

Welcome to The Hive

The Hive aims to provide a safe, secure and nurturing environment with opportunities to challenge and inspire all children through learning that is in the context of warm loving relationships built on individual experiences.

As a maintained nursery school, our fully inclusive integrated provision offers nursery education for 140 3 and 4 year olds during term time only. The Government currently funds 12.5 hours per week from the term after the child's 3rd birthday. This is often taken as five mornings or five afternoon sessions of 2.5 hours (9.00-11.30 or 1.00-3.30). Full day care is available all year round for children from 3 months - 5 years. Children can extend their time in nursery by attending breakfast, lunch or tea club and additional nursery sessions. These however, have to be paid for by parents/carers.

KEY PERSON

At Haven we believe that every child needs an adult they can build a very special and close relationship with whilst at nursery. This is essential to young children's well being. The key person will be responsible for all aspects of your child's care and learning. They will be available to talk to you at the start or/and end of session/day. Your child will also have a co-worker who will also work closely with your child and cover the key person when they are not in The Hive.

SETTLING IN

Arrangements for the settling in procedure can be flexible based upon the individual needs of your child and family. Generally, arrangements will be as set out below but your key person will be able to discuss this in detail on your home visit.

The Nursery can be a very busy and bewildering place for a new child. For this reason we ask you to stay with the child during the whole of the child's first session. This may be your child's first experience of a Nursery, and it is important that it should be as happy as possible. After this first session staff will talk to you about what is best for your child. Some children settle very quickly, others will take some time, but all are happier if this settling in period is not rushed. We hope you will enjoy sharing your child's experiences at Nursery and assure you that the patience and care taken over

these first few weeks will be rewarded as your child grows in confidence and independence, happily exploring the many opportunities available in the Nursery.

For your child's safety it is vitally important that she/he is brought to, and collected from the Nursery by a responsible adult known to the staff. If there is a change in the daily arrangements please ensure you notify a member of staff - preferably the child's key person or co-person.

ABSENCE

When children are unwell it is best to keep them at home until they are better, despite them wanting to come to Nursery. We always appreciate a message or telephone call to explain their absences. We cannot accept any children into the nursery who are unwell or infectious. Please respect this policy.

Conjunctivitis - no attendance until infection has gone. It is extremely contagious.

Rashes, Spots or unusual skin conditions - Children should not attend until they have the rash checked by a doctor or in some cases until it has gone.

Sickness and Diarrhoea - no attendance for 24 hours from when the child had last attack.

Medication - Drugs that have been prescribed by a doctor can be administered. Antibiotics can only be administered on the third day as children are usually sick until then.

Surgery - Children who have undergone surgery can return to nursery on the advice of the doctor.

Should your child become unwell whilst at nursery every effort will be made to contact you as quickly as possible. Please ensure you keep us up to date with contact numbers.

ILLNESS AT NURSERY

If your child becomes unwell whilst at Nursery we will contact you as soon as possible. It is important that we always have an emergency contact number just in case we are unable to contact you personally. This number is kept on file in the office and needs to be kept up to date. In the event of an accident at Nursery, First Aid will be administered. If the accident is serious the child will be taken to hospital and you will be informed immediately. A member of staff will stay with the child until you arrive. Let us assure you that emergency trips to hospital are rare occurrences. With the exception of children who have a long term medical condition, no medicine will be administered at the Centre unless at the specific request of the Doctor. For those children with an asthma inhaler, a form has to be filled in and kept in the office and a named inhaler kept in the medical area.

CLOTHING

Please let your child wear comfortable, washable clothes with sleeves that can be easily rolled up, then they will be able to enjoy all the activities without worry. 'Best' clothes are not a good idea! Sweatshirts are available in two colours, blue and red and are available from the office. Please name coats, sweatshirts, shoes and boots. We go outside every day whatever the weather so please send your child with a coat and Wellingtons. As the children remove their shoes and socks for a variety of reasons, please try to provide shoes that they can put on themselves.

TOILET TRAINING

At times children will become very involved with their work and may forget to go to the toilet or leave things a little late. You can help by sending them to the Nursery wearing elasticated or loose fitting clothing. This will help them to become independent and confident. Dungarees and tight jeans are difficult for them to undo and make going to

the toilet difficult. If needed there are spare clothes available. If children are still using nappies a toileting programme will be put in place after discussion with you. We will take the lead from you and work closely with you. We would appreciate if you could wash and return these as soon as possible as we are always short of clothes!

MILK

During snack time the children enjoy the chance to eat and socialise with other children. Free milk is available for all children who want it. For those who do not, or cannot drink milk, water is available. We also operate a fruit and vegetable scheme whereby each child brings £1.00 per week which enables us to buy a selection of fruit. Any money remaining is used to buy cookery ingredients.

PARENT INVOLVEMENT

Once your child has settled in, we would love you to come and help, either regularly or as a sessional helper. Please let a member of staff know if you would like to help. We also try and take children on trips into the local environment and require adult helpers to support these valuable excursions. Celebration slips will be shared with you on your home visit, please bring them in so we can sing and celebrate your child's achievement. If you have a special talent you would like to share with the children we would love you to come in.

SPECIAL NEEDS

At Haven we recognise the importance of inclusion by combining the best features of special education and mainstream. Our commitment is to give each child the best possible start to their education by providing an inclusive environment. This approach reinforces our commitment to high standards of achievement for all children.

Staff are committed to giving all children equal access to nursery activities within the capabilities of each child. Staff plan for children with individual needs in order to ensure they are all making progress in line with their developing abilities. The Centre has a policy for special needs which adheres to the DfES 'Code of Practice for Special Needs'

SPEECH AND LANGUAGE THERAPY

We fund a Speech & Language Therapist to be available to children within the Centre one day each week. Parents whose children attend a clinic to see a Speech & Language Therapist may continue to do so or arrange to see the Speech & Language Therapist here.

BEHAVIOUR

We aim for the children to have a good self image and high self esteem. We give praise for behaviour that is socially acceptable. All children are encouraged to behave in a responsible manner both to themselves and others. Inappropriate behaviour - by which we mean aggressive, bullying, attention seeking or manipulative behaviour - is dealt with by quietly talking with the child, giving them opportunities to describe their feelings and that of the others involved. Strategies are put in place for those children with more complex needs. They are given an individual behaviour programme which is shared with the parents and used consistently by all staff.

The Centre has a behaviour policy, which is available for parents to read.

EQUAL OPPORTUNITIES

We will seek to introduce children to a variety of cultures through the use of resources, books, pictures, and members of the local community where available. We challenge stereotypical ideas and racism. Staff monitor activities to ensure that boys and girls are accessing all areas of the curriculum.

COMPLAINTS BY PARENTS

Staff are available to talk with parents about any misunderstanding that may arise. The Head of Centre is also available to talk through any problems/issues that may occur. However, if after discussion a parent wishes to make a formal complaint they should contact the Chair of the Management Committee.

HEALTH AND SAFETY

The health and safety of the children is of paramount concern to all of us. The Centre has a Health and Safety Policy which is available to parents in the Policy File kept in the Parents' room. Suggestions for improvements are welcome and should be made (in writing) to the Head of Centre in the first instance.

LIBRARY

Each week the children are encouraged to take home a book from the delightful selection supplied by the Hampshire Schools Library Service. A book bag will be provided by the Centre, and these will be returned when your child leaves. The books may be kept for a week thus allowing plenty of time for you to share and enjoy them together at home. Damaged or lost books will have to be replaced by parents.

OUTINGS

We aim to take all the children on outings at some stage during their time in the Nursery. These may be walks to the local shops or trips further afield. No child will be taken out without permission, and you will be asked to complete various forms before your child is taken off the premises. We appreciate adult helpers accompanying staff and children on such excursions.

PHOTOGRAPHER

The Photographer visits each year. You are under no obligation to buy these photographs.

PARENT GOVERNOR

The Governing Body or Partnership Board meets at least twice a term. Parents are asked to vote in an election for four parent Governors who are elected for a four year term of office. Minutes of all Management Committee meetings are kept on the Notice Board.

PARKING

The Car Park is for staff and permit users only. There are no spare parking places in the Centre car park. There is a large car park opposite the Centre in Bridgemark Avenue. Please do not park on zig zag lines in front of the Centre. This is a busy Centre and access is required at all times. The safety of the children is our main concern; please bear this in mind when using cars.

HOW CHILDREN LEARN

The first years of life are crucial for learning, development, health and growth. Each child is an individual and in the Nursery we aim to provide a happy, challenging and safe environment where childhood and every child is valued.

Young children are active and experienced learners. Acknowledging what the child knows, and understanding how he/she comes to learn, is an important step in supporting learning. This recognises that with your expert knowledge, you as the child's parent are the first and most important educators. It is vital that the Nursery and home share their knowledge; constantly working in partnership to give the best possible support.

Children learn best when they can relate new ideas, skills and experiences to what they already know. They learn through participation from practical activities which interest them. It is important to consider what is offered to children and to pay great attention to the way it is presented. Young children learn through play. This demands concentration, perseverance, mental and physical effort from the child. They also learn through experience! They need to touch, look, smell, listen, taste and explore with a variety of carefully chosen materials. They need to be encouraged to become independent learners, to set their own goals and to have the concentration, persistence and resources to achieve them.

ROUTINE

The daily routine is as follows:

08.00 - 09.00 Breakfast

09.00 - 10.20	Discovery time	1.00 - 2.20	Discovery time
10.20 - 10.35	Family time & snack	2.20 - 2.35	Family time & snack
10.35 - 11.05	Discovery time	2.35 - 3.05	Discovery time
11.05 - 11.15	Tidy up	3.05 - 3.15	Tidy up
11.15 - 11.25	Story & Songs	3.15 - 3.25	Story & Songs
11.30	Home/Lunch	3.30	Home/Tea
11.30 - 1.00	Lunch	3.30 - 6.00	Tea

The children are in family groups with their own key person and co-person during their time in the Nursery. They work closely together throughout the year. The key person's and co-person's role is to foster a positive attitude to learning in the children, encouraging them to develop emotionally, socially, physically and intellectually. This is achieved through carefully planned child centred activities and experiences and through observing children's reactions and responses.

The Nursery is divided into areas with equipment grouped and organised to ensure optimum learning potential and access.

The children are encouraged to move freely between all areas and the garden during work time.

DAY CARE

For those children staying in the Nursery longer than the two and a half hour session, we provide a friendly home from home atmosphere, ensuring we comply with Ofsted's Day Care Standards.

A secure and comfortable environment is provided with a committed and experienced staff, where children are able to choose from a wide range of activities both inside and outside in the garden. There are also ample opportunities to rest or relax.

FOUNDATION STAGE CURRICULUM

Children are in the Foundation Stage of their education from the age of 3 until the time they join Yr 1 in the September after their fifth birthday. At Haven the Foundation Stage Curriculum is delivered through structured play, and through talking and listening, both inside the Nursery and in the outside environment. There are illustrated curriculum documents and detailed Centre policies available for you to look at by the parents' notice board.

There are 6 areas of learning in the Foundation Stage. These are:

1) PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

We offer both the opportunity and support needed for each child to develop as an individual, with the skills necessary for them to establish relationships with adults and other children; this includes sharing and turn taking. We encourage them to work alone, as part of a small group and as part of the whole Nursery, developing their concentration, perseverance and motivation to learn.

We develop the child's awareness of others and encourage them to show sensitivity and respect for people, the environment and property.

Our curriculum provides opportunity to enable the children to develop a respect and understanding of cultural differences, experiences and events from other cultures and customs. We foster the expression of awe and wonder, joy and sadness by all individuals.

No sex education is taught. Children's questions will be answered as and when they arise whether in a group or individual setting. Questions will be answered sensitively and honestly in simple terms appropriate to the child's level of understanding with all body parts referred to by their biological label. Wherever possible individual family wishes will be taken into account and respected.

2) COMMUNICATION, LANGUAGE AND LITERACY

This covers talking and listening to other children and adults, in a range of situations e.g. one to one, in small and large groups. Language and literacy includes role play, songs and rhymes, books and drama.

Children are encouraged to enjoy books and handle them appropriately. They will be surrounded by print - names, labels and displays - and this will develop their understanding that print conveys a meaning.

3) PROBLEM SOLVING, REASONING AND NUMBER

This covers numbers, shape, space and position, comparative measurement and patterns. The children will have many opportunities to match and to sort. They will develop their mathematical understanding and begin to use this knowledge to solve problems, supported by the appropriate use of mathematical language & vocabulary.

Through practical activities the children will begin to show an awareness of addition and subtraction and the language involved.

4) KNOWLEDGE AND UNDERSTANDING OF THE WORLD

This covers talking about their own lives - both past and present events - and about their families and where they live.

The child will develop their skills of observation, be given many opportunities to experiment and investigate and learn to predict and communicate what they have seen. They will look closely at similarities, differences, patterns and change.

Opportunities will be given for the children to design, make and build, explore a variety of tools and equipment and select what they feel is appropriate for the task. Information technology is used to support and enhance children's learning in a variety of ways with a variety of resources.

5) PHYSICAL DEVELOPMENT

This involves providing opportunities for the development of control, co-ordination and mobility through the provision of equipment both inside and outside. The children are encouraged to safely use climbing and balancing apparatus, wheeled toys and small equipment such as balls and hoops.

Manipulative skills are strengthened through the use of a wide range of tools, construction objects and malleable materials, and through the development of self help skills.

6) CREATIVE DEVELOPMENT

This is covered through exploration of colour, texture, music, drama and role play. The children are encouraged to use a wide variety of materials to represent their ideas. They are given opportunity to express themselves, their ideas and feelings through role play, drama and through participation in music making.

SHARING INFORMATION WITH PARENTS

Careful records are kept on each child. They monitor the child's progress and inform future planning for that child during their time at Haven. Parents are encouraged to share with us anything their child has achieved by filling in a "I am celebrating because" form. There are many opportunities to discuss your child's progress, including two Parents' Evenings.

Throughout the Foundation Stage, as part of the learning and teaching process, nursery staff will assess each child's development in relation to the stepping stones and early learning goals that form part of the curriculum for the foundation stage. These assessments are made on the basis of each key persons accumulating observations and knowledge of the whole child and planning for their individual interests. A Summary Assessments Record is passed on to your child's school, along with any other relevant information.