



LITTLE GRANGE

NURSERY



WELCOME TO
LITTLE GRANGE





Welcome to Little Grange Nursery

We are delighted you have chosen Little Grange Nursery for your child. We hope that by having a handbook you can refer to, it will reduce some of the anxiety you may feel about starting a new nursery and answer some of the questions you may have.

Our Aims

We want your children to be happy, have fun and have the opportunity to experience outstanding activities. Children will always be at the centre of what we do. At Little Grange we allow your child to follow their own interests and we support their learning there and then through 'In The Moment Planning'. They are encouraged to self-select resources and develop their play through their own curiosity. This may look like play, but they are learning!

Our environments are essential to ensuring the effectiveness of this learning. We will provide inspiring resources that are accessible to children and will allow them to self-select what they would like to play with and where. It is vital children are given uninterrupted time to play and the freedom to explore. Your child will have their own key worker who will be your main contact. They will be the person who will work closely with you to help your child to get the most from nursery. All the staff in each room will work closely to build supportive relationships with all the children.

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USEFUL INFORMATION

Nursery hours	8am – 6pm Monday – Friday. We are open 51 weeks of the year, closing for the week between Christmas and New Year. We also close for bank holidays and up to five INSET days a year. Please see our separate dates for the diary sheet.
Useful contact information	Anna Biddlestone, Nursery Manager: abi@littlegrangenursery.co.uk Nursery Phone: 01788 818221 You can also communicate with us through the Family app.
Family	We use Family as our digital management app; this is one of the crucial ways that we communicate with you at home. family.co/support/welcome-parents , provides lots of useful information.
Mobile phones	Please do not use your phone whilst in the nursery. If you need to take a call, we ask that you move to the manager's office or outside the nursery building.
Absences	Please contact us via email, Family or phone to inform us if your child is going to be away from nursery. We will normally contact you via Family if we haven't heard from you to check all is well.
Holidays	You are able to let us know your holiday dates via Family.
Uniform	We have a Little Grange sweatshirt that is available to order. There is no compulsory uniform, but please let us know if you would like to order one. They are around £16 each.
How to pay your bill	The main means of paying is via; Family Pay on the Family app, Direct Debit or through the Tax-Free Childcare scheme. Your bills will be available and emailed around the last week of each month. We ask for payment to be made by the 1st of the month please.
Parking	Please remember to keep your speed down when on the school and nursery grounds. The car park can become congested, especially at the start of the day. Parents are asked to release spaces as soon as possible after bringing their children into nursery or after collecting their children at the end of the day. We ask that you reverse park to allow for a safe exit. We do allow and even encourage double parking as we know most cars will be leaving soon.



STARTING NURSERY

As you prepare for your child's first day at nursery, we want to ensure you have everything you need to support a smooth transition into nursery life. We appreciate you may be feeling anxious about leaving your child, especially if they are your first. There are some things you can do to prepare for nursery and may provide answers to some of the concerns you may have;

- For some parents this may be the first time you have ever left your little one. You or your child may experience separation anxiety so we encourage you to try short separations from your child initially (this could be with extended family members, prior to starting).
- Leave a comforter with your child, i.e. a dummy, teddy bear, or a blanket. We will be sensitive in removing these once your child has settled and been distracted by an activity.
- Make saying goodbye a positive experience by smiling and waving (babies can often pick up negative emotions such as tension or anxiety).
- Sleeping patterns – wherever possible we will support existing sleep routines; however, you should be prepared for some adaptations to ensure that sleeping works at both home and the nursery.
- When children are at home, they tend to sleep alone in an uninterrupted space. They may even sleep on you. When at nursery, children are often sleeping in a shared space with other children, which can be a big adjustment for some children as they learn to adapt to their new surroundings.
- Parents often worry about how long their child will take to settle into nursery. At Little Grange we offer unlimited, no-charge settling-in sessions as we know how important it is for you and your child to feel confident and comfortable in our nursery environment. These sessions will allow you both to get to know the nursery routine and become familiar with the staff.
- Parents must allow their child enough time for their child to settle into nursery life. Some children find this more straightforward than others, with some children settling almost instantly and others needing longer. Be assured we will never leave a child who is obviously very distressed, and we will discuss different options to support this. You are always free to call to find out how your little one is, if they had an unsettled start to the day.



WHAT TO BRING TO NURSERY

1. Bag

- A named bag (not too big, space is limited) to store at least a spare change of clothes, named, as we cannot promise they will return home in the clothes they arrived in!
- Your child will have a coat peg at nursery where you can leave their bag, coat and any other belongings.
- Also provide a wet/dry bag that we can use for dirty and wet clothes.

2. Nappies, Wipes & Creams

- For children not yet toilet trained we are happy to provide nappies and wipes at nursery. Some parents have a preference, and you are welcome to bring your own if you prefer.
- Any creams that you would like your child to have applied whilst at nursery. These can be applied as and when required.
- These items will be labelled and kept in a named box in the nappy changing area.

3. Coat

All children, including babies, access the outdoors every day. Whilst time outdoors may be reduced due to inclement weather, they will still go out in the rain, and throughout the winter months. Therefore, it is important that children have the appropriate clothing to do so.

Because we spend large amounts of time outdoors we do recommend waterproof separates, eg. trousers and coat.

4. Outdoor Shoes/Wellies

- It is important that all children, including those who may not yet be walking, have a pair of outdoor shoes.
- Wellies are great for use in wet weather and can be removed or changed when the children come indoors. A set of nursery wellies (named) can be left at the nursery if you wish.



5. Clothing

Our commitment to fun and engaging activities often results in 'mess'.

- Please dress appropriately and practically for nursery.
- There is a Little Grange sweatshirt available to buy.
- For those children who have just started toilet training, please provide spares, usually trousers, pants and socks.
- Washable shoes like crocs are perfect when toilet training.

6. Sun Cream & Sun Hat

We provide nursery sun cream (usually Lacura). We will ask for your permission as part of our joining process. However, parents are welcome to bring in their own sun cream (named) for their child when at nursery. In addition to this, please ensure that your child has a sun hat to protect them when outdoors in hot weather.

On hot days it helps if you can apply sun cream before coming into nursery. We regularly apply throughout the day, but this just allows us to get children outside as soon as possible.

7. Slippers

Some children may wear slippers when indoors at home. We are happy for children to wear slippers indoors if they find this more comfortable; however, for children who are walking, we advise slippers with a rubber sole to avoid any slips or accidents. We ask that adults do not wear shoes when they are in Curious Cubs, overshoes are available.

8. Any Necessary Medication

We understand there may be times when children will require medication when at nursery. Please ensure that if your child needs medication whilst at nursery this is handed to a member of staff and that you have signed the necessary paperwork to allow us to administer the medication. Please ask to see our Administration of Medication Policy for more information. Please ensure that no medication is left in your child's bag ie Calpol sachets, etc.

MEALS

We provide meals and snacks throughout the day at nursery. Young children need to eat and drink at regular intervals to maintain their energy and ability to concentrate.

At Little Grange all our meals have no salt added to them and we also have a no-sugar menu. We understand that lots of food contains sugar already so feel it is not necessary to add more.

- Breakfast – this is served until 9am. It will consist of a variety of cereals, fruit and toast.
- Snack - the children are given milk or water, and a healthy snack during the morning and the afternoon.
- A home cooked lunch and tea is prepared at Bilton Grange site by our chef.
- Water bottles will be provided, but you are welcome to bring your own (named) from home.
- Special diets are catered for if a request is made on settling-in, or by informing the Manager, in writing, at a later date.
- Meal times are a time for staff and children to sit together as a social occasion. Children are encouraged to try a variety of foods and use age-appropriate cutlery.
- We are a nut-free nursery. Please be aware that in order to protect children who may have severe allergies, we are unable to serve any cakes etc. that have not been made/purchased by the school catering team. You are welcome to provide birthday cakes/treats but these will be bagged up and sent home to be consumed and should be shop bought with the allergen labels.
- Meals eaten at nursery will be shared with you via Family.



PARENT PARTNERSHIP & ASSESSMENTS

Communication between children and parents is a key aspect to ensure an effective delivery of an Early Years education. Ongoing observations and assessments are shared with parents via Family and regular meetings to share progress are held. If a child's progress in any of the prime areas give cause for concern, your child's key worker will discuss this with you to agree how best to support your child to ensure progress. Early intervention can help with agreement from parents.

SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

We believe all children have the right to reach their full potential and we will make reasonable adjustments to support all children to access early education.

We know early identification of SEND can greatly improve outcomes and where interventions and support are provided, can lead to long term gains for children. At Little Grange we will always communicate with parents our concerns and will always listen to your worries as a parent. There is a designated staff member with responsibility for SEND who will be able to offer support, information and if, in partnership with you, we feel a referral for specialist support is needed, will arrange this.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

We welcome children from all backgrounds and cultures and appreciate the diversity and wealth of unique experiences that this brings to our community. We recognise that we may have children who are learning English as a second language (EAL) and for whom English may not be their first language at home. Our staff will take steps to ensure the child's home language is celebrated within the nursery and that they are able to use their home language in their play and learning. We will ensure steps are taken to ensure the child is able to develop their language skills at home and that sufficient support is offered to ensure they learn and reach a good standard of English language. For these children it is important parents share with the nursery the progress the child is making in their home language, both speaking and understanding.

SPEECH & LANGUAGE SCREENING

As part of the two-year check, normally completed at 2 years 3 months with your health visitor, we will use a screening tool called Wellcomm. This allows us to assess your child's understanding and speech. We will share these results with you and any ideas that you can use at home.

FEES

Your fees are calculated on an annualised basis, ie we calculate your annual fee and divide by 12 equal amounts. We find parents prefer this as it allows them to budget.

We would always recommend using the Tax-Free Childcare account. For every £8 you pay into this account, the government will pay in £2. You can receive up to £500 every three months (up to £2,000 a year) for each of your children to help with the costs of childcare. You can find more information here www.childcarechoices.gov.uk. You can also set up a Direct Debit on Family.

FUNDING

We are able to claim funding for children aged from 9 months to 5 years. Funding is available the term after they turn 9 months, 2 or 3 years. If you are eligible, you will need to apply for the funding and provide the 11-digit code and your National Insurance number to the nursery. All children are entitled to 15 hours funding when they are aged 3.



POLICIES & PROCEDURES

As an Early Years provider, we have many policies and procedures that outline the systems and processes that the team follow in relation to their roles. Our policies are available for parents to read in full and you can request these from me at any time or access them via our website.

Here is a summary of the core policies that may be of interest:

- **Health and Safety** – our rooms are checked at the beginning of each day to ensure that the nursery environment is safe and secure. All staff are aware of their H&S responsibilities and will act on identified issues immediately.
- **Safeguarding** – our responsibility, in line with “Working Together to Safeguard Children” and “Keeping Children Safe in Education” along with training from the local authority, is to work with parents and outside agencies to ensure all guidelines for safeguarding children are followed.

Children can only be collected by their parents/carers or by a person who has been given permission. Remember to let a member of staff know if someone, other than the usual carers are collecting.

Let a member of staff know if your child is coming in with a mark or injury from an accident they have had away from the nursery. Also share with staff anything that may impact on your child’s wellbeing whilst at nursery.

All staff hold a current enhanced DBS check.

- **Medication Policy** – if your child needs medication we will ask you to complete a medication form giving directions for its administration. Please bring in medication in its original packaging with the pharmacy labels.
- **Illness and Infection Control** – when children start nursery it can feel, for about the first six months like they are constantly ill as they build their immune system. Normally it is coughs and colds, but there are some infections and conditions that we would ask you to inform us about and keep your child off nursery. The list can be found here: www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/exclusion-table or in our Sickness and Infection Control Policy. Even if a condition does not require exclusion, if there are a number of children infected, we may ask these children not to come in to allow deep cleaning and try to stop the cycle of infection. If in doubt, speak to a member of staff or management and we can guide you.
- **Accidents** – we try to minimise accidents and the severity of them as much as possible but we are unable to eliminate them altogether. We regularly monitor and analyse accidents to ensure we are taking action where we can, and to ensure that the nursery is as safe as it can be. However, some are age and stage related, new walkers for example will often fall. The majority of our staff have valid Paediatric First Aid Certificates and will provide the necessary first aid treatment. You will be notified via Family of an accident. If it is a head injury you will also receive a telephone call to inform you and also to let you know how your child is.
- **Behaviour Management** – we have clear and consistent boundaries in nursery. For the majority of ages, distraction is the best strategy. For children with more understanding, we will use sand timers, red and green choices with class rewards for good choices to encourage turn taking and also spend time talking to the group around empathy for others and providing the relevant vocabulary to support their emotions. We always look to see if there are underlying reasons that we can minimise, but we also recognise our environments play a big role in engaging children and will ensure these are meeting children’s interests.



WHAT IS IT LIKE IN EACH ROOM

Each room varies depending on the age of the children they are caring for. However, across the whole of the nursery you can be sure that children are at the forefront of what we do with activities and invitations to learn available to help children meet their full potential.

Curious Cubs 1 (6 months – confidently walking)

- The care routine that we follow from home will support your child to settle and create bonds with the staff in the room.
- Your baby might still require formula or breast milk throughout the day along with weaning opportunities where they might like to try finger foods.
- Your baby might still like to take naps throughout the day and we have cots and sleep mats to encourage this.

Curious Cubs 2 (around 14 months – 2 years)

- With confident walking comes a desire to extend their range to explore – daily opportunities to play in the outside classroom, the garden and to explore the grounds.
- Able to make their own decisions about what to play with but also using staff as a secure base to make new choices.
- Starting to communicate with a few words.
- Encouraged to follow the daily routine such as taking off their shoes and putting on slippers, washing hands, etc.

Little Lions (2 years – 3 years)

- Rapid development of language with daily small group times to support confidence, listening and attention.
- Children can become frustrated/ over excited, and this can be displayed in spontaneous biting, hitting, pushing and snatching. Each room has resources to support children to express their emotions appropriately however this can be harder at this age.
- At 2 years old children have a strong sense of self with limited empathy for others and often play in a solitary way or beside others.
- Older 2 year olds can be seen playing with other children and understanding strategies for turn taking ie sand timers.
- Toilet training when the child shows they are ready.
- Sitting independently for meals and using knives and forks and drinking from an open cup.

Rangers (3 years – 5 years)

- Much more independence in their self-care – changing shoes, putting on coats, toileting, washing hands, etc.
- More adult-led activities to extend their learning.
- Supervised self-serve lunches.
- Group times to support listening and attention.
- School readiness in the Summer term – ability to find their own belongings, uniform dressing up, sharing of stories around going to school to help ease anxiety around change.

THE EYFS (Early Years Foundation Stage)

The Early Years' Foundation Stage framework (updated September 2021) is the basis upon which we plan our curriculum for our nursery children, ensuring coverage of all key areas and working towards the expectations laid out in the Early Learning Goals (completed at the end of Reception year).

Since the introduction of the non-statutory curriculum guidance, Birth to 5 Matters and Development Matters in 2021, the emphasis is on children learning and developing in a more holistic way. This means that we recognise that children develop and learn at different rates and we also aim to guide each child so that they make progress at their own individual pace. As early years professionals we are able to identify where children are meeting developmental milestones and intervene when necessary.

We follow all legal requirements for safeguarding and welfare. In addition, we have regard, in everything we do, to the guidance laid out in Statutory framework for the Early Years Foundation Stage (September 2021) and Keeping Children Safe in Education (updated September 2023).

The four principles of the EYFS are:

- A Unique Child
- Positive Relationships
- Enabling environments with teaching support from adults
- Learning and Development

These four principles are set out to ensure effective practice in the care, development and learning of young children.

Children at Little Grange are introduced to the seven areas of learning and development:

Three Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Four Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

Children under the age of two will focus primarily on the Prime areas as these are the foundations for learning.



Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. Having a language-rich environment is crucial where children can hear high quality conversations throughout the day.

How you can help:

Babies and Toddlers

- Provide an environment that encourages responses such as things to touch, smell, listening, exploring, etc.
- Read lots of storybooks to and with your child. Do not worry about re-reading favourite stories over and over again!
- Commentate on what you are doing and what your child is doing, even for everyday tasks.
- Echo back what your child is saying with new vocabulary added.

Pre-schoolers

- Model vocabulary when playing, especially when involved in role-play, storytelling or conversations. Use sensitive questioning trying not to ask too many.
- Give your child time to talk and respond to questions you may ask, for preschool children this can be up to 20 seconds.

Personal, Social and Emotional Development

Children's personal, social and emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

How you can help:

Babies and Toddlers

- Provide a reassuring base your exploring baby can return to when they feel a little unsure.
- Visually respond with smiles and other facial expressions when your baby is showing their own emotions or when they have done something for the first time, etc.
- Share time looking at photos of family members, smiling and talking about them whilst with your baby.

Pre-schoolers

- Encourage your child to talk when in a group and show him/her how much your friends enjoy their company.
- Model how to look after themselves including talking about oral hygiene and managing their personal needs independently.
- Play lots of turn-taking and sharing games together and with other children and adults.
- Chat to your child and ask how they feel about things that are important to them.
- Gradually widen your child's circle of friends and encourage them to talk and listen. Allow them time to resolve conflicts between themselves before stepping in.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross motor skills (climbing, running, etc) build the foundation to a healthy body and social and emotional well-being. Fine motor skills (pencil, brush and cutting skills) help with hand-eye coordination that is linked to early literacy.

How you can help:

Babies and Toddlers

- Make the most of the outdoors to provide tactile and visual opportunities like the wind on your baby's face, snow, rain, etc.
- Use treasure baskets as a way for your baby to explore a wide variety of objects, include items that they can pick up with their thumb and first finger.
- Provide opportunities for your baby to pull themselves up to get something or to see something.
- Enjoy lots of action rhymes - join in yourself to show the movements and for extra fun!

Pre-schoolers

- Create lots of opportunities for outdoor play or indoor soft play: helping your child to balance, climb, run freely and play ball games with adults and other children.
- Fine motor play such as threading, using pincers, pegs, tweezers and playing with play dough are all good.
- Provide lots of activities and resources that allow your child to develop their upper arm strength, their core strength and strength in their hands. Eg. Using monkey bars on play equipment, using clothes pegs to hang out washing, dressing/undressing dolls, small world play, etc

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.

Writing often needs ideas to be verbalised first.

How you can help:

Babies and Toddlers

- Reading stories should be part of your child's daily routine. Most parents like to incorporate it into a night-time routine. Don't worry if you have to read the same story again and again. Try to use different tones and sounds whilst reading.
- Have different books like cloth books, board books, books for the bath.
- Provide mark making opportunities in a wide variety of mediums from mud, rice, flour, shaving foam, yogurt, etc. These activities can start with babies.

Pre-schoolers

- Encourage your child to tell you a story or some information and you transcribe it in front of them so they start to understand the connection between their ideas and the written word.
- Use books and ICT to find out information to show how they can develop their interests.
- Point out signs and symbols when out and about.

Mathematics

Children need a strong grounding in number so they are able to develop further mathematical skills and concepts. They need to understand the patterns in numbers, have spatial awareness and understand concepts of shape, space and measures. This area highlights the importance of children acquiring skills and understanding in early mathematical activities.

How you can help:

Babies and Toddlers

- Sing counting songs e.g. 1,2,3,4,5, Once I Caught a Fish Alive
- Provide interesting, shaped objects. Comment on this to your child.
- Count the numbers of stairs as you take your baby up to bed.

Pre-schoolers

- Take your child shopping with you, count the objects, look at the colours, shapes and sizes of the packages.
- Play games such as snakes and ladders; encourage your child to recognise the spots on the dice without counting
- Cook together, discussing quantities, amounts and weights
- Lay the table and count items as you go. Ask simple questions such as 'one more', 'take one away'
- Sorting and matching opportunities, such as pairing socks and sorting buttons.
- Help your child to recognise when things make patterns or sequences.

Understanding of the World

In this area of learning, children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. The frequency and range of a child's personal experiences will increase their knowledge and sense of the world around them. Being involved in a community gives children a sense of civic responsibility and understanding about diversity and how to be respectful.

How you can help:

Babies and Toddlers

- Use the outdoors to allow your baby to experience different weather, sounds, light, etc
- Take your baby to different experiences where they can see other people taking part.
- Provide natural objects in a treasure basket for them to explore.

Pre-schoolers

- Talk about how people grow and change. Look at old family photographs together - including your child's own baby photographs.
- Grow seeds and bulbs in containers or in the garden.
- Develop your child's curiosity by looking closely at flowers, fruit, trees, and buildings to see patterns and details. Maybe you could use a magnifying glass.
- Encourage your child to use his/her senses - to look, listen, taste, smell and feel. This will really help them to notice the world around them.
- Noticing and discussing change can be interesting, for example melting ice, butter on hot toast or boiling the kettle, or the change in nature around them as the seasons change.

Expressive Arts and Design

Creativity is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another and so extend their understanding. This area of learning includes art, music, dance, role play and imaginative play.

The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

How you can help:

Babies and Toddlers

- Provide opportunities for your baby to use parts of their whole body to explore different sensory experiences and to explore different mark making
- Provide baby dolls – they are themselves very familiar with nappy changing, bathing, going to sleep and will recreate this with their own baby.

Pre-schoolers

- Give your child the opportunity to use lots of different materials (scraps of fabric, cereal boxes etc.) to make models and pictures. Boost your child's confidence by displaying them.
- Listen to and make music. Enjoy dressing-up sessions and "let's pretend" games.
- Read lots of stories together and talk about characters.
- Action songs.



SOCIAL MEDIA

The nursery has a Facebook page www.facebook.com/littlegrangenursery through which news and photos are shared. We would love for you to like our page and comment on some of the posts that you see.

NEXT STEPS

Some of our children will progress to Bilton Grange, either through our pre-school class, The Nest, or directly into Reception. Others, on the Primary School Pathway, will transfer to their Reception classes in local primary schools. Whatever your chosen pathway you can be sure your child will have had an outstanding head start in these most crucial early years.

If the chosen pathway for your child is to transfer through to Bilton Grange, please liaise with our Admissions team who will work with you and your family to secure a place for your child in The Nest or directly into Reception.

They can be contacted on 01788 818211 or admissions@littlegrangenursery.co.uk



Little Grange received an Outstanding Ofsted rating in 2024



Little Grange Nursery, Dunchurch, Rugby CV22 6QS
Nursery: 01788 818 221 Admissions enquiries: 01788 818211

www.littlegrangenursery.co.uk



Part of the
RUGBY
SCHOOL
GROUP