



Lanterns, a nurturing, inclusive environment for all

Parents Handbook

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Welcome to Lanterns!

We welcome all children and families and look forward to you joining our Nursery School. Parents are extremely important to us as we recognise that parents are the child's first educators. We want to build on the knowledge and skills that children have already learned at home. We hope this information will help you to find out about our Nursery School.



The importance of the early years and childhood have been well researched, and this has shown that nursery education can be crucial in the future development of children. Before the age of 5 years children go through a rapid period of development in all areas. By providing a well-planned curriculum and learning environment, which follows the children's interests, with experienced staff and working in partnership with parents the foundations that support future learning are laid down for children. This gives children the best possible start to their education.

Our Vision

At Lanterns, our ambition is for each and every child to achieve their full potential. Through the provision of high quality, inclusive learning opportunities, and with a dedicated focus on supporting emotional wellbeing and resilience, we enable our children to grow into lifelong learners.

Lanterns works in partnership with families, the local community, and other agencies to best ensure that our children thrive.

Our Values

At Lanterns, our values are reflected through:

- Learning opportunities, experiences and a curriculum that builds on children's interests, is high quality and enables all children to achieve positive outcomes.
- An exciting, stimulating and accessible environment that is developmentally appropriate and introduces, supports, reinforces and challenges learning.
- Nurturing, supportive and inclusive practitioners and services that enable all children and families to flourish.
- Teamwork that brings out the best in everyone and promotes positivity and fun in everyday life and learning at Lanterns.
- Every child and family with a safe and secure environment where they will feel happy and supported.
- Reflection and evaluation on the quality of our practice to ensure we are offering the very best to our children and their families.
- Needs being met through our expertise in SEND, multi-agency working with professionals and agencies in the wider community, to ensure all children and families thrive.
- Supportive and caring relationships with our children and their families, working closely together and valuing our partnership

Before your Child Starts

Before your child starts one or two members of the staff team will visit you at home. If this is not possible you will be offered a visit to nursery. We believe it is very important that we find out as much about your child as possible before s/he starts. It is also important that you are happy too and can help us to settle your child by staying for the first few settling in sessions when they start. We know that settling into a new place is a big step for many children, so we work alongside you to make the process as easy as possible for both of you and to form good attachments and relationships to key people.

Opening and Closing Times

The Nursery School is open from 8.00am – 6.00pm. Your child may join the core nursery sessions at the following times :

Short days – 8.45 – 2.45

Long days – 8.45 – 3.45

We have a minimum attendance pattern of 2 days. Children can also attend and Breakfast club 7:30 - 8.45 and

Home from Home club 3.45 – 5.00 or 6.00 (5.00 on a Friday)

We accommodate both the 15 hour and 30-hour entitlements during both core and extended sessions.

Lunch is 11.45 – 12.45 you can provide a packed lunch or purchase a hot dinner

Free entitlements can be used at any time but there is daily consumable charge for extended hours. There is an additional charge for breakfast and tea as part of these sessions.

Attendance patterns may alter for children attending on SEND hub places and those that have identified SEND. This is decided in liaison with the school SENDCo. We have a 9.00 to 2.00 offer for children who are eligible for disadvantaged funding or EYPP and whose parents are unemployed.

Key Person and Attachment

Children thrive from a base of loving and secure relationships and attachments. Attachment influences a child's immediate all-round development and future relationships. An Early Years Assistant/Practitioner (EYA or P) will be your child's key person. She/he will be responsible for helping your child feel safe and cared for whilst they are here at Lanterns. They will respond sensitively to your child's feelings and behaviours, meeting their emotional needs and supporting their well-being. They will be a familiar figure who is accessible and available as a point of contact for you as a parent and they will build relationships with both your child and you as a parent or carer.

We work very closely as a team and once settled your child will build relationships with other key adults.



Role of the adult

At Lanterns Nursery School the Headteacher, Class Teacher and Senior Early Years Practitioners have an overall responsibility for all of the children in the nursery, leading pedagogy and ensuring outstanding provision and interactions. All adults will ;

- Support children's learning and understand child development,
- Be active listeners,
- Be interested and value children's ideas,
- Have the knowledge to understand and interpret children's thoughts and actions,
- Support children to regulate and access learning,
- Have the skills to engage with children at a developmentally appropriate level,
- Know how to support and extend ideas in order to take learning forward and provide challenge,
- Have a good knowledge of child development, EYFS areas of learning and the characteristics of effective learning within the Early Years Foundation Stage Curriculum.



What does my child do during a session?

We plan learning experiences based on children's interests and their stage of development. This is reflected both indoors and outdoors and the practitioners support children in their learning through interactions and thinking carefully about what can be accessed through the provision on offer throughout our environment. We are continually observing the children, engaging in their play and thinking about key developments, progress and interests. Children will have endless opportunities to learn, practice, consolidate, rehearse, link, adapt and deepen knowledge and skills. During most of the session children will engage in free flow, child centred, play based learning. We have a routine within our session that includes snack, story and singing time, the session is predictable, and transitions are clear. Children sometimes go out on visits in the local community. These visits are closely supervised by staff and are generally used to support a particular interest or area of development.

Resources and environment

The Nursery School is well resourced, and the environment reflects all areas of learning. The resources support children's development and there is a mixture of those that are familiar and those that support curiosity and loose parts play in order to promote exploration, investigation, creativity and thinking. To support children's learning we use visual cues such as visual timetables and symbols. We also use the Makaton language programme (signing) to support children's language and communication.



The EYFS at Lanterns Nursery School

We follow the early years foundation stage (EYFS) statutory framework which sets standards for children's learning, development and welfare from birth to five years old. These standards, must be met to make sure that young children develop and learn safely.

The EYFS framework:

- sets the standards that all early year's providers must meet to ensure that children learn and develop well
- ensures children are kept healthy and safe
- ensures that children have the knowledge and skills they need to start school.

The Lanterns Nursery School Curriculum

Lanterns Nursery School is a unique nursery, and as such has a unique curriculum which meets the needs of our diverse community of children and families. We want our children to leave our nursery well prepared for the next stage of their education and have carefully designed a broad and balanced curriculum.

We believe that children learn most effectively through an exciting and developmentally appropriate play-based curriculum, which allows them to develop through their interests, supports their individual learning style and is sensitive to their needs and experiences. At Lanterns, our curriculum encompasses the characteristics of effective teaching and learning in order that children are excellent learners throughout their life. Our curriculum ensures that children learn through the routines that they encounter every day, through a developmentally appropriate environment and through the engagement and interaction provided by skilled early year's educators.

Building positive relationships and attachments with children and their families is central to everything that we do and ensures that children feel safe and secure in order to access the curriculum and experiences we provide.

For our full curriculum documents, please see our website.



EYFS Curriculum Areas

The 3 Prime Areas are:-

Personal, Social and Emotional Development –

helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Physical Development–

involves providing opportunities for young children to be active and interactive, and to develop their coordination, control and movement. Develop core strength, stability, balance, spatial awareness, co-ordination and agility. Hand eye co-ordination and opportunities to develop proficiency, control and co-ordination.

Communication and Language–

giving children opportunities to experience a rich language environment to develop listening , communication and attention skills; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

The Characteristics of Effective Learning –

The way in which a child engages with other people and their environment; playing and exploring, active learning and creating and thinking critically underpin the learning and development in all areas of the EYFS and support the child to remain an effective and motivated learner.

The 4 Specific Areas are:-

Literacy – develop a lifelong love of reading, encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials to ignite their interest.

Mathematics – providing children with opportunities to develop a secure grounding in number, develop a deep understanding of numbers, the relationship between them and the patterns within numbers, develop a secure base of knowledge and vocabulary, special reasoning skills and shape, space and measures.

Understanding the World – guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design – enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.



Special Educational Needs and Disabilities (SEND)

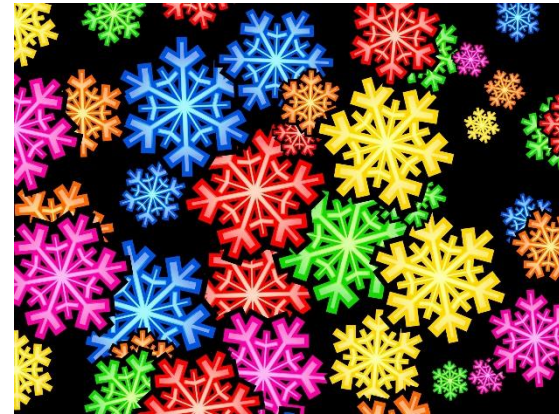
Lanterns is an inclusive nursery school. We believe that it is very important that children who are experiencing barriers to their learning or who need extra support have their needs identified quickly and receive appropriate support.

There are 36 SEND hub places at Lanterns. These are for referred children with Special Educational Needs and Disabilities (SEND). Resourced places are offered to children with a wide range of needs including physical difficulties, autism, speech and language difficulties, social, emotional and behavioural difficulties and developmental delay. Access to these places is via a referral from a professional through Hampshire SEND. Placement is considered and decided through West Hants Pre School Advisory Group (WHPAG)

If your child's key person feels that a child may need some extra support with aspects of their learning and development, they will discuss this with parents/carers and the nursery school SENDCo or Assistant SENDCo. A meeting will be held and actions moving forward will be planned together.

The school's approach recognises and uses children's strengths to develop their skills. We have a skilled and experienced team of staff who are able to implement a range of strategies to support a diverse range of additional needs. We work in partnership with other professionals to ensure that children receive co-ordinated support. We regularly work with Speech and Language Therapy, Occupational Therapy and Physiotherapy. We can also access support from the Community Paediatrician and Educational Psychology.

The provision for children with special educational needs is co-ordinated by the SENDCo (Special Educational Needs Coordinator)



Reviewing Progress for children with SEND

Children's progress is reviewed termly with parents. For some children it may be appropriate to have regular multi-agency reviews. When children move onto school we hold a transition meeting with the new school. When a child has individual targets in place, they are identified in their Individual Education Plan (IEP) and shared through an online learning journal - Tapestry.

MAKATON
CENTRE OF
EXCELLENCE

Safeguarding

The safety and well-being of all the children is of paramount importance to us. All our staff are checked through the Disclosure and Barring Service (DBS). Staff are expected to be vigilant and report any concerns regarding child protection. We ask all staff to sign a Code of Conduct when they start to work at Lanterns Nursery School.



Child Protection Statement

We ask all visitors to follow guidelines when safeguarding children. We have a Child Protection and Safeguarding Policy in place and the Head Teacher is the Designated Safeguarding Lead and there are two Deputy Designated Safeguarding Leads.

We have an open and honest culture all staff are expected to report any concern they may have regarding children's well-being. This may mean investigating an incident or injury that involved your child. Unless this was a significant issue, which required immediate action, we would always discuss the concern with you first and support you to find a way forward. It is important however, to highlight we will investigate any concerns we may have because we have a duty to ensure children are safe and free from abuse. If you feel unhappy yourself about a child, you should report your concerns to the Head Teacher as the Nursery School's Designated Safeguarding Lead.

We have a positive approach to handling children's behaviour. Please see our 'Guide for Parents on Behaviour Policy' which is included at the end of this booklet and can also be found on our website.

Our school Safeguarding leaflet has more information and can be found on our website.

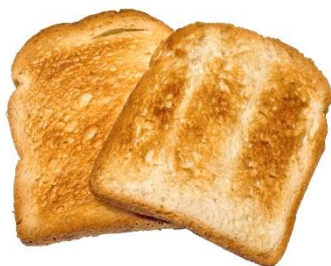
The Nursery School's Child Protection and Safeguarding Policies are available to view on our website.

Additional Services

The Nursery School is open from 7.30am – 6pm (5pm on a Friday). Additional childcare over and above your early education funded place (15 or 30 hours) is available.

We run a Breakfast Club from: 7.30am – 8.45am and a home from home club from: 3.45pm – 6pm (5pm on a Friday).

Information regarding patterns of attendance, extended hours and fees, can be found on the school website.



Food related experiences

At Lanterns Nursery School we have a consumable charge of £2.50 a day, this charge contributes to the cost of purchasing food items for snack, for using food as part of the curriculum experiences we offer, for sun cream and for additional enhancements to our curriculum. It is important that children have exposure to a range of foods in order to support healthy eating. A healthy, balanced diet and regular physical activity are essential for children's health and wellbeing. We want all children to have a healthy relationship with food, discover the enjoyment of food, use all their senses to touch, feel, smell and taste different foods and communicate their likes and dislikes. Every child deserves to enjoy the foods their body needs and reach their potential in life.

Please refer to our 'Snack, cooking and food related experiences' document on our website for further information.

Clothing

It is important to send your child in comfortable clothes that may get wet and dirty. We do provide aprons, but we like to provide a range of messy and sensory activities for children every day. Outdoor play, is part of our curriculum so children will need a waterproof coat and waterproof trousers most days and a suitable pair of shoes or Wellington boots to change into. During hot weather please ensure your child is wearing sun cream and has clothing to cover their shoulders, also a hat, and appropriate shoes for running in the garden – no crocs, flip flops or open toed sandals. Throughout the year we use all parts of the school grounds including the pond, meadow and orchard area.

If your child wears nappies, please send in enough nappies and wipes for a week in a named bag (or a whole bag of nappies that we can keep in the cupboard). Please ensure all items are named so that we can easily return clothing to you.

The Car Park

The car park can be busy, and you will need to be careful when parking and taking your child in and out of the Nursery School.

We are continuously trying to improve car parking arrangements but ask you to be mindful of your own and others health and safety when entering and exiting the Nursery School. We encourage you to walk whenever possible and ensure that you are always aware of your children. We have bike/pram shelters where you can lock bikes, scooters and buggies. We ask you not to bring bikes or scooters into the building at any time.

Sickness

Please do not send your child if s/he has a heavy cold or cough. We ask that you keep your child at home **if they have a high temperature and for 48 hours after vomiting or diarrhoea**. Young children are vulnerable, and we need to be careful to prevent cross-infection. Our sickness policy is available to view on our website. If your child is unwell during the session, you will be called and asked to take her/him home.

Outdoor play is part of the core curriculum so children should be kept at home if they are not well enough to go outside.

INSET Days

During an academic year we will have 5 educational training days for staff. The Nursery School will be closed on these days. Please see our website for dates.

Extended Services

We provide a range of other groups, courses and services for parents and children as part of our Extended Services. Information is displayed in reception, on our school website, on Facebook, via Parentmail and through newsletter

<https://www.lanterns.hants.sch.uk/>



Health and Safety

Your health and safety is important:

Fire On hearing the fire alarm please use the nearest available exit and proceed to the assembly point in the playground, where you must report to a member of staff. Fire procedures are displayed in all rooms.

Accidents If you have an accident or feel unwell, please alert a member of staff. There are qualified First Aiders and Paediatric First Aiders on site at the Nursery school. All serious accidents concerning children or adults are recorded in the Accident Book. More minor accidents regarding children are recorded by the Nursery staff. You will be informed if your child has an accident and asked to sign the accident book. You can request a copy if required. If your child suffers a bumped head, you will receive an email shortly after it has happened – if the bump is of a more serious nature a member of staff will telephone you immediately.

Being Aware You need to be aware of the normal hazards that are part of a Nursery School environment and take care. Should you have any concerns regarding your safety please let a member of staff know.

Complaints

Most problems or concerns can be resolved quickly. If, however, you are still not happy please discuss the issue with the Headteacher. There is an official complaints procedure that is available to parents, this can be found on our website.

Approaches to behaviour

At Lanterns we believe that all children come to Nursery School with their own unique personalities and that they learn their behaviour from their surroundings and experiences. For children, behaviour is a way of communicating. All adults – parents/carers, staff and governors – work together to provide the right environment for children to experiment, explore and learn. Behaviour is very much part of children’s Personal, Social, and Emotional development within the Early Years Foundation Stage.

We believe that adults have a vital role to play in giving children opportunities to develop a positive sense of themselves by:

- Adults seek to form strong relationships with the children in their care. High quality, positive interactions between adults and children are the cornerstone of everyday practice in the classroom. Adults get to know children well and understand their strengths and unique circumstances
- Adults working with children at Lanterns Nursery School understand the importance of being emotionally available. They have a secure understanding of attachment theory and the potential impact of Adverse Childhood Experiences (ACEs) on a young person’s development
- We provide a structured and predictable classroom environment and routine which reflects the age and stage of children in the group and gives children opportunities to make their own choices as well as take part in adult-initiated activities



- We support young children to learn to make relationships with other people. We provide opportunities to develop social skills with peers such as turn taking supported by sand timers and wait cards. We provide a structured approach to learning how to work cooperatively with adults and other children through carefully planned adult led group activities
- We aim to promote the development of children’s confidence and self-esteem by providing a learning environment which builds on children’s strengths and provides appropriate challenge. Adults are careful to reduce frustrations for example by providing sufficient materials for cooperative play and using sand timers to support turn taking
- We encourage children to have consideration for other people and to take care of their school. Adults use positive reminders to encourage children to follow the expected behaviours for example, “feet on the floor”, “safe hands”, “Please walk” rather than “Don’t run” and “Put things back where they belong” to encourage tidying up and that everything belongs somewhere

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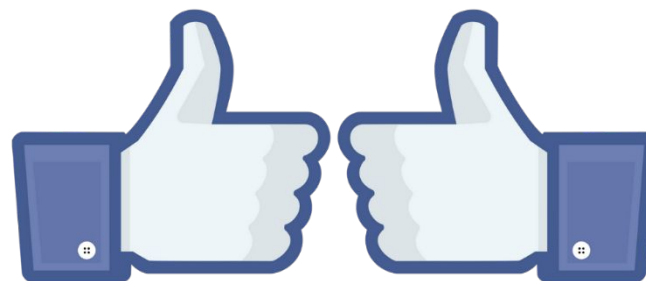
- Adults notice when children are using positive behaviours and consideration towards others. They give children specific feedback e.g. “Giving your friend a turn was kind- well done!”
- We use the PATHS programme to support children to recognise and label their feelings and to develop strategies to begin to manage their feelings (PATHS -Promoting Alternative Thinking Strategies)
- Adults encourage and support children to work out solutions to their own problems and conflicts rather than relying on the adult to sort the problem out for them
- Adults support their key children in situations when they have found it difficult to manage their feelings and have used behaviours that have upset other people. Adults help children to label the feelings they experienced and let the child know that the adult understands (empathy). Adults help the child to think about what they could do in a similar situation in future (emotion coaching)
- Adults recognise that for some children transitioning to an adult led activity can be quite challenging. All adults in Lanterns Nursery School use a consistent approach using cues such as objects, pictures and songs when transitioning children to adult-led activities such as story time or singing. All staff wear visual transition cue cards on a key ring to support all children when needed. Children are encouraged to join group activities using strategies that are appropriate for each individual

- Adults use ‘The Six Strands Curriculum’ developed by Hampshire Primary Behaviour Service, to identify gaps in development and to plan support to target specific areas. This curriculum supports and promotes strong foundations for social, emotional and behavioural development.

The Nursery School ‘s Behaviour Management Policy and our ‘Guide for Parents on Behaviour Policy’ can be viewed on the school website.

Behaviour of Adults

We expect all staff to be courteous in their dealings with adults especially parents and carers of the children attending Lanterns Nursery School. Similarly, we also expect our staff to be treated with courtesy and respect by parents and carers. Physical or verbal abuse of our staff will not be tolerated.



Behaviour Support Plans

- Some children may need extra support to learn to manage their feelings and behaviour either at home or at Lanterns Nursery School. Parents and staff will talk about behaviour that is causing concern and jointly plan how to support the child. This may include a Behaviour Support Plan which sets out specific strategies for everyone to follow.

Positive Handling

- There are very occasional times when children's behaviour may lead them to harm themselves or others. All staff are aware of the correct way to physically handle a child in this situation and the circumstances when this can be used. This is in accordance with guidance from Hampshire County Council. This policy is on our website.

Who to talk to

- For day-to-day guidance, advice, questions or concerns please speak to your child's key person or the Senior Early Years Practitioner for your child's class.
- If you have more specific questions or concerns the key person and/or Senior Early Years Practitioner will seek advice and support from the Assistant SENDCo and SENDCo, they may then arrange a meeting.

We want your child's time at Lanterns Nursery School to be enjoyable for both you and your child. We want to lay the foundations for lifelong learning and ensure that all children get the best start to their education.

If you have any thoughts, ideas or suggestions on ways in which we can improve or if there are things that we have done well, please let us know. There is a comments box in reception or feel free to speak to a member of our friendly team.

Welcome to Lanterns

