



# Nursery Prospectus 2017 - 2018

### KEY CONTACT INFORMATION

<b>Head Teacher:</b>	Mr Gerald Lebrett
<b>Head of Kodesh:</b>	Mrs Wilhelm
<b>SENCO:</b>	Mrs Junger, Mrs Schlesinger
<b>Senior Management Team</b>	Mrs Lichtenstein, Mrs Schiffer
<b>Chair:</b>	Mr Jacob Sorotzkin

#### **They can be contacted at Side by Side:**

9 Big Hill, London, E5 9HH  
 Tel: 020 8880 8300 Fax: 020 8880 8341  
 Email: [school@sidebyside.org.uk](mailto:school@sidebyside.org.uk)  
[www.sidebyside.org.uk](http://www.sidebyside.org.uk)

### SIDE BY SIDE STATEMENT OF CORE VALUES

#### **Side by Side aims to:**

- Provide an outstanding Torah and secular education for all children.
- Enable children with special educational needs to become independent and valued members of our community, who have high self-esteem and the ability to build happy relationships with others.
- Support families of children with special educational needs, communicating with honesty, respect, professionalism and understanding.
- Raise community awareness and acceptance of children with special educational needs.
- Provide a working environment where staff are a team who treat each other with respect, offer support to each other, communicate openly and develop skills to fulfil their potential as educators.
- Ensure its staff have a range of different experiences working with children and that there are relevant Level 2 and Level 3 qualified staff in each of the class groups.

#### **The integrated nursery aims to:**

- Provide high quality care and education for all children with or without special needs from the age of 2 to 5 years.
- Work in partnership with parents and local community to help children to learn and develop.
- Offer children and their parents a service that promotes equality and values diversity within our framework and the Early Years Foundation Curriculum.

## **Parents**

We value parents input into their child's education and encourage them to fully participate in our setting. Parents will be:

- Valued and respected
- Kept informed
- Consulted, involved and included in the setting

We aim to ensure that each child:

- Is in a safe and stimulating environment – This includes ensuring all our staff are aware of our policies regarding behaviour management and bullying.
- Is given generous care and attention through our high ratio of staff to children.
- Has the chance to join with other children and adults to live, play, work and learn together
- Is helped to take forward his/her learning and development by being helped to build on what she/he already knows and can do
- Has an assigned key worker who makes sure each child makes progress and is included within the nursery programme
- Is in a setting that sees parents as partners in helping each child to learn and develop; and
- Is in a setting in which parents help to shape the service it offers

## **Children's Development and Learning**

The provision for children's development and learning is guided by the Torah principles for **חנינוך** during the early years and the new Early Years Foundation Stage Curriculum (EYFS, DFE 2014). Our curriculum has been developed to reflect the Side by Side Kodesh Curriculum integrated into the Early Years Foundation Stage requirements. As part of the curriculum the children will have the opportunities to engage in and understand that we are part of a wider community and that there are people of different faiths and beliefs who we all must show mutual respect and tolerance.

The EYFS focuses learning on the key developmental areas that will support the children's development and prepare them for when they reach school age.

The primary areas of the curriculum are:

- Communication and language
- Physical development
- Personal, social and emotional development

The programmes also cover the following important specific areas of development:

- Literacy
- Numeracy
- Understanding the world

- Expressive arts and design

If you would like more information regarding the Kodesh and/or the EYFS curriculum please feel free to speak to our staff.

### **Our approach to learning and development and assessment**

#### **Learning through play**

Play helps young children learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it. We aim to link play closely to children's positive home experiences of Jewish life – events surrounding the birth of a new baby, weddings, שבת, festivals and traditions.

#### **English as a Second Language**

Our policy is to integrate all new children into the classroom as quickly as possible, even where the home language is not English. Our staff support all children and ensure they are fully included in all activities and understand what is required of them.

We have bilingual teaching assistants who can also support the children. Where it is found that a child is finding learning English difficult we will put in a range of interventions to support them. Where your home language is not English i.e. Yiddish, we encourage parents to maintain speaking their home language to ease the transition when their child moves on to their cheder or school.

#### **General Assessment**

We assess how young children are learning and developing by observing them frequently. We use information from our observations, as well as from photographs or videos of the children, to document their progress. (You have the right not to have your child photographed or videoed if you so wish.) The children's 'next steps' are planned by staff to help direct them to new areas of learning. We believe that parents know their children best and we ask them to contribute to assessments by sharing information about what their children like to do at home and how they as parents are supporting development.

**2 Year Old Progress Checks** – These checks are carried out between 27 and 34 months. In most cases we wait until your child has settled into their class (around 6 weeks). We arrange to meet with parents and the NHS health care visitor will usually join for their development check. We will discuss how your child has settled in, how they are doing with respect to the primary EYFS areas of learning and if there are any concerns.

For children who join us when they are older, the teacher will complete a baseline assessment so that we can measure the progress they make over the time they are with us. At the end of each term the teachers and key workers review how the children are doing against the EYFS which help the staff plan for the following term.

**Child Focus Weeks** – Over the year, every child will have the opportunity to have ‘their special week’ where they can share their favourite toys and activities with the class. Staff will also take the opportunity to phone home to see how they are doing at home.

### **Learning Journey**

Side by Side keeps a learning journey for each child. Your child’s learning journey helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress. Your child’s key worker will work with you to keep this record. The information in it will enable the key person to track your child’s progress.

### **How parents take part in the setting**

Our setting recognises parents as the first and important educators of their children. Our staff work as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children’s needs, activities, interests and progress with the staff
- sharing their own special interests with the children
- helping provide, make and look after the equipment and materials used in the children’s play activities
- joining their children in the nursery e.g. birthdays
- building friendships with other parents in the setting
- arrange with the class teacher to visit the class

### **Key worker and your child**

A key worker will be allocated to support your child within the class setting. They will work with you to make sure that what we provide is right for your child’s particular needs and interests. When your child first starts at the setting, they will help your child to settle and throughout your child’s time at the setting, they will help your child to benefit from the setting’s activities.

Throughout the day the children will be experience a wide range of stimulating activities. The children will have the opportunity to be supported by our dedicated nursery staff. This is very important that they have this opportunity to learn throughout the day without becoming reliant on a particular member of staff who may be their key worker.

## **Communication**

It is really important that we have active and open communication with parents. Please inform us if a routine change or anything else may impact your child.

Each nursery class will send home a weekly newsletter to keep you up to date of the activities of the week. They will also bring home the work they have been doing especially around the Sedra and the Yomim Tovim.

Please remember to send in Mitzva/Nachas Notes so we can share your Nachas in the classroom.

**Link Book** – For those children who require special programmes or have specific therapeutic or educational targets we may set up a link book system that will go back and forth home to keep you informed. The Link books may be daily or weekly depending on the needs. This will be discussed with the class teacher and SENCO.

## **Children with Special Educational Needs**

Each child is carefully observed and assessed and any concerns will be immediately discussed with parents, and a course of action will be agreed.

For children joining the nursery, where prior to admission there are known needs, one of our SENCOs will discuss with you prior to your child entering our nursery their specific needs and will often arrange a home visit and an opportunity for you to visit the nursery. After your child joins us, we will meet with parents after an initial observation period in nursery to set up an IEP (individual education plan) that sets targets and additional provision (where necessary) for children and is reviewed regularly. We will work in close cooperation with external therapists and other professionals already involved with your child. We will work together with you should it be agreed that your child may benefit from the additional input an EHCP (Education, Health and Care Plan) would provide and our SENCO will work closely with you to begin the process of statutory assessment.

**Therapy Input** – prior to a child receiving an EHCP, due to the financial constraints we are unable to provide 1:1 therapy sessions. However, your child will benefit from the general input and advice the therapist provide into each classroom and any therapy groups that may be set up in the class (e.g. language groups, physical development group).

If your child already has an EHCP or is in the process of receiving an EHCP, we will meet with you to ensure suitable provision in nursery is in place and identify the key areas the initial IEP (Independent Education Plan) will focus on. In addition to a teaching assistant, our children with special needs will receive time with our specialist teachers in line with the aims and objectives set out in their statement.

For more information about the way we aim to work with children who have additional/special needs, please call the school office who will arrange an appointment with our SENCO.

### **The Day**

We organise our day so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Davening (and ברכה for the older children) are an integral part of our daily routine.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult led activities, as well as those provided in the indoor playroom(s). We also encourage our staff to plan off-site visits of places of interest for the children. We ensure that all our activities, whether on or off-site, have risks assessments in place and permission letters will be sent to you in advance of a trip to receive your consent. Local trips permission letters are provided when you child starts the nursery.

### **Admission**

You are encouraged to complete and return your application form as soon as possible. We are often over-subscribed and we work on a strict admission criteria and prioritisation process.

### **Illness and Emergency**

If a child in our care becomes unwell and we are concerned about their welfare and the welfare of our other children, we will contact parents and request that they collect their child.

If a child runs a temperature over 37 C (98.4 F) they should be kept at home until 24 hours after the temperature has returned to normal.

In the case of a serious accident or illness occurring, the parent/carer will be contacted immediately, along with appropriate medical or emergency professionals, in line with our first aid policy. In the unlikely event of the parent not being available, a senior member of staff will take charge and if necessary accompany the child to hospital until the parent arrives.

All accidents are recorded in the accident book, signed by a member of staff, and counter signed by the parent/carer.

On entry to the nursery you will be provided with a medical/emergency form to complete to ensure we have up to date contact details as well as any medical information we should be aware of.

### **Infectious Diseases and Medication**

It is our policy to encourage and promote good health and hygiene for all children in our care. Therefore we will only accept children when they are well. In particular, children must not attend if they are suffering from any bowel or skin infection or any infectious diseases. Parents should notify us as soon as possible, of any illness regardless as to whether the child is able to attend nursery or not, so that staff may take appropriate action in respect of other children and staff.

In order to protect children from the spread of infectious diseases:

- Any child suffering from an infectious disease must not attend nursery.
- The child must not attend nursery until they have recovered from all symptoms of the disease or on the GP's written recommendation.
- If a child has been prescribed medication for an infectious disease, they must finish the course before returning to nursery.

### **Head Lice Control**

In order to avoid the spreading of lice, if a child is found to have lice the parent will be contacted. Children should be treated appropriately with products easily available from the local chemist.

### **Change of Routine and Domestic Circumstances**

It is very important that you keep us informed about any changes in your domestic circumstances or a child's routine, e.g. if a parent is away or if your child is staying with relatives or friends. This helps us greatly in working with children and supporting them. Please do contact the Nursery Manager in confidence if you feel there is any circumstance that may concern your child.

We like to know what kinds of things make your child happy as well as what makes him/her sad or afraid. Learning to come to terms with these issues makes children more secure and confident, and your child's happiness is our main concern.

### **Settling In Procedure**

The nursery staff will work in partnership with parents to settle each child into the nursery environment. When your child starts nursery, we ask parents to stay with their child for at least the first half hour and then collect them after a further half hour. Then we ask parents to be close at hand for a minimum of the first six sessions, to introduce your child gradually into the environment.



If a child is having real difficulties settling in, we will work with parents to fix a schedule which will ensure that the child is supported, and introduced into nursery in a calm and settled manner.

### **Safeguarding**

The nursery has a responsibility for the welfare and well-being of all children in their care. As such we have a duty to the children, parents/main carers and staff to act quickly and responsibly in any instant that concerns may come to our attention. Any concerns will be brought to Side by Side's Safeguarding Officer, Mrs Wilhelm. Where the concern requires us to take further action, the nursery has a legal obligation to report any suspicions around abuse to the Local Authority.

Should an investigation take place, parents will be informed and supported. We seek to clarify any concerns with you as parents/carers in the first instance unless the nature or timing of the discovery warrants discussion for advice and clarification with social services as to how to proceed. The setting will also inform parents and carers as soon as possible if any abuse or neglect is detected at the setting.

More details of our safeguarding procedure can be found in our 'Safeguarding Guide for Parents' which you received with your initial application pack. Please be aware that the nursery works with the London Borough of Hackney and Haringey with regards to child protection issues and will seek advice should this become necessary.

### **Accidents and Incidents**

The nursery keeps a record of all accidents that result in a child being hurt or injured. Should such an accident occur an accident report will be filled in containing all details of the accident and any follow up measures. This report will be sent home to parents that day for signing, and parents will also be contacted by phone. Details of any accidents are kept for health and safety monitoring purposes, and feed into the personal planning for individual children if that is necessary.

Please keep the nursery informed of any accidents that happen at home so that we may support your child as necessary. Serious behaviour incidents will be recorded for monitoring purposes and the information used will be used to set up Behaviour Support Plans for children for whom this is necessary. Parents will always be informed if their child is involved in an incident of this kind.

### **Complaints**

If you have any concerns at all, please approach the class teacher in the first instance, who will be happy to discuss any issues that have arisen. If you feel the concern is more serious, please approach the Head Teacher or the SENCO. The great majority of complaints are addressed in this way. If however, you feel that your complaint has not been resolved to your satisfaction, please ask at the school office for a copy of our Complaints Policy and we will work with you to initiate the formal complaints procedure.

**Uncollected Children Policy**

It is a parents' responsibility to ensure their child is pick up at the end of the school day. If a child is not collected at the end of the school day the following procedures will be followed:

- The child's parents will be contacted by phone.
- If it is not possible to reach the child's parents, their emergency contact will be called and arrangements will be made to collect the child.
- If a parent or carer is unavoidably delayed, and there is no one else to collect the child, if possible, a child will be accompanied home in a taxi. If a member of staff has suitable insurance, a staff member will take the child home if that is possible.
- Under no circumstances will a child be released to someone not expressly named as the child's emergency contact, or expressly named by the parent in the course of a phone conversation.
- Should any additional costs be incurred by Side by Side these will be charged on to the parents.

**Policies**

Our policies and procedures including our admissions policy are available for you to see at the setting. Our policies help us to make sure that the service we provide is a high quality one and that being a member of Side by Side is an enjoyable and beneficial experience for each child and her/his parents.

Policies are reviewed and revised on a regular basis.

## Quick Guide to Side By Side Nursery

<b>Nursery Start Time:</b>	Monday to Friday	9.00am
<b>Nursery Finish Time:</b>	Half Day	12.30pm
	Full Day (Monday – Thursday)	3.30pm
	Friday (Winter)	12.00pm
	(Summer)	1.00pm

**It is the parents' responsibility to ensure their children are picked up on time  
Staff are not expected to stay behind to wait with children who have not been picked up**

### צדקה

At Davening time we give the children the opportunity to give צדקה.  
Please send one or two coins with your child every day.

### Birthday Parties and שבת Party

If you would like us to make a birthday party for your child, please speak to the class teacher at least one week before hand. Parents are welcome to bring bought cakes or nash (as listed on the food guide) to share out on a birthday and you are welcome to attend the party.

We make a שבת Party for each class every week. Please send your child with a snack to share with the rest of the class. Please do not send sweets, but other nush (as listed on the food guide) are fine.

### Snacks and meals

Snacks and meals are a social time at which children eat together. We encourage parents to provide the children with healthy and nutritious food. Lunches should be Parev or Milchig and should not contain peanut butter (see below) or nush. Please see attached our food guide. **Lunch on Friday is only when we finish at 1.00.**

### Allergies

Please inform us if your child has any allergies.

# Side by Side

## Healthy Eating Check List

### **BREAK-TIME SNACKS**

- 🍎 Fresh fruit and vegetables
- 🍎 Crackers (pref unsalted)
- 🍎 Breadsticks, pretzels, pita/bagel chips
- 🍎 Melba toast
- 🍎 Rice or corn cakes
- 🍎 Yoghurt and soya desserts (pref 50% fruit based)
- 🍎 Popcorn (not EY1)

### **LUNCH TIME** (please also see our healthy packed lunch ideas sheet)

- 🍎 Milky/Meaty or Parev sandwiches
- 🍎 Cheeses, avocado, pasta, fish balls, eggs, meat balls etc.
- 🍎 Vegetables
- 🍎 Snacks (as above)
- 🍎 Drinks – water or pure fruit juice (diluted with at least 50% water)
- 🍎 Dried fruit and fruit bars

*There are cool boxes in each classroom for keeping foods cold and a microwave for reheating safely.*

### **BIRTHDAY PARTY – SHABBOS PARTY – PEKLACH**

All items permitted for break-time snacks, PLUS

- 🍎 Crisps
- 🍎 Popcorn (not EY1)
- 🍎 Plain cakes – (marble, lemon, choc-chip, chocolate etc.) **Remember, these must be bought (Kedassia) – not homemade**

*Fizzy drinks, sweets, sugar products (e.g. sherbet) and chocolate are not permitted in school.*

***Reminder – no nuts, peanuts or sesame seeds allowed in our school***