout the day and all year round. Being outdoors has a positive impact on children's sense of wellbeing and supports all aspects of their development. It gives children first-hand contact with weather, seasons and the natural world. They have the freedom to explore, use their senses and be physically active and exuberant. Children have access to the garden for much of the day. It is well-equipped and provides a range of large-scale activities.

Assessments

We use a cycle of **Assess – Plan – Do – Review** to understand each child's strengths, interests and developmental needs. Through ongoing observations, conversations with families and everyday interactions, we build a detailed picture of each child as an individual learner.

Our assessment processes help us to identify children's strengths, celebrate their achievements and recognise any areas where they may benefit from additional support or challenge. This enables us to plan meaningful learning experiences that meet each child's individual needs and support their next steps in learning.

We also use language screening tools to monitor children's speech, language and communication development. Early identification allows us to provide support promptly and ensures that children receive the help they need to develop the communication skills that underpin future learning.

We work closely with parents and carers throughout this process, recognising that families know their children best. By working together, we can ensure that children receive the right support at the right time and are given every opportunity to thrive.

If your child is two years old, a **Two-Year Progress Check** will be completed. This statutory assessment provides a summary of your child's strengths and areas for development and helps families and practitioners work together to support future learning and wellbeing.

Our aim is for every child to feel successful, develop confidence in their abilities and make the best possible progress from their individual starting points.

Special Educational Needs and/or Disabilities (SEN/D)

Our school is fully inclusive and we are committed to meeting the individual needs of every child. We recognise that all children learn differently and may require different levels of support to help them achieve their full potential.

We strongly believe that **early identification and intervention** lead to the best outcomes for children. Through our assessment processes, staff work closely with families to identify children's strengths, interests and any additional needs as early as possible.

While all children benefit from high-quality inclusive teaching and learning opportunities, some children may require additional targeted support. This may include small-group sessions, planned activities with a Key Person, individual interventions or support from specialist professionals. Children who demonstrate particular strengths or talents are also supported and challenged to further develop their abilities.

Children identified as having SEN/D will have an **Individual Support Plan (ISP)**. This outlines their strengths, areas of need, agreed targets and the strategies that will be used to support their development. These plans are reviewed regularly with families to ensure that children continue to make progress and receive appropriate support.

Please see our website for the **SEN/D Information Report** and current **SEN/D Policy**. Further information about Southwark's **Local Offer** can also be found on the Southwark Council website.

If your child has an Education, Health and Care plan we will work closely with you and external professionals to implement EHCPs effectively and ensure that provision is tailored to your child's individual needs.

Parent Conference Days

To provide dedicated time to discuss your child's learning and development, we hold **three Parent Conference Days each year**, one in every term. On these days, the nursery is closed to children and staff arrange individual meetings with parents and carers.

These meetings are an important part of our **Assess – Plan – Do – Review** approach. They provide an opportunity to share your child's strengths, interests and achievements, discuss their progress, review any support or interventions that are in place, and agree next steps for learning and development. Where additional support is required, we will work together to review outcomes and plan the most appropriate strategies to help your child make continued progress.

We value the important role parents and carers play in their child's learning and recognise that children make the best progress when families and practitioners work together. Your knowledge and understanding of your child help us to develop a fuller picture of their needs and achievements.

In addition to Parent Conference Days, **you are welcome to speak to your child's Key Person or Class Teacher at any point during the year** if you would like to discuss your child's progress, wellbeing or development. For children receiving additional support through an Individual Support Plan (ISP), further review meetings may also be arranged throughout the year to monitor progress and ensure that support remains effective and responsive to their needs.

Clothing

Children need to wear clothes that are comfortable, practical and suitable for active play. Throughout the day, children will be running, climbing, exploring, creating and learning both indoors and outdoors, so clothing should allow them to move freely and safely whilst encouraging independence.

Footwear

Please provide footwear suitable for physical activity which your child can manage independently. We recommend **Velcro fastenings not** laces. Flip-flops are not permitted.

Dress for the Weather

Outdoor play takes place throughout the year in all seasons and weather conditions. Please ensure your child is dressed appropriately each day so that they can participate fully in outdoor learning experiences.

During warmer weather, children should wear clothing that protects their shoulders from the sun and come to nursery with a named sun hat. Families should apply sun cream before nursery and provide a named bottle when required.

During colder or wet weather, children should have suitable coats, waterproof clothing and appropriate footwear.

The nursery has a small supply of spare wellington boots and waterproof clothing; however, we strongly encourage families to provide a **named pair of wellies and waterproofs** that can be kept at nursery for regular outdoor learning.

Name Your Child's Clothes

Please mark your child's clothing CLEARLY with his/her name, despite our best efforts, we cannot accept responsibility for items that are lost if they are not named

Messy Play

Messy play is an important part of children's learning and development. Activities such as painting, water play, mud play, gardening and creative exploration help children develop confidence, curiosity and important learning skills. Please dress your child in clothing that can get messy and avoid sending them to nursery in new or special outfits.

Manageable Clothes-Supporting Independence

Children are encouraged to develop independence throughout the nursery day, particularly when using the toilet and getting dressed for outdoor play. We therefore recommend clothing that children can manage themselves, such as trousers, skirts and shorts with elasticated waistbands and simple fastenings.

Spare Clothes

Please provide your child with a **named spare set of clothes**, including underwear and socks, to be kept on their peg. Accidents and spills are a normal part of early childhood and having spare clothes available helps us support children quickly and discreetly.

The nursery holds a limited supply of spare clothing for emergencies. If your child borrows nursery clothing, we kindly ask that it is washed and returned as soon as possible. Donations of good quality outgrown clothing, particularly underwear and socks, are always greatly appreciated.

Jewellery

Please do not allow your child to wear jewellery at school. Studs earrings are permitted.

Bringing Toys from Home to Nursery

We kindly ask that children do not routinely bring toys or special items from home to nursery, as they can easily become lost, damaged or cause disagreements between children.

We understand, however, that starting nursery is a significant transition and that some children may find comfort in having a familiar object from home during the settling-in period. If your child needs additional reassurance, we encourage families to create an **Attachment Box** (please see the *Getting Ready for Nursery* information sheet for further details).

An Attachment Box can be made by decorating a shoe box with your child and filling it with a small number of special items, photographs or meaningful objects from home. Your child can access their Attachment Box at nursery when needed, helping them maintain a connection between home and school whilst building confidence and emotional security within the nursery environment.

As children become more settled and secure, they generally need to access these items less frequently and develop confidence in exploring, learning and forming relationships independently. Our staff will work closely with you and your child throughout this process to ensure they feel safe, supported and ready to engage fully in nursery life.

Reading and Sharing Books

We encourage all parents and carers to read and share books with their child every day. Reading together is one of the most valuable things you can do to support your child's learning and development. It helps to develop language and communication skills, introduces new vocabulary, supports imagination and creativity, and fosters a lifelong love of reading.

We have a wide selection of high-quality books available for children to borrow and take home. We strongly encourage families to establish a daily reading routine and to help children choose and bring home a book regularly. Even spending a few minutes each day looking at pictures, talking about the story or sharing a favourite book can have a significant impact on children's learning.

Reading does not always mean reading every word on the page. You can talk about the pictures, ask questions, make predictions about what might happen next, encourage your child to retell the story or simply enjoy sharing the book together. These conversations help to build children's language, comprehension and confidence.

By developing a daily reading habit at home, you are giving your child an excellent foundation for future learning. We hope that borrowing books from nursery becomes a regular and enjoyable part of your family's routine.

Home – School Links

Successful relationships between parents/carers and practitioners can have a long lasting and beneficial effect on children's learning and wellbeing. We believe in working in partnership with parents/carers where there is two-way communication and we all really listen to each other.

We encourage families to keep their child's Key Person informed about any significant events, changes in circumstances or concerns that may affect their child's wellbeing, behaviour or learning. Even small changes at home can sometimes have an impact on how a child feels and behaves at nursery. The more we know about your child and their experiences, the better we can support them and respond to their individual needs.

We are committed to listening to children, parents and carers, and we welcome your views, ideas and feedback. By working together and sharing information regularly, we can ensure that every child feels safe, valued, understood and supported to reach their full potential.

We ask that all members of our school community communicate with one another respectfully and courteously at all times. Positive relationships between families and staff help us to create a welcoming, inclusive and nurturing environment where children can flourish.

School Fund

Each term parents/carers are asked to contribute £10.00 towards the School Fund. This money is used to cover the cost of book bags, outings, and to buy small extras for the class such as ingredients for cooking.

Medical Conditions, Allergies, Illness and Medicines

If your child has any medical condition, allergy or dietary requirement, please inform your child's Key Person as soon as possible. We work closely with families and, where appropriate, healthcare professionals to ensure that children receive the support they need to access nursery safely and successfully.

Where required, an Individual Healthcare Plan, Allergy Action Plan and/or risk assessment will be developed before your child starts nursery. These plans are shared with relevant staff and reviewed regularly to ensure they remain accurate and effective. Depending on the nature of your child's needs, staff may require additional training before your child can attend nursery independently.

Children with allergies must have any prescribed medication, such as antihistamines, inhalers or adrenaline auto-injectors, available in nursery at all times. Parents and carers are responsible for ensuring medication is clearly labelled, in date and replaced when necessary, and for informing the nursery of any changes to their child's medical needs or treatment.

The safety of children with allergies is a shared responsibility between families and the nursery. We operate a **no food from home** approach and ask families not to bring food onto the premises unless specifically agreed in advance. While we take comprehensive steps to reduce risk, including individual risk assessments, staff training and robust safety procedures, we cannot guarantee a completely allergen-free environment. Instead, we promote a culture of allergy awareness and work together to keep all children safe.

We ask that children who are unwell are kept at home to prevent the spread of illness to other children and staff. If your child has an infectious or contagious illness, please inform the school office. Following sickness and/or diarrhoea, children must remain at home for **48 hours after their last episode** before returning to nursery.

If your child has been prescribed antibiotics, they may return to nursery after 48 hours, provided they are well enough to attend. Please be aware that antibiotics can sometimes cause side effects, such as diarrhoea.

If your child requires medication during the nursery day, parents and carers must complete a medication consent form and hand the medication directly to a member of staff. Medication must be in its original packaging, clearly labelled with the child's name and dosage instructions. Parents must also inform staff of any medication given before their child arrives at nursery.

Prescription medicines can only be administered when they have been prescribed for the child by a healthcare professional. Where clinically appropriate, over-the-counter (OTC) medicines may also be administered with written parental consent and in accordance with the manufacturer's instructions. OTC medication must be provided in its original sealed packaging and handed directly to a member of staff on arrival. Medicines are administered by trained staff and a record of all medication given is maintained and shared with parents and carers.

All medication is stored safely out of children's reach and administered by appropriately trained staff. Parents and carers are responsible for ensuring that medication supplied to nursery is in date and replaced when necessary.

Please notify your child's Key Person if your child has been given any medication before attending nursery, including inhalers, antihistamines, allergy medication, antibiotics or pain relief medication such as Calpol.

If your child has an allergy to plasters, please inform us so that alternative arrangements can be made.

Should your child become unwell whilst at nursery, we will contact you. If your child develops a high temperature, sickness, diarrhoea or is otherwise too unwell to participate in nursery activities, you may be asked to collect them.

If your child has a high temperature or is unwell enough to require Calpol, Nurofen or another medication to manage their symptoms, they should remain at home until they are well enough to participate fully in nursery activities. NHS guidance states that children should be kept of school if they have a high temperature.

<https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

Oral Health, Food and Healthy Eating

At The Grove, we are committed to promoting healthy lifestyles and helping children develop positive eating habits that will support their health and wellbeing throughout their lives. We believe that good nutrition plays an important role in children's physical health, emotional wellbeing, concentration, energy levels and self-confidence. We also work closely with families to promote good oral health and reduce tooth decay.

We provide nutritious and balanced meals that meet national school food standards and encourage children to explore a wide variety of healthy foods. If your child has any religious, cultural or dietary requirements, please inform your child's Key Person so that appropriate arrangements can be made.

To support children's health and to help keep children with allergies safe, **we ask families not to bring food into nursery or consume food brought from home on the school premises.** If you would like to offer your child a snack after nursery, we kindly ask that this is given once you have left the site.

We encourage healthy snack choices such as fruit, vegetables, sandwiches or cheese. At nursery, children are offered milk or water between meals and snacks. Sugary drinks, including fruit juices and fizzy drinks, are not permitted on the school site as they contribute to tooth decay and poor dental health.

Birthdays

We recognise that birthdays are an important milestone and enjoy celebrating these special occasions with children. Birthday celebrations at nursery include gathering around our special birthday ring, decorating it together and singing songs to celebrate the child.

In line with our healthy eating and allergy-aware approach, we kindly ask families **not to bring birthday cakes, sweets or party bags into nursery.**

If you would like to mark your child's birthday, you may wish to donate a book to the class or provide an agreed healthy snack. Donated books are shared with the children as part of the celebration and often become a lasting part of our classroom library.

Children will still enjoy a special birthday celebration at nursery and, on occasion, may enjoy treats provided by the school, such as an ice pop during particularly hot weather.

Health and Safety

Please arrive no earlier than 5 minutes before the start of your child's session.

Children must not be left unaccompanied in any part of the school. Dogs (except for guide dogs) are not allowed on school premises.

The Grove has participated in the Mayor's collection of data regarding the air quality around the Nursery. We would ask parents to ensure they turn the engine of their car off whilst dropping off and collecting their child from Nursery.

No Smoking

Smoking inside the premises and outside in the vicinity of the Nursery is strictly prohibited.

Accident Procedures

Accidents in the School

As children develop their physical skills through activities such as running and climbing, they are highly likely to have accidents.

If a child has an accident at nursery and the injury is minor (e.g. a scratch or a graze (other than the face), it will be dealt with by a member of staff. An accident form will be completed and a copy will be given to parents / carers on collection.

If your child has a head injury, or has an accident resulting in a mark to their face, you will receive a phone call from the school and will be notified as to whether you need to collect your child.

If a child has an accident at nursery and it is a major injury then the designated First Aider will be consulted, parents/carers will be informed and an accident form will be completed as above.

If a child has an accident at nursery and the injury requires the child being taken to hospital by an ambulance, a member of staff will accompany the child. Parents/carers will be contacted immediately to enable them to accompany the ambulance or meet staff at the hospital.

Please ensure that details on your child's 'Wellbeing and Contacts' form are up to date so that we are able to contact you if necessary.

Accidents at Home

If a child has an accident at home, parents/carers are required to inform staff on arrival and a form will be completed and signed. A copy of the form will be given to parents/carers

Safeguarding and Child Protection

The person responsible for Safeguarding is YOU. Please see the 'Protecting Children in Education Settings' leaflet in your induction pack.

Everyone at The Grove works to ensure that children and young people are kept safe by contributing to:

- providing a safe environment for children and young people to learn;
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at school.

If you are worried at all about any child, please speak to the SAFEGUARDING TEAM.

The Executive Headteacher, Rebecca Sherwood has overall responsibility for Safeguarding and is the Designated Safeguarding Lead. Shereen Neary, Acting Assistant Head / SENDco is the Deputy Designated Safeguarding Lead.

MOBILE PHONES ARE NOT PERMITTED IN THE SCHOOL. Please do not use your mobile phone anywhere in the playground or the school building. Mobile phones are to be kept in a pocket or handbag whilst on the school premises.

Code of Conduct

At The Grove, we believe that positive relationships between children, families, staff and visitors help to create a happy, safe and successful learning environment. We ask all members of our school community to treat one another with kindness, courtesy and respect and to model positive behaviour for the children in our care.

All adults are expected to set a good example to children at all times, demonstrating how to communicate respectfully, resolve differences calmly and work cooperatively with others. We value open and honest communication and are committed to working in partnership with families.

We do not tolerate behaviour that causes others to feel unsafe, threatened or distressed. This includes aggressive, intimidating, abusive or threatening language or behaviour, whether in person, on the telephone, in writing or online. Physical aggression, harassment, damage to school property and behaviour that disrupts the safe operation of the school are also unacceptable.

To help maintain positive relationships within our community, parents and carers should discuss concerns about their own child with a member of staff rather than approaching other children or families directly. Staff are always available to listen to concerns and help resolve issues appropriately.

The school reserves the right to take appropriate action if a parent, carer or visitor's behaviour falls below the standards expected, including withdrawing permission to enter the school premises where necessary.

Please read the **Parents, Carers and Visitors Code of Conduct and Behaviour on School Premises Policy** available on our website for further information.

Positive Behaviour

We believe that all children have the right to be treated with respect and to learn in an environment that is calm, safe and nurturing. We recognise that behaviour is a form of communication and that children learn best when they feel secure, valued and understood. Our approach focuses on building positive relationships, supporting emotional development and helping children learn how to manage their feelings and solve problems

We encourage children to follow our **Golden Guidelines**:

- We are gentle.
- We are kind and helpful.
- We listen.
- We look after toys and books.
- We say what really happened.

Six Steps to Conflict Resolution

Staff support children through positive role modelling, emotion coaching and co-regulation, helping them to understand and manage their feelings. We use the **High Scope Six Steps to Conflict Resolution** approach to support children in resolving disagreements, developing empathy and finding solutions together.

- 1. Approach calmly**
Stopping any hurtful language or actions. A calm manner reassures children that things are under control and can be worked out to everybody's satisfaction.
- 2. Acknowledge feelings**
Children need to express their feelings before they can let go of them and think about possible solutions to the problem.
- 3. Gather information**
Adults are careful not to make assumptions or take sides. We ask open-ended questions to help children describe what happened in their own words.
- 4. Restate the problem**
Using the information provided by the children, the adult restates the problem using clear and simple terms and, if necessary, rephrasing hurtful words.
- 5. Ask for ideas for solutions and choose one together**
Adults encourage children to suggest solutions, helping to put them in practical and concrete terms. We accept their ideas rather than impose our own, thus giving children the satisfaction of having solved the problem.
- 6. Give follow-up support as needed**
Adults help children begin to carry out their solution, making sure that no one remains upset. If necessary, we repeat one or more steps until all the children return to their play.

This approach is based on High Scope's conflict resolution process. Video clip examples of this process can be found online:

<https://www.youtube.com/watch?v=Fbawu6taGj4>
<https://www.youtube.com/watch?v=bfHd6XtCWq8>

We recognise that some children may need additional support with their behaviour, emotional wellbeing or self-regulation. Where concerns arise, staff work closely with parents and carers to identify children's needs and agree strategies to support them both at home and at nursery. Additional support may be provided through an Individual Behaviour Plan and, where appropriate, advice from external professionals.

Strong partnerships between home and nursery are essential. If you have any concerns about your child's behaviour or emotional wellbeing, please speak to your child's Key Person, class teacher or a member of the leadership team.

A copy of our positive behaviour management policy is available from the school office and can be downloaded from our website.

Best Start Family Hubs and Southwark Early Help

The Grove Nursery School works closely with Southwark's **Best Start Family Hubs** and **Early Help Services** to ensure that families can access advice, support and opportunities when they need them.

Best Start Family Hubs provide a wide range of services for families from pregnancy onwards, including play sessions, parenting programmes, family learning opportunities, health services and advice on child development, nutrition and wellbeing. They also provide information about local activities, events and services available in the community.

Southwark's Early Help Service offers support for families facing a range of challenges, including parenting, child development, emotional wellbeing, behaviour, housing, finances and family relationships. Early Help aims to provide support at the earliest opportunity, helping to prevent small concerns from becoming bigger difficulties.

At The Grove, we believe that children achieve the best outcomes when families receive the support they need. If you would like advice or additional support, please speak to your child's Key Person or a member of the leadership team. With your consent, we can help you access appropriate services, including making an Early Help referral where appropriate.

Further information about Southwark's Best Start Family Hubs and Early Help Offer can be found on the Southwark Council website:

- <https://www.southwark.gov.uk/children-young-people-and-families/children-family-hubs>
- <https://www.southwark.gov.uk/children-and-families/childrens-social-care/early-help/about-early-help>

We encourage families to seek support early and make the most of the services available within the local community.

Equal Opportunities and Diversity

At The Grove, we are committed to promoting equality, diversity and inclusion and to ensuring that every child and family feels valued, respected and welcome. We celebrate the rich diversity of our community and recognise that cultural differences, languages, experiences and beliefs enrich children's learning and development.

We are opposed to all forms of discrimination and are committed to eliminating prejudice, harassment and inequality. We actively promote fairness, respect and inclusion and challenge discrimination, stereotypes and bias whenever they occur.

We believe that:

- Every child has the right to feel safe, valued and included.
- Children should develop a strong sense of identity, belonging and self-worth.
- Differences should be recognised, respected and celebrated.
- All children should have equal access to high-quality learning experiences and opportunities.
- Positive relationships and mutual respect help children to understand and appreciate the diverse world around them.

Our curriculum, resources and learning environment reflect the diverse backgrounds, languages and experiences of the children and families we serve. We encourage children to learn about themselves, one another and the wider world through meaningful experiences, discussions, stories, celebrations and play.

We are committed to ensuring that all children, including those with SEND, English as an Additional Language (EAL), and those from disadvantaged backgrounds, are able to participate fully in nursery life and achieve their potential. We make reasonable adjustments where necessary and work closely with families and professionals to meet individual needs.

We are committed to ensuring that **all groups of children achieve well and make the best possible progress from their individual starting points**. We regularly monitor children's participation, progress and attainment to identify any barriers to learning and ensure that no child or group of children is disadvantaged. Where differences in outcomes are identified, we take timely action through targeted support, reasonable adjustments, high-quality teaching and partnership working with families and other professionals to ensure every child can thrive and succeed.

At The Grove, we are proud of our diverse community and believe that every child should feel represented, respected and able to thrive.

Fees

All 3 to 4-year-old children are entitled to 15 hours free nursery education. Only 2-year-old children who meet the criteria set out by the government are eligible for 15 hours government funded nursery education.

30 Hours Childcare

In September 2017, the Government increased funded childcare from 15 to 30 hours a week (for up to 38 weeks a year) for eligible 3 and 4-year-old children.

Parents/Carers can apply online at: www.childcarechoices.org.uk

Please note: You **MUST** have your eligibility code **by the 31st of each term** to qualify for a 30 hours place for the start of the next. If you need help in accessing your code please ask at reception.

30 Hours Childcare (2 Year Old Codes)

In September 2025, the Government increased funded childcare from 15 to 30 hours a week (for up to 38 weeks a year) for eligible 2-year-old children.

You may be eligible for a 30 hour code for your two year old. Please visit <https://www.gov.uk/help-with-childcare-costs/free-childcare-2-year-olds> or www.childcarechoices.org.uk for more information and to check if you are eligible.

Parents/Carers can apply online at: <https://www.southwark.gov.uk/childcare-and-parenting/childcare>

If you do not qualify for the 30 Hours Free Childcare but still require additional hours outside of the free 15 hours entitlement, these can be provided at an additional cost. This is referred to as 'additional hours'.

All children who are staying for a full day are provided with a cooked meal. If you think your child might be entitled to free school meals, you can complete a free school meals application form at the school office. The form will be sent to the pupil benefits team at Southwark Children's Services to see if families are eligible.

If spaces are available, we also offer additional hours and paying places as well as other services at a cost, please see attached fees sheet for more details.

We are participating in the Healthy Schools initiative to provide free healthy meals for children as part of the free entitlement hours.

Any parent who is paying for a place is required to pay for school meals. This information will be on ParentMail so you will be aware of what you need to pay.

These fees are correct as at September 2025 and are subject to change.

For children attending the 2-3's and who do not qualify for the 15 hours free entitlement fees will be charged from the first day of settling.

Please note that the nursery school 'additional hours' fees will become chargeable from the first day your child attends their first 'additional hours' session.

Fees are to be paid using the ParentMail system. You will receive a message at the beginning of each half term, outlining how much needs to be paid for that half term i.e. Autumn Term 1, September to October half term holiday 2026. Fees need to be paid on a regular basis. All fees are to be paid two weeks in advance and fees must be paid through ParentMail. We also accept payments through the Government Childcare scheme which are payable directly into the school bank account. All fees for each half term, must be paid in full by the end of that half term.

Please note, fees are charged if your child is off sick and when they are away on holiday. More information is available in the 'Charging and Payment of Fees' policy.

It is not acceptable to have any fees or dinner money arrears. If debts are incurred then the school may ask you to sign a payment plan to recoup the monies. The services in which you are being charged for will be withdrawn until full payment has been made. If payment is still not received, the school will follow the 'Charging and Payment of Fees' policy which may include small claims court. If you have any concerns with paying fees, please speak to the Office Manager.

Please see our 'Charging and Payment of Fees' policy, which is available from the school office and can be downloaded from our website, or ask at the school office for more information regarding:

- nursery 'additional hours' fees – how and when to make payment,
- charges for absence and lateness,
- notice periods if a child leaves,
- the School Fund
- Additional circumstances (e.g. closure due to severe weather).

Parents/carers paying for additional services will be required to sign a contract.

Transitions

We work closely with families and receiving schools to support children during important transitions, including moving between rooms, starting nursery and transferring to primary school.

Children are required by law to go to primary school the term after their fifth birthday. The nursery provides parents/carers with information on applying for a primary school as early as possible. Parents need to apply online at the Southwark Council website: www.southwark.gov.uk/schooladmissions

The Governing Body

The Executive Headteacher is responsible for the running of both schools within the Federation. The responsibility of the governors is to have general oversight of the management, curriculum and resources. The governors are responsible for interviewing and appointing staff.

Governors are available for parents/carers to contact by letter (addressed to The Grove Nursery School and Children's Centre). There are parent governors on our governing body who represent parents/carers views and interests. We advertise on notice boards, via parent mail and in our newsletters when there is a vacancy. If you would like more information about being a governor, we would be happy to assist you.

Policies

Policies are all available to download from our website (www.kintoreway.com) or you can request a hard copy of an individual policy from the school office.

GDPR

The Data Protection Officer is responsible for overseeing data protection within the nursery school so if you do have any questions in this regard, please do contact Judicium Consulting Ltd, 75 Cannon Street, London, EC4N 6AE on: email: dataservices@judicium.com Tel: 020 3326 9174

Complaints Procedure

We hope that your experience at The Grove Nursery School is a positive one and value feedback from parents and carers. If you have a concern, we encourage you to raise it as soon as possible so that it can be resolved quickly and informally. Most concerns can be addressed by speaking to your child's Key Person, class teacher or a member of the nursery team.

If your concern cannot be resolved informally, you may arrange to speak with the Deputy Headteacher or Executive Headteacher. Should you remain dissatisfied, a formal complaints procedure is available which includes a written complaint and, if necessary, review by a Governors' Complaints Panel.

We aim to deal with all complaints fairly, respectfully and as quickly as possible. Complaints are investigated thoroughly, and every effort is made to achieve a positive resolution.

A copy of the Federation Complaints Policy is available on our website or from the school office. We ask that concerns are raised within three months of the incident wherever possible.