

Our policy statements are designed to underpin the educational opportunities at Gilah.

We aim to offer the best possible experiences for the children in the group. Our policies are reviewed on a regular basis by the committee and comments and suggestions from parents are always welcome. Gilah is inspected by Ofsted (see our report www.ofsted.gov.uk) and we are members of the Pre-School Learning Alliance and are working towards Accreditation – the Hertfordshire Quality Assurance Scheme.

Aims to:

- Provide high quality care and education for children below statutory school age.
- Work in partnership with parents and carers to help children learn and develop.
- Add to the life and wellbeing of the community.
- Offer children and their parents a service which promotes equality and diversity.

As a member of Gilah Nursery School, your child

- Is in a safe and stimulating environment
- Is given generous care and attention because of our high ratio of adults to children
- Has the chance to join with other children to live, play, work and learn together
- Is helped to take forward his/her learning and development by building on what he/she already knows and can do
- Has a personal key worker who makes sure your child makes satisfactory progress
- Is in an environment which sees you as a partner in helping your child to learn
- Is in an environment in which parents help to shape the service offered.

The service offered by Gilah Nursery School:

Once you have registered your child, their date of birth, together with the date of application is noted. Children are offered a place soon after their second birthday. This will initially be for two or three mornings or afternoons, progressing to five mornings when a space is available. Priority is given to Borehamwood & Elstree synagogue members.

We are open for about 190 days a year. We are closed for the Chagim and for time needed to prepare and clear away for the festivals. We are open five days a week, for three hour sessions either 9am to 12 noon (new building) or 9.15am to 12.15pm (Gilah building). We offer extended care for older children until 2:00pm or 2:15pm on Mondays, Tuesdays, Wednesdays and Thursdays and breakfast club each nursery morning from 8.00am to Gilah start. From time to time we also have afternoon sessions for younger children between 1:00pm and 3:30pm, also on Tuesdays, Wednesdays and Thursdays. We are members of the flexible Pathfinder Scheme.

Policies

Copies of the nurseries policies are available to all parents and are displayed on the nurseries notice boards. The policies help us to make sure that the service provided by the nursery is a high quality one. The staff, parents and governors have worked together with the Rabbi to formulate and adapt the policies and they are reviewed annually. Reviewing the policies ensures that the nursery is continuing to provide a high quality service for the community. Our policies include Parental Involvement, Settling in and Safeguarding Children.

How parents participate in the Nursery.

As a member of the PLA, Gilah recognizes parents as the first and most important educators of their children. All staff see themselves as co-workers with you in providing care and education for your child. There are many ways in which parents take part in the nursery, to make a warm and stimulating place for the children, such as,

Exchange knowledge about their children's needs, activities, interests and progress with the staff

- Volunteering to help share their special interests with the children
- Helping to provide, make and look after the equipment and materials used in the children's play activities
- Joining in the community activities in which the nursery takes part
- Becoming part of the management of the nursery
- Building friendships within the nursery

Key Workers

Gilah has a system of key workers. This means each child has a named member of staff who is particularly responsible for your child. Your child's key worker is supervised by an age group co-coordinator and together they will work with you to ensure that what the nursery provides is right for your child's particular needs and interests. When your child first starts at nursery she will help settle your child and throughout the time your child remains in their group, your child's age group co-ordinator will see that your child benefits from the nursery's activities.

Progress

The head, Susan Gray, the age-group co-ordinator and you child's key worker are available and happy to discuss your child's welfare and progress, at a convenient time, by appointment. A private room is available for confidential discussions. It is important that you discuss concerns with us as soon as possible, (however, please do not telephone, text or email the head or staff at their homes to discuss routine nursery business). We will also consult outside professionals to give us help and advice with our concerns.

Learning Journals

The nursery keeps a record for each child; this enables us to work with you to record your child's achievements, needs and wellbeing to make progress. To compile this profile we will make observations of your child. We use these together with the 'All about me' form to work in partnership with parents. Several times a year you will receive a copy of this profile. These profiles follow the EYFS stepping stones.

Additional Needs

As part of the nursery's policy to ensure its provision meets the needs of each child we take account of any additional needs. The nursery works to the requirements of the 1993 Education Act and the Special Educational Needs Code of Practice (2000). Fiona Davis is our SENCO.

Learning opportunities for Adults

As well as gaining Early Years qualifications, the nursery staff take part in further training to help keep them up to date with ideas about early years care and education, provided by Pre-School Learning Alliance and Young In Herts.

The Nursery's Timetables and Routines

Gilah Nursery believes that care and education are equally important in the experience, which we offer children. The routines and activities that make up the nursery's sessions are provided in ways which

- Help each child feel that they are a valued member of the nursery
- Ensure the safety of each child
- Help children gain from the social experience of being part of a group
- Provide children with the opportunities to learn and help them to value learning

The nursery organizes its sessions so that children can choose from – and work at a variety of activities and in doing so build on 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.

The First Days

We want your child to feel safe, confident and secure at nursery. A child who is tense or unhappy will not enjoy nursery or be ready to play or learn. It is very important for the staff to work with you to help your child to settle. The nursery has a policy for settling in (which can be seen on the website). Some children settle much more quickly than others and you should not feel worried or upset if your child appears not to be settling. Please talk to us for reassurance. We want children to feel safe and happy in the absence of parents and to recognize other familiar adults as a source of help, friendship and authority and to be able to share afterwards their experiences at nursery.

Behavior Management Georgina Lesser – Co-ordinator

We believe that children flourish best in an ordered environment in which everyone knows what is expected of them and they are free to develop their play and learning without fear or being hurt or hindered by anyone else. We work towards giving children self-discipline and self-esteem by respecting and encouraging them. Staff **NEVER** smack

or administer any type of physical or emotional punishment. If a child is disruptive or hurts another child or adult, we will explain to them why their behaviour is unacceptable. We will discuss problem behaviour with parents and we are able to put you in touch with outside agencies. Children may be excluded from the nursery for continuing unacceptable behaviour.

Health, Hygiene and Safety Carolyn Hirshfield – Co-ordinator

We aim to promote a healthy lifestyle and a high standard of day to day hygiene. Children have the opportunity to play outside throughout the year. We insist on hand washing using liquid soap, after using the toilet, after outside play, after activities using paint or glue and before snack or meal times. We ask children to cover their mouths when they cough and encourage them to blow their noses, disposing of soiled tissues in the waste bin. Please reinforce these rules at home. Smoking is not allowed on the premises. Please send in a box of tissues each term.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have daily opportunities and are encouraged to take part in outdoor child-chosen and adult-led activities, as well as opportunities for indoor physical play, which contribute to health and well being.

Snacks and Meals

The nursery makes snacks and drinks a social time, at which adults and children eat together. We provide a drink of milk or water, in a disposable cup, for the mid-morning break. Please send in a piece of fruit with your child every day. Apples, pears, bananas, grapes, together with seasonal fruits such as plums, strawberries and nectarines are most popular. You might also like to send carrots or cucumber. Please avoid sending in raisins and large oranges. We plan meals and snacks to provide the children with healthy and nutritious food. Dietary needs are always met. Birthdays are celebrated at Gilah and you are very welcome to attend, you may like to send in a cake or some biscuits for your child to share with their group.

Only food produced under Rabbinical Supervision and listed in the United Synagogue Kashrut Guide or purchased from a supervised bakery can be brought onto the premises.

You will receive an information sheet with details of how long to keep your child at home if they are ill, have been in hospital or are suffering from a contagious ailment.

Please inform us at once if there are any infectious diseases in your family this is very important as we have many expectant mothers who come into school.

If your child has vomiting or diarrhoea for any reason please keep them at home for at least **48hours.** Coughs and colds are easily spread, so please keep your children at home if they have a bad cold or a cough. Children who are taking antibiotics should be kept at home for the first **two days.** Please tell us if your child has any special medical problems or allergies.

If your child has an accident at school a form will be completed, you will be given a verbal explanation and asked to sign the form.

We may have unplanned closures for unforeseen reasons such as snow or heating failure. Hertfordshire County Council has stated closure for unforeseen reasons should not exceed five days in total over twelve months. Children who attend nursery for two or three sessions per week may be able to take additional sessions without further payment if we have spaces available. There will be no additional days opening unless the total number of days taken for unforeseen closure exceeds the stated number.

The staff have attended Safeguarding Children training and we will implement Hertfordshire Safeguarding Children Procedures, if we suspect abuse.

The governor responsible for Safeguarding Children is Paula Kass, 020 8207 6585.

Fees

The fees are payable termly in advance. One Term's notice of intention to withdraw your child from the nursery is required after acceptance of a place in writing or a term's fees in lieu of notice will be payable. Fees must be paid even if your child is absent. For your child to keep his/her place at the nursery, you must pay the fees before the due date.

**The governor responsible for finance is Rochelle Miller, who can be contacted by
e-mail: treasurer@gilahnursery.com**

Collecting/Parking/Security

Please make sure your child and their key worker knows who is collecting from school. If this is not the usual person, please make sure you have entered in the collection book, who will be collecting your child. You may like to agree a password. Please also leave a contact 'phone number so that we can double check. Rotas, should be given in writing.

Please park with consideration and as close as possible, with regard to safety and instructions from the security officers. We operate a one way system – Please enter the main gates from Croxdale Road, leave via the rear gates and **TURN RIGHT** at the top of the service road, which has a mandatory sign obliging you to do this!

This system operates for the safety and security of your child

Families are levied a charge of £115 per term, pro rata, for the services of the security officer and are also required to participate in the rota.

We regularly practice evacuation and non-evacuation drills. The premises has CCTV and the security officers, caretaker, administrator and nursery head all have radios.

Clothing

The nursery has a uniform which we would encourage you to buy. For a reasonable price your child will have clothes in which they feel free to explore and experiment with all kinds of materials including many very messy ones! Please do not send your child to nursery in clothes which are new or which you would not like to be covered in paint or glue or playdough. The uniform also gives them a sense of identity and helps to differentiate nursery days from home days. Children need to practice the skills to make them independent. Please send your child to nursery in simple clothes which they can manage themselves, when they go to the toilet. We recommend t-shirts, tracksuits or shorts on warmer days. Girls should wear skirts or dresses on Fridays. Boys will be expected to wear tzitzit and a kippah. Fathers and other male visitors should have their heads covered.

PLEASE MAKE SURE ALL CLOTHING IS NAMED WHERE IT CAN BE READ

You will be given a shoe bag to hang on your child's peg – this should contain a complete change of clothes (nappies and wipes, where needed). Boots should be named and cannot be worn inside, so please send a change of shoes. In the summer term, in common with most schools, we do not allow open toed sandals for health and safety reasons. Socks should always be worn.

Miscellaneous

We can often make use of things which you throw away! We welcome donations of small cardboard boxes – toothpaste, make up, shoe or cheese size. Clean, empty yoghurt pots, spare paper and cardboard, kitchen roll middles, plastic food trays (from vegetables) and very large boxes. Donations of outgrown toys, jigsaws and books, old Gilah uniform and especially ride on toys would be wonderful!

The Curriculum provided by Gilah Nursery School.

Children start to learn about the world around them from the moment they are born. The care and education offered by Gilah Nursery School helps children to build on their acquired knowledge by providing interesting and stimulating activities that are right for their age and stage of development.

From September 2008 we are following the Early Years Foundation Stage.

For each area, the guidance sets out early learning goals. These goals state what it is expected that children will know and will be able to do by the end of the foundation stage (the end of the reception year) for each early learning goal, the guidance sets out stepping stones, which describe the stages which a child is likely to go through as they move to achieve the goal. We use these stepping stones to help us trace each child's progress and to enable us to provide the right activities to help all the children move towards achievement of the early learning goals.

Play helps young children to learn through doing and talking, which research has shown to be the means by which young children think. Nursery uses the early learning goals and their stepping stones 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 use the activity and in others an adult takes the lead in helping children to participate in the activity. In all our activities information from the early learning goals, stepping stones and birth to three matters has been used to decide what equipment to provide and how to provide it. Short term plans are displayed on each group's notice board to show you how we are providing the activities and how these fit into the learning outcomes. We follow a thematic approach which reflects the Jewish Year.

Personal, Social and Emotional development

This area of children's development covers:

- Having a positive approach to learning and finding out about the world around them
- Having confidence in themselves and their ability to do things, and valuing their own achievements
- Being able to get on, work and make friendships with other people, both children and adults
- Becoming aware of – and being able to keep to – the rules which we all need to help us look after ourselves, other people and our environment
- Being able to dress and undress themselves and look after their personal hygiene needs
- Being able to expect to have their ways of doing things respected and to respect other peoples ways of doing things

Communication, Language and Literacy

This area of children's development covers:

- Finding out about the natural world and how it works
- Finding out about the made world and how it works
- Learning how to choose – and use – the right tool for the job
- Learning about computers, how to use them and what they can help us to do
- Starting to put together ideas about past and present and the links between them
- Beginning to learn about their locality and its special features
- Learning about their own and other cultures

Physical Development

This area of children's development covers:

- Gaining control over the large movements which we can make with our arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift
- Gaining control over the small movements we can make with our arms, wrists and hands, so that they can pick up and use, objects tools and materials
- Learning about the importance of – and how to look after – their bodies

Creative Development

This area of children's development covers:

- Using paint, materials, music, dance, words, stories and role play to express their ideas and feelings
- Becoming interested in the way that paint, materials, music, dance, words, stories and role play can be used to express their feelings

Problem Solving, Reasoning and Numeracy

This area of children's development covers:

- Saying and using numbers and number names in familiar contexts
- Counting reliably up to 10 everyday objects
- Using number language such as "more" or "less", "greater" or "smaller", "heavier" or "lighter"
- In practical activities and discussions to use vocabulary for adding or subtracting. Combining two numbers or quantities. Finding one more or one less than a number from one to ten
- Talking about, recognizing and recreating simple patterns. Use everyday words to describe position
- Using language such as 'circle' or 'bigger' to describe the shape and size of solids and shapes
- Using developing mathematical ideas and methods to solve problems

Knowledge and Understanding of the World

This area of children's development covers:

- Investigating objects and materials using their senses, find out about and identifying living things, objects and events they observe, looking closely for similarities and differences and asking questions about why things happen and how they work.
- Building and constructing a wide range of objects, selecting appropriate resources and adapting their work where necessary. Selecting tools and techniques the need to shape, assemble and join materials they are using
- Finding out about and identifying everyday technology. Using ICT and programmable toys to support their learning
- Finding out about past and present events in their own lives, their families and their communities. Observing and finding out about features in the places where they live and in the natural world. Begin to know about their culture and beliefs and those of other people
- Finding out about the environment and talk about their likes and dislikes

Working together for your children

The nursery is managed by a governing body, chaired by Jane Rose, it includes parents and the head teacher, who together with Rabbi Brawer, and a member of staff, share the tasks involved in running the nursery. The governors are responsible for:

- Managing the school's finances
- Employing and managing the staff
- Making sure the nursery has – and works to- policies, which help provide high quality care.

The governors can be contacted: chair@gilahnursery.com .

We have a high ratio of staff to children in the nursery, this helps us to:

- Give time and attention to each child
- Talk with the children about their interests and activities
- Help children to experience and benefit from the activities which we provide
- Allow the children to explore and be adventurous in safety.

The staff who work at Gilah are:-

SUSAN GRAY HEAD	QUALIFIED TEACHER CERTIFICATE IN EDUCATION head@gilahnursery.com	
EVE HOFFMAN DEPUTY HEAD	NNEB CO-ORDINATOR, OLDER RISING THREE'S GROUP	
LISA FREEDMAN	Bed CO-ORDINATOR OF RISING FOUR GROUP PHYSICAL EDUCATION CO-ORDINATOR	
ELISE ELTON	NVQ3 CO-ORDINATOR OF YOUNGER RISING THREE'S GROUP	
SHELLEY MORRIS	ADMINISTRATOR admin@gilahnursery.com	
CHERYL GRAY	NVQ3	ROOM LEADER
FIONA DAVIS	NVQ3	SENCO
EMMA HYMAN	NVQ3	KEYWORKER
GEORGINA LESSER	NVQ3	CO-ORDINATOR BEHAVIOUR
MICHELLE MITCHELL	NVQ3	PERIPATETIC KEYWORKER
RICHELLE SHAW	NVQ3	KEY WORKER
ANNA VANNER	NVQ3	CO-ORDINATOR, EQUAL OPPORTUNITIES
CLAIRE COOPER	NVQ2	KEY WORKER
KAREN COWEN	NVQ2	KEY WORKER
VALERIE GOLDING	NVQ2	KEY WORKER
PIPPA KEEN	NVQ2	KEY WORKER
MAXINE LORRIMER	NVQ2	KEY WORKER
CAROLINE ROSEN	NVQ2	KEY WORKER
SUSANN BARTICK		NURSERY ASSISTANT
ROSINA COURTS		NURSERY ASSISTANT
KATIE DAVIS	Working towards NVQ2	NURSERY ASSISTANT
CAROLYNE HIRSHFIELD		CO-ORDINATOR, HEALTH & SAFETY
LISA LEBE		ADDITIONAL NEEDS
ELISSA LEVY	Working towards NVQ3	NURSERY ASSISTANT
FRANCES MINDEN		NURSERY ASSISTANT