



Welcome

To Chelsea Open Air
Nursery School



Welcome



We are delighted that you are joining us at Chelsea Open Air Nursery School. At Chelsea Open Air we are committed to giving every child the opportunity to learn and thrive as well as ensuring they have the best start to their education. We are keen that parents and carers are actively involved and have a range of ways for you to participate in your child's learning and development via the School and thriving Community Programme. We only borrow your child, you know them best, so share that knowledge so we can help them learn.

This Welcome Booklet is designed to give you as much information as we can about school and how we learn and play. We hope that you and your child will be exceptionally happy during their time at Chelsea Open Air, together building the foundations for their future life.

Best wishes,

Talia Robinson

Our vision:

A healthy opening to education - 'Open Hearts and Open Minds'

Our Ethos

The Nursery School offers a full range of learning and development opportunities that meet the needs of children and their families, building upon the historical strengths of the Nursery School. We believe that outdoor play supports all areas of learning and is an integral part of children's development. At Chelsea Open Air children have access to the outdoors all year round, no matter what the weather!

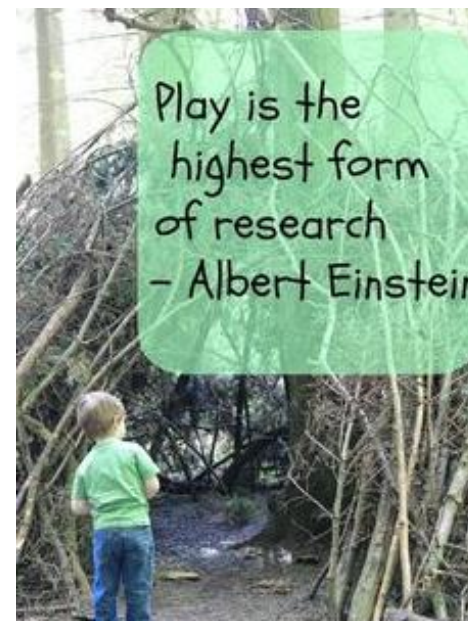
Our Values

We understand that children learn everywhere; we support each child to become lifelong independent learners through play that is free flow, allows risk taking, experimentation, awe and wonder in a fun, colourful and creative environment.

We provide a challenging learning environment that allows children to thrive with dignity and respect, with a love and understanding of their own and others spiritual and cultural beliefs.

We work in collaboration, valuing and celebrating the team's wealth of experience and diversity to successfully deliver the ethos of Chelsea Open Air.

We are pioneering, regularly challenging what already exists, forward thinking, breaking down boundaries and stereotypes.





Our History

Dr Susan Isaacs

The School was set up in 1928 by Dr Susan Isaacs and Natalie Davies. The name 'Open Air' dates from that period and was part of a countrywide educational movement. The 'Open Air' philosophy is still important today when our children seem to lack safe but challenging space to play in. In the 1920's it was first recognised educationally, that outdoors is as valuable a learning environment as indoors. The Open Air philosophy also recognised that many city children did not have enough access to fresh air, sunlight and exercise for healthy development. In the twenty first century the garden is still central to our philosophy and combines with our indoor areas to provide a complete and balanced learning environment.

In 1978 the school became part of the Inner London Education Authority and is now state funded. In 2006 it became one of the first children's centres in the Borough providing a 'one stop shop' for local families, babies and young children. The School became a 'linked' site to the Children's Centre Services in the South Locality and in 2016 we established our own thriving Community Programme.

The School is housed in a timber framed building dating from 1587 and a seventeenth century workman's cottage which along with other houses in the street became artists' studios, in our case, for the painter Benjamin Haydon. The school garden dates from the beginning of this century.

The School Today

The Nursery School is run by the Royal Borough of Kensington and Chelsea who provide the staff, buildings and equipment. It operates on the basis of two 15 hour sessions - morning and afternoon, 30 hour sessions and paid additional services. The children are aged between three and four years old with some Rising Three's.

Children are generally offered a place at Chelsea Open Air nursery from the September or January after their third birthday. Rising Threes places are offered at the beginning of the term in which your child turns three.

The School provides a free flow environment with access to indoor and outdoor play through the day, all year round.

Children at Chelsea Open Air are from a very wide range of social, cultural, economic and racial backgrounds. This includes those who have special educational needs, English as an additional language and those who are gifted and talented. We respect and value this diversity and incorporate many aspects into our school life. We believe that all children should grow up together learning to enjoy and accept other people's differences.



Governing Body

The Governing Body are a committed group of volunteers that work to support the school to ensure that we continue to deliver a high quality of education. They are the Management Committee of the school and act as a 'critical friend'. Together with the Headteacher, who is responsible for day-to-day management, they make decisions about school policy, discipline and strategic matters to improve or develop the school's achievement.

The Governing Body is made up of a range of representative groups: There are staff governors, parent governors and community representatives.

The Governors meet every half term for full governing body meetings.

There are a number of Committees that feed into the larger Full Governing Body Group. These are the Achievement Committee, The Resources Committee and the Partnerships Committee. Governors are linked to subcommittees best suited to their expertise.

The Governing Body can be contacted through the school office and welcome your thoughts, comments and offers of help.

Staff

Please see the staff board located in the main entrance to the garden.

Headteacher & SENCO	Talia Robinson
Deputy Head/Key Worker	Alex Kelly
Keyworker	Olivia Phillips
Keyworker	Sharon Dunning
Keyworker	Felicity Masters
Keyworker	Patricia Ryan
Learning Partner	Deborah Carolan
Teaching Assistant	Charles Symmons
Learning Partner	Maggie Farias
Meals Supervisor	Rukia Hussain
Business Manager	Michelle McWalter
Administration Assistant	Anna Oliver
Site Manager	Fernando Najera-Silva

Our Term-Time Only Provision

Every three and four year old is entitled to fifteen hours of nursery education per week (Starting the term after their 3rd birthday). We offer the fifteen hours in either a morning or afternoon session, 5 days a week, term time only.

We also offer thirty hour places for qualifying families.

For further information please refer to the School's Admission Policy.

We follow the term dates set by The Royal Borough of Kensington and Chelsea, which are the same as other local primary schools. We are closed for school holidays, half terms and five inset days per academic year. Two inset days are used for parent / keyworker meetings and three are used for staff training. We are continually dedicated to improving school practice and staff's continued professional development is of great importance to us in order to maintain outstanding practice.

A list of term dates is available on our website.

Please see our Rising Threes page for more information about Rising Threes places.

School Day

- 15 Hour Morning Place: 9.00am - 12.00pm (Monday to Friday 38 weeks per year)
- 15 Hour Afternoon Place: 1.00pm - 4.00pm (Monday to Friday 38 weeks per year)
- 30 Hours: 9.00am-3.00pm (Monday to Friday 38 weeks per year)
- Additional Hours: 9.00am - 4.00pm (38 weeks per year)

Additional Services

It is possible to pay for additional services on top of your 15 or 30 hour place. These services will *only* commence and be charged for once children have settled into their offered school place.

- 15 Hour place plus additional hours: Full Day 9.00am-4.00pm: £32 per day (Excluding lunch charge)
Deposit: £400
- Breakfast Club 8.15am - 9.00am: £7.50 per session (Including breakfast)
Deposit: £50
- 30 Hour place plus Additional Hour: 3.00pm-4.00pm: £10 per day
Deposit: N/A
- After School Club 4.00pm - 5.00pm: £10 per session (Including a light tea)
Deposit: £100

Pay your refundable deposit and for additional services by BACS using the reference:

Your child's full name Deposit- for example 'Alf Smith Deposit'
Account Number: 06065186 Sort Code: 12-20-29

Please be aware in order to access the above additional paid services a contract has to be read and signed and a deposit paid. For payment for these services we accept card or BACS payment. We accept Childcare Vouchers. For further information please contact the school office.

If you wish to cancel or change your extended day services at any time we require a notice period in writing. Please carefully read your contract for more information. If the correct procedures are not followed you may forfeit your deposit.

Rising Threes

Chelsea Open Air provides places for a limited number of 'Rising Threes'.

'Rising Threes' are children who are turning three within the academic term that they start Nursery.

When does your child become a Rising Three?

D.O.B- turning 3 within these dates.	Academic Term they are considered a Rising Three
1 st September-31 st December	Autumn Term
1 st January-31 st March	Spring Term
1 st April- 31 st August	Summer Term

Rising Threes do not receive funding for education in the same way that three and four year olds do, therefore the admissions process is slightly different. The school does not receive government funding for 15 or 30 hour places until the academic term *after* a child turns 3. Therefore a fee will be charged or parents can apply for 2yr old funding.

Some children are eligible for 2-year-old funding. Please see overleaf for more information.

Option 1: Free early learning for 2 year olds

Who is eligible?

To qualify for a funded place families must be in receipt of one or more of the following:

- Income Support
- Income-based Jobseeker's Allowance (JSA)
- Income-related Employment and Support Allowance (ESA)
- Universal Credit - if you and your partner have a combined income from work of less than £15,400 a year after tax
- Tax credits and you have an annual income of under £16,190 before tax
- The guaranteed element of State Pension Credit
- Support through part 6 of the Immigration and Asylum Act
- The Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)

A child can also get free early education and childcare if any of the following apply:

- They're looked after by a local council
- They have an Education, Health and Care Plan (EHCP)
- They get Disability Living Allowance
- They've left care under a special guardianship order, child arrangements order or adoption order

Chelsea Open Air offers this entitlement the term your child turns Three.

If you are eligible for funding please apply for a place using the RBKC Government website- see the link below;

<https://www.rbkc.gov.uk/2yo/>

Option 2: Paid places for Rising Threes

We offer 15 hour places Monday to Friday 9.00am-12.00pm.

There is also an opportunity to pay for additional hours, extending the day from 9.00am-4.00pm.

Hours	Cost	Deposit
15 hours: Monday to Friday 9.00am-12.00pm.	£150 per week (£30 per day)	£400
Full day : 9.00am-4.00pm	£70 per day (£350 week)	£700

These costs apply for one term only as the term after your child turns three they become eligible for 3 & 4 year old funded 15 or 30 hour places. (Please see above in policy)

COVID-19

Some aspects of school life may be changed due to safety measures and restrictions linked to COVID-19.

Please see our website for up to date guidance and policies. You will also find our specific risk assessments and any other updates.

Your Keyworker

Your child will be allocated a Keyworker. This is a qualified, experienced Early Years Practitioner or Teacher whose role is to accept responsibility for the education and welfare of your child during their time at School. They will work in partnership with parents and carers, keeping them informed of progress and development through monitoring and record keeping. The key person is your first point of contact. All staff within the classroom will be involved in your child's learning and will contribute to their Learning Profiles.

Twice a year you will have a formal meeting with your Keyworker to discuss your child's learning and progress. Informal discussions can take place regularly at drop off or pick up times. If you require a longer meeting at any point during the year please speak to your Keyworker to arrange an appropriate time.

Settling In

The parents and Keyworker settle new children into the nursery. This can take up to two weeks and it is important that the parent or another familiar adult is available to support the child during this period. You will need to stay with your child for at least their first session and after that your child's Keyworker will tailor their induction according to their individual needs.

Attendance and Punctuality

Attending a nursery school gives your children a valuable introduction to Education. Children are not of statutory school age until the term after their fifth birthday. However, establishing regular routines for your children at an early age is extremely important. It will benefit both you and your children as they progress through their school life, and limit the chances of poor attendance, which will have a negative effect on their enjoyment and achievement. Evidence has shown that children who have a smooth and positive start at school remain high achievers throughout their primary education and beyond.

The ACE Team (Attendance Service for The Royal Borough of Kensington & Chelsea) give the following advice:

- *If your child does not attend their nursery school regularly they may lose their place.*
- *Once a child reaches the age of five, regular attendance and punctuality at school become a legal requirement, enforceable by the local authority.*
- *You can help your children to have a positive time at school by making sure they attend their nursery provision regularly and on time.*
- *The school monitors and records attendance and punctuality. This information is shared with your next school.*

If your child cannot attend school for any reason other than illness a written request needs to be given to the Headteacher for approval.

The Main Door will close by 9.15am in the morning and in the afternoon by 1.15pm. If you arrive after this you will need to enter the School through the main office. After this time your child will be registered as late, this will be recorded and shared with their next setting.

If arriving late or picking up early please ensure that all doors and gates to the classroom are closed properly behind you.

Drop Off

For your child's first half term at nursery you will be able to bring them into the building and settle them in each morning. (The door will close at 9.15am so you will need to say goodbye to your child and leave before this time)

After their first half term your child will then say goodbye at the school gate and come into school independently. This will support them in building confidence and preparing for Primary School. It will also allow for morning activities to start promptly.

Collection

At the end of each session parents will come into the building to collect their child.

We will only allow your child to leave the School with someone who is named on their Emergency Contact Form and who is aged 16 or above. Please make sure you call to let us know if someone different is coming to collect your child.

In some circumstances it may be necessary to collect your child early. Please be aware that this can be very disruptive to their learning. Ensure you have spoken to the Headteacher who will advise you of the least disruptive time during the School Day (For example not during Story or Group Time) Please be aware this may affect your attendance record.

The Morning Session finishes at 12.00pm, a 30 hour place finishes at 3.00pm (with the opportunity to extend until 4.00pm) and the Afternoon Session finishes at 4.00pm. After School Club children need to be collected by 5.00pm at the latest.

It is essential that you are on time to collect your child. It is very distressing for your child to be collected late and be the last one left. Please remember, if you know you are going to be late please call us so we can make arrangements in advance and let your child know what is happening.

The end of the day is when staff carryout vital planning and training which is affected by late collection.

Late collection procedures:

- If we are unable to contact parents on any of their given numbers for more than 10 minutes the given emergency contact person will be contacted.
- The emergency contact person will be required to collect the child in the absence of their parents as soon as possible.
- If a child is uncollected, and if space is available, the child will join the Afterschool Club and parents will be charged for this service.
- Staff will continue to try to make contact with the parents and emergency contact.
- After 1 Hour Social Services will be contacted if the child remains at the school and attempts to contact the parents and emergency contact have failed, or in the case where there is no one available to collect the child.
- We follow the RBKC emergency procedures for left behind children.
- Parents & carers who are late to pick up their child will have to sign the Late Book. This is monitored by the Head teacher. If you are late consistently you will receive a formal letter and invite to discuss the situation. The school will review a child's place if late collection persists.
- In the event that an Afterschool Club child is not collected or if they are collected late on three occasions the parent may be required to withdraw their child/children from the service.

How Children Learn

'A child's play is work'. Young children learn through play by active investigation and exploration. They need time to discover the world, as they touch, manipulate, look, listen, smell and explore materials around them. They need to find out about things and how they work, thus they learn best by doing and when they are interested, involved and motivated. Such play develops language, mathematics, science, creativity, intellectual growth, physical skills and social development. It also provides opportunities to learn to share, to be independent or to co-operate with others, express feelings, and not least of all, to have fun!! Remember a happy child is a child who will learn.

However, such play needs to be carefully planned, and extended using appropriate teaching, materials and equipment. It is in conjunction with the planning that the skilled educator intervenes to provide for the children's learning needs.

The environment for learning is safe and attractive. It is age appropriate and encourages the full participation of all children. There are places to be physically challenged and places to relax and recharge. The displays are designed to be interactive and communicate how children learn.

This allows us to provide for all the children to acquire the learning dispositions, attitudes, skills, concepts and knowledge outlined in the Early Years Foundation Stage, published by the department for Education, which underpin lifelong learning.

The Curriculum

The Early Years Foundation Stage provides a general guide of age related learning expectations for children in 7 areas of learning. At Chelsea Open Air we base learning experiences on this curriculum alongside our own experience and knowledge of how children learn. All staff are involved in the development of the curriculum, learning and teaching. We utilise our beautiful open air setting to enable children to access the curriculum in exciting and imaginative ways. The learning environment has been described as 'the third educator'. This is not merely the physical space but also the secure relationships, stimulating activities and high quality teaching we continuously strive to provide.

Our curriculum is planned not to establish artificial boundaries, but to respond to children's needs in physical, social, emotional and intellectual areas. Our free flow environment, inside and out, allows this flexibility and allows the educators to observe children's learning processes and respond appropriately, whilst developing each child's ability to be independent learners.

Below is a guide to the Early Years Foundation Stage curriculum areas;

- **Communication and Language**- Giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development**- This involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **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.
- **Literacy**-This involves encouraging children to link sounds and letters and to begin to read, write and enjoy books.
- **Mathematics**-Providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the World** - Supporting 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, roleplay, and design and technology.

We also run workshops via our Community Programme which support Parent's /Carer's understanding of how we facilitate and teach the different areas of learning.

Planning and Assessment

Each child comes to nursery with their own particular experiences and understanding which are unique to them. We will build upon these and the child's interests. Each day there is a basic core curriculum which offers a breadth of experience. Each term, learning experiences are selected to provide new and challenging activities which respond to children's observed interests, needs and events both individually and in different sized groups.

Our planning is displayed on a board by the classroom entrance, please feel free to have a look to see what we've been learning. This board shows our Year Plan, Fortnightly Medium Term Planning and our Daily Environment Plan.

Every child has a Learning Profile which lives in the main classroom (Each Key Group has a different colour). This is an individual record of your child's achievement over the year and contains observations, photographs and examples of your child's learning. The profile is a learning document maintained by your Key Worker. All teaching staff will contribute to this profile and you are encouraged to do so too by using the 'Home & Beyond' section. This profile is never complete because information is constantly added. The Learning Profile is your property and when your child leaves serves as a detailed record for you to keep and share with their next teacher.

Throughout the year you are welcome to look through this profile please do not remove it without checking with your Key Worker first. Please remember that these are confidential documents therefore we request that you respect the privacy of other children's folders.

Behaviour

We expect children to respect each other and their environment. Children are supported in their interactions to solve problems and to make amends if they have hurt or upset another child.

We encourage and enable children with strategies to resolve conflict themselves, for example; by using language such as 'Stop it I don't like it, because....' or using the Makaton signs for 'stop' and 'sad'.

Special Educational Needs and Disabilities

We are a fully inclusive Nursery School and differentiate learning for all children through a range of activities, staffing and support for individual and group learning.

Sometimes children have special needs, which means that they need additional support and consideration. This may be temporary or long term. Our Special Educational Need Co-ordinator (SENCo) and experienced teaching staff plan additional support for those who need it. If you have any concerns please speak to your Key Worker or the SENCo.

Please see our website for our SEND Information or speak to a staff member. You can view the The Royal Borough of Kensington & Chelsea SEND Local Offer here:

<https://www.rbkc.gov.uk/localoffer>

English as an Additional Language (EAL)

Chelsea Open Air provides a language rich environment. Children whose first language is not English are supported through a range of provisions such as, language groups, Makaton and visual aids.

Able, Gifted and Talented (AG&T)

We identify the most able children using our tracking system and by using a protocol called The Nebraska Starry Night which recognises 17 different constellations (collections of attributes). These indicate gifts or talents including more traditionally recognised areas such as literacy, numeracy and artistic prowess as well as more holistic attributes such as humour, problem solving and leadership.

We identify talents and traits that are beyond the age related expectations for a child. Once identified we tailor activities and experiences to support and challenge children in their individual area of talent.

We support and stretch the most able of our cohort through regular intervention groups. These are adapted each year to meet the needs of each cohort but generally involve higher level Phonics Groups, Guided Reading, Maths Groups and Philosophy for Learning.

Forest School

Opportunities to learn in a woodland setting do much to promote children's learning and spiritual, moral, social and cultural development.

— Ofsted, 2015

Forest School is an approach to outdoor learning; it has its origins in Scandinavia. It provides children with a valuable opportunity to learn about the natural environment through play. During these positive outdoor experiences children learn how to handle risk and to use their own problem solving skills. They build their self-esteem and grow in confidence. The children develop their physical and social skills whilst cooperating with others.

At Chelsea Open Air we have fully trained advanced Forest School Leaders who embed these practices in our day to day school life. Children access Forest school through our unique garden setting and expeditions into the local community.

Getting Messy and Water Play

Messy play contributes enormously to the development of a child's cognitive and creative abilities. It allows a child to explore using their senses by providing the opportunity to pour, mix, squeeze and squelch materials. Most tactile play provides open ended activities and not having to produce something in particular, leaves a child free to explore all sorts of possibilities. It taps into a child's curiosity about the world around them and feeds their irresistible urge to try new things out and experiment. Tactile, messy play and water are fantastic ways for your child to explore and learn across the whole curriculum. Therefore this exploratory play is integral to learning at Chelsea Open Air. It is likely that at times your child will come home with clothes that indicate the learning they've been doing and the fun they've had, for example; muddy or paint covered clothes, wet sleeves or sandy shoes! This is why we highly recommend your child wears comfortable clothes you are happy for them to get messy. If your child is concerned about their clothes they may not feel free to fully engage with and investigate different activities and resources.

Illness and Medication

When your child is unwell they will find it hard to cope with being at nursery and would be better to stay at home until they are well.

At the first sign of high temperature, rash, vomiting and/or diarrhoea you will be asked to come and collect your child. A member of staff will contact the parent/named carer on their child's emergency contact list. Parents must inform the office immediately of any changes to these contact details.

The School's policy is not to give prescribed medication including antibiotics to your child unless it is a regular medication for an ongoing condition. If your child has such a condition you will be asked to sign a parental consent and provide us with a medical form signed by your doctor.

When your child has an infectious disease (e.g. chickenpox) they should stay at home as long as advised by your GP. If your child has diarrhoea you will be asked to keep your child at home for 48 hours. They can return to school a full day after the diarrhoea or vomiting stops.

Individual Health Management Plan

All children with specific health or medical needs (e.g. allergies, severe intolerances, asthma etc) that will impact on their time at nursery will need an Individual Health Management Plan written in conjunction with a doctor or community nurse. Until this is in place your child will be unable to attend Nursery without parental supervision.

Accidents

Chelsea Open Air provides a challenging learning environment for children. However, with such physical opportunities there are inevitable accidents. We have several qualified First Aiders and all staff are very aware of the need to be vigilant in all aspects of Health and Safety.

In the event of your child having a minor accident (e.g. cut or bruise) we will give basic first aid.

If your child needs emergency treatment and an ambulance is called we will inform you immediately. If you cannot get to school in time or if we cannot get hold of you a member of staff will accompany your child to hospital whilst someone continues to contact you.

Food and Drink

All children staying for lunch will be charged £2.50 per day for their meal. This will be billed on a half termly basis. (If you are in receipt of Income Support or Job Seekers Allowance you might not have to pay, please ask in the office.)

Our lunches are provided by Christ Church Primary School who employ their own chefs to source and cook seasonal food and choose the best quality suppliers. The meals are nutritionally balanced and provide children with a range of tasty and exciting meals. By eating a school dinner children try a range of foods that they would not necessarily eat at home. Lunch time is also a social occasion where children converse with their friends and teachers. The children also develop their cutlery skills and practise good table manners. Children sit in small groups with a particular member of staff and the meal is served at the table. Children are offered all the food and encouraged to try it but we never force a child to eat anything. If there are religious/ethical or medical reasons (such as allergies), why aspects of the menu are not suitable then an alternative will be provided accordingly.

Please see the Christchurch & Holy Trinity School website for more information:

<https://www.ccht.rbkc.sch.uk/well-being/#lunchmenu>

We are a nut free nursery.

Please let us know if your child has any allergies. A doctor note will be required.

Your child will need a small water bottle clearly labelled with their name. They will need a snack for the morning and/or the afternoon. This must be fresh fruit or vegetables (No crisps, chocolate, bread or sweets etc)

You will be provided with a zippy pocket to carry the water bottle and snack.

Water is also available via the water fountain throughout the day and on the tables at lunch time.

Toys from Home

Personal toys can get lost or broken which often causes distress to your child so please leave them at home.

Expeditions

We take groups of children to visit the local community. All children will go on at least one expedition during their time with us. These expeditions are spread over the academic year. A member of staff will notify you before your child's expedition providing you with all the information required and requesting that you sign a permission form. All expeditions require a ratio of one adult to two children and at least one Paediatric trained First Aider. Parent helpers are greatly appreciated.

Birthdays, Celebrations and Festivals

Children celebrate their birthday through a group Sharing. This is where all the children gather together to sing 'Happy Birthday' and give your child a card. Please do not bring in sweets or cakes but you are more than welcome to provide your child's favourite fruit or vegetables to share. We would like to help children celebrate festivals from their own cultures and would value any advice or practical help in doing this.

Buggies and Scooters

There is a small uncovered area to leave buggies and scooters in the front entrance. Please ensure they do not block the entrance as this is a fire exit. We are unable to take responsibility for any loss or damage to items left here.

We encourage you to consider leaving the buggy at home, walking or scooting are much healthier for your child.

Clothing

Please send your child dressed for learning both indoors and out, all year round. Dress your child in practical clothes and suitable shoes (i.e. no flip flops, or sandals without backs) that are easy to clean and are not their best. It is important that the children have access to all areas of the classroom and garden, and this includes potentially messy materials such as clay and paint. We cannot take responsibility for any stains or damage to clothing. Please ensure that clothes are easy to manage - velcro, elastic waists, tracksuits etc. are ideal. This is especially important when children are toilet training.

All items of clothing should be clearly marked with your child's name.

(This includes socks, underwear, gloves etc!)

You will need spare clothes to be kept on your child's peg. Please have one clearly labelled bag to keep on their peg.

We are outside in all weathers so please ensure you provide a raincoat and Wellington boots. In cold weather a warm coat and layers your child can manage independently (tights under trousers can make it very tricky to use the toilet!).

Hot Days!

If we are lucky enough to be blessed with warmer weather please provide your child with a hat, covered shoulders (no sleeveless dresses or tops) and apply sun cream before they arrive at school (we will reapply after lunch if your child is here all day). You will be asked to fill in a sun cream form during your induction week. Unless your child has specific skin allergies we politely encourage you to use our cream as it makes application after lunch a much swifter, smoother process.

Children's Lockers

All children are allocated a locker labelled with their name and photo. This provides a peg for hanging spare clothes and coats, an area for boots and shoes and a pigeon hole for correspondence and your child's work. Please check daily.

Toileting

The general expectation is that most of our children will be able to use the toilet independently unless they have specific needs. Please send your children to nursery with clothing they can easily remove and put back on themselves. We would also appreciate if you could check their spare clothing on a regular basis to ensure we have a full set of clothes for them. We would be really grateful if you could encourage your children to practise cleaning themselves after they have used the toilet before they start Nursery. With the number of children within the setting and the frequency in which all the children use the toilet during the course of the day, it is very difficult for staff to ensure that each child has cleaned themselves properly. If they have had an accident, we will of course help clean them and support their changing accordingly. If your child is still potty training, we have strategies in place to support them to develop the skills they need.

Please bring in lots of extra clothing, especially underwear and socks.

Please be aware that only Staff members are allowed into the bathrooms to change or support children. If you need to change your child or go into the toilet area for any reason please speak to a member of staff first.

Photographs

Parents and carers are not allowed to take photographs on site unless permitted on a special occasion, for example, Open Day or the Leavers Sharing.

During your child's induction, your Keyworker will ask you to fill out a photographic permission form for use of photos by school.

Mobile Phones

In line with our Safeguarding Policy Parents and Carers are not allowed to use their mobile phones on site. Please do not take or make calls, send text messages, film or take pictures when you are on the premises of the nursery.

Text messaging & Email

We may contact you via text message or email to inform you of upcoming events etc. Please let us know if you prefer not to be contacted in this way.

Newsletters & Correspondence

Regular Newsletters will be provided sharing information or showing children's learning. Please regularly check your child's pigeon hole and the website for up to date information. Letters will also be displayed on the parents noticeboard in the main classroom.

Social Media

Please follow us on Instagram:

Chelsea_open_air_nursery

Parental Involvement

At Chelsea Open Air we actively encourage parental involvement in children's learning and visitors to the setting. However to enable children to properly settle in we do not allow parent helpers for the first half of term.

After this there will be regular opportunities for Parents /Carers to support in the classroom, for example reading with the children or playing Maths Games. Please look out for sign-up sheets in the classroom or speak to a member of staff. If you have a special skill or talent, for example if you play a musical instrument we would love to hear about it so let us know!

Home Loan System

The Home Loan System is aimed at encouraging children to enjoy books, games, science activities and puzzles at home with your family. Children find it thrilling to hear the same songs and stories they have heard at nursery in their own homes and it helps to form links and stimulate conversation, developing learning as well as being lots of fun. The library is open each day and you can borrow one book or activity at a time.

Community Programme

We offer a Community Programme which is tailored to the needs of our families. We use our skilled staff to run workshops which support learning such as 'How We Learn & Play', Phonics Workshops and Stay & Play sessions. Other professionals run sessions from our school which support the local community. For more information visit our website or speak to someone in the office.

Safeguarding Children

At Chelsea Open Air the Lead Safeguarding Person is the Headteacher. In her absence this role is taken over by the Senior Teacher.

Our priority is the wellbeing of your child. If we are concerned about your child we will of course talk to you in the first incidence. However, in rare cases, we may feel that there is a risk to the child and in those circumstances we are obliged to refer the case to the Local education Authority Safeguarding Team for advice. Please see our website for our Safeguarding Policy or ask in the office.

Transferring to Primary School

Children transfer to reception class in the September following their 4th birthday. For example - children born between 1st September 2014 and 31st August 2015 will start reception class in September 2018. All schools now have one admission per year. Children finish Nursery at the end of the Summer Term before they start reception class in primary school. Please tell us when your child has been offered a primary school place. This enables us to liaise with their new school and teachers. Where possible we will invite them to visit and meet your child. We also send a School Report outlining your child's achievements in nursery to their new school.

We provide a 'Transition' workshop in the Summer Term to support parents and their child with this move.

Concerns and Complaints

If you have any concerns about the School at any time, please tell us. In the first instance the best person to talk to is usually your child's Keyworker. If you are still unhappy please talk to the Headteacher or Senior Teacher. If the problem or concern is still unresolved it will be referred to the Governing Body and finally to the Local Education Authority or Ofsted at the address below:

Ofsted Complaints & Legal Team 33 Kingsway London WC2B 6SE

