



Paradise Park Children's Centre

Parents Handbook

A Policy on Partnership with Parents

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Introduction

Paradise Park Children's Centre is a voluntary sector nursery, run by Islington Play Association.

Who is Islington Play Association

Islington Play Association (IPA) is a vibrant, proactive children's charity. We create, provide, improve, and protect places for the children of Islington to play.

As well as running Paradise Park Children's Centre and Nursery, we also run 5 adventure playgrounds in Islington (Crumbles Castle, Lumpy Hill, Martin Luther King, Timbuktu, and Toffee Park) for children from the ages of 6+. These playgrounds are free to use and open after school and during school holidays. Usually, they are places just for children, but most of them welcome families with all age of children on Saturdays in term-time. Parents are welcome to come with children between 12:00 pm – 2:00 pm.

In addition to the nursery childcare we provide at Paradise Park, we also offer **summer holiday playscheme** for children aged of 3-5 at the nursery.

For information on fees, contact the playscheme booking line on **020 7697 7341**, email info@islingtonplay.org.uk or see the website for more information <http://www.islingtonplay.org.uk>

Who is Paradise Park Nursery

Paradise Park Nursery is a part of Paradise Park Children's Centre. As well as education and day-care for your child, the centre offers a range of activities and services for parents of children under five.

We are set in lovely Paradise Park which is located in the centre of Islington, with easy access to both Holloway and Caledonian Road Tube Stations. We are based in an award-winning building and have an exceptional outdoor space for children to play and explore in.

The Centre is run by Islington Play Association and in line with this, we aim to promote children's right to high quality play, offering choices for both indoors and outdoors. We recognise the special richness of outside play with its physical opportunities, natural open-ended resources and the changes that weather and seasons bring.

Paradise Park Children's Centre is a multicultural and inclusive environment. The members of staff are friendly, experienced, and qualified; they provide a homely environment for 45 children aged between 6 months and 5 years old.

Children are provided with freshly cooked, homemade, nutritious, and well-balanced meals prepared on the premises. The setting has Healthy Children's Centre status.

The nursery consists of two main rooms: a large room for toddlers and pre-schoolers and a separate room for babies.

Opening time:

- Monday to Friday:
 - 8:00am – 6:00pm for All Year-Round (**AYR**) children (49 weeks a year)
 - 8:00am – 3:30pm for Term-Time Only (**TTO**) children (39 weeks a year, and these match school term dates)

Closures:

- 2 weeks in August
- Bank Holidays
- 5 days in December for Christmas

Additional Closures:

- 5 Inset Days throughout the year, the nursery is closed all day.
- 5 Staff Development Afternoons throughout the year, the nursery will be closed to all children from 2.30pm.

The nursery management will give you notice of when the above days will be taken, so that you can make arrangements for your child.

Mutual respect and tolerance

In our setting all children and parents are treated with respect, and we would expect that staff would also be treated with the same courtesy.

We explain to children about the importance of tolerant behaviours, such as sharing and respecting each other's opinions.

We encourage them to appreciate their own and other cultures and aim to create an inclusive environment where views, faiths, cultures, and races are valued.

We promote diverse attitudes and challenge stereotypes, for example, by sharing stories that reflect and value the diversity of children's experiences.

The nursery provides a variety of resources and activities that challenge gender, cultural and racial stereotyping. Activities are carefully planned on a weekly basis to meet the needs of all children. (We will consult parents when we are particularly focussing on their child in our planning).

A wide range of resources for sand, water, painting, messy play, etc., is always available indoors as well as outdoors for children to choose when they want to. This encourages independence and self-directed exploration.

Help us make Paradise Park Nursery the best it can be.

We welcome parental involvement. We understand that most of our parents are busy working; however, we would like to encourage them to share their skills and spend some time at nursery reading stories, or singing, or doing other activities with children.

We will greatly appreciate if you let us know when you might be available so that we can include your activity in our weekly planning.

Our parents exchange information and share their doubts, concerns, and experiences in [a WhatsApp "nursery group chat"](#). Please, let us know if you are interested in joining in the group.

The nursery management meets regularly with the "parents' representatives" with the aim of enabling all parents to have a voice, feel supported and encouraged to get involved with their views and ideas to provide the best possible environment for all children.

Paradise Park Children's Centre

Mission statement

Our work aims to improve the outcomes for young children and their families in five main areas of life. These areas are:

1. Health – good health and healthy lifestyle
2. Safety and securement – protection from harm and neglect
3. Teaching and attachment – learning skills for life and forming attachment with the key person
4. Making a positive relationship – supportive of the child's own efforts and independence
5. Emotional wellbeing – emotional stable

“Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems.” (EYFS)

Play underpins all development and learning for young children, and we recognise that it is essential for all children. Therefore, the core part of our work with children is to facilitate the play process and by doing so support children's learning, development, and well-being, both now and in the future.

Play must be freely chosen and self-motivated, with children following their own interests and ideas.

Children have the right to express their views and be heard.

Children have the right to gain access to cultural life and the arts.

We see every child as a competent learner from birth, who can be resilient, capable, and confident. This includes children with mental or physical disabilities or special educational needs.

Children learn to be strong and independent from a base of loving and secure relationships with their family and their key adults. We work with adults and children to promote and develop these relationships.

Our approach is that, at Paradise Park Children's Centre, **children learn and develop through play**, first hand experiences, sensitive interactions between adults and children and supported interactions between children.

We also support parents and carers with their physical and emotional health along with the knowledge and skills that improve life chances for themselves and their children.

Aims

- To create a safe, secure, and inspiring environment where children play and learn.
- To build secure and trusting relationships with children and their families, value in parents as the first and most important educators.
- To celebrate diversity, appreciating and respecting things that make each child unique.

Values

Our work is guided by our commitment to the following beliefs and values:

1. Child centred - We ensure that children are always at the heart of our work.
2. Inclusiveness - We provide for all children.
3. Respect - We listen and respond to work together and move forward.
4. Collaboration - We work and learn in a wide range of partnerships to strengthen our impact.

Goals

- To create a place where children play, learn, and thrive.
- To create a great partnership with families.

Vision

1. Offer a safe, happy place where everyone is known and valued and where differing needs are acknowledged accepted and met.
2. Encourage each child to be independent and develop a sense of responsibility for themselves and respect for others in the environment.
3. Provide a stimulating and challenging range of activities that will engage children and develop their curiosity.
4. Further develop a positive attitude to learning that will support children through life.
5. Further develop children's confidence.
6. Value and incorporate all aspects of children's lives, building a strong partnership with community and future schools.

Paradise Park Children's Centre - Groups' Aspirations

BABY ROOM ASPIRATIONS:

- When a child leaves the baby room, we want them to feel happy and confident in the environment we provide, being able to create relationships with adults and other children and play collaboratively together.
-
- We want babies to learn to be mobile, walk, and use their bodies in different ways. Through lots of practicing of waving, kicking, rolling, crawling, and walking, they should be able to control their whole body. They should be learning how to kick, throw and catch balls.
- We encourage babies to become somewhat independent, being able to feed themselves using a spoon and drink from a free-flow cup. We want them to become aware of the daily routine and willing to cooperate with hygiene routines such as washing their hands.
- We want to enable babies to communicate their needs and make requests, by using basic Makaton signs, pointing at, or saying single\two words. We encourage them to copy and imitate gesture, sounds and words said by others noticing the changes in pitch, volume, and sounds.

TODDLERS' GROUP - ASPIRATIONS

We would like our toddlers to:

- Feel safe and comfortable in our environment, confident to explore it, eager to try new experiences and find their own way to solve problems.
- Be able to walk, run, jump, climb, use the stairs, and the nursery outdoor equipment such as swing and slide, independently.
- Sit on a push-along wheeled toy and ride a tricycle or a scooter.
- Be ready to start potty/toilet training, beginning to be independent in self-care (i.e., washing hands, dressing/undressing, etc.,). able to feed themselves with spoon and fork and drink from an open cup.
- Become aware of own feelings as well as of those of others and start developing skills to manage them.
- Show interest in other people/children, playing with peers and making special friendships with them.
- Expand their vocabulary, understand more complex sentences, as well as 'what, how, when' questions.
- Start using language to attempt conversations with others about their thoughts, feeling and experiences.

- Understand and be able to follow simple instructions, such as get an apple when ask to do so.
- Be confident with the nursery's routine, able to sit in small groups for 10- 15 minutes and actively participate during reading, singing and other activities throughout the day taking turn with the other children.

PRE-SCHOOL'S GROUP - ASPIRATIONS

- We would like our preschool children to have a positive attitude towards life and being able to take their next steps. All children should value and respect others as well as celebrate their differences.
- We would like our children to become confident and outgoing with a thrive to learn through play.
- Preschool children should have a good sense of self allowing them to form relationships with others.
- We want them to develop their communication with adults and peers, being able to ask and answer simple questions while showing a good level of understanding- for example, following 2, short, part instructions. I.e., "can you wash your hands and then go and sit down".
- We want our children to form sentences and use language to express their thoughts and feelings. Our children should start being able to take on small roles and responsibilities to gain more confidence. Preschool should start taking part in conflict resolution.
- Preschool should be able to start serving themselves and pouring their own water from a jug. They should be able to go to toilet independently.
- Our goal for preschool is to help them become independent children showing skills of school readiness. Preschool children should become more confident with letter and number recognition, and by the end of the year, be able to recognise their own name, to support early years writing, and recite numbers 1-10.

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the **statutory framework** for early years education in England which sets the standards for the learning, development, and care of your child from birth to 5 years old helping us and you to know how your child is progressing and what they are learning.

All schools and Ofsted-registered early years providers must follow the EYFS.

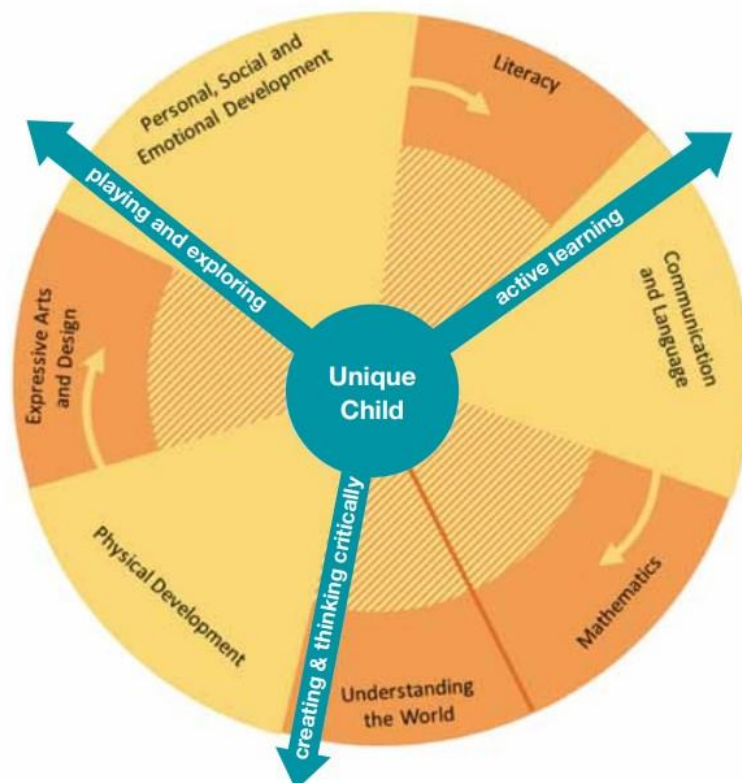
We aim to ensure that all children are able to achieve and develop the dispositions and skills they need in order to be successful learners.

The whole guidance with its requirements is substantiated by four overarching principles (a unique child, positive relationships, enabling environment, and learning and development) which underline that the child and their needs are priority and that the environment around them, the relationships they build and the experiences they undergo in the first years of their lives together have a great impact on how they learn and develop.

These fundamentals also indicate the direction in which every practitioner should move with effective practice to ensure the well-being of each child and promote their development to the fullest.

The EYFS requires that, in order to promote the development of children, the educational programmes must provide activities that cover **seven areas of learning** which are defined by 17 early learning goals.

By the end of the reception year, children will be assessed in the characteristic of effective learning and these seven areas which are grouped into two categories: prime areas and specific areas.



There are **three prime areas**; they lay the foundations for children's success in all other areas of learning. They include:

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

There are **four specific areas**:

- Literacy,
- Mathematics,
- Understanding the World,
- Expressive Arts and Design.

The specific areas are strictly interrelated with the three prime areas as experience of the world around perceived by children always happens through their sensory, communication and physical involvement.

The specific areas are intended to expand children's skills and knowledge through a wide range of learning experiences.

At Paradise Park Children's Centre, children mostly learn through play and exploration. We aim to provide an environment with a rich range of activities which enable children to make progress in each of the areas of learning and development. Children are inspired to take the lead deciding how they will use the activity and adults use everyday interactions during play and routines to stimulate children's thinking and creativity, and further their learning.

Special Requirements

At Paradise Park Children's Centre we understand that some children may require extra support. We have clear arrangements in place for identifying children's additional needs and we are committed in offering them plenty of opportunities to ensure that they reach their full potential. To this purpose, our nursery has a named SENCO (Special Educational Needs Co-ordinator) who work closely with all practitioners and families, offers support, advice and liaises with outside agencies if required. Staff are kept up to date with current practice and information.

Paradise Park Children's Centre SENCO officer is Cinzia Tassinari

We work in partnership with parents and other agencies in order to meet the children's individual needs including health services and local authority and seek advice and training where required.

We monitor and review our practice, make reasonable changes and seek specialist equipment to allow all children with an additional requirement to be able to attend the nursery.

We ensure that all children are treated as individuals, and we encourage them to take part in every aspect of the nursery routines according to their individual needs and abilities.

Keyperson and Attachment

To ensure every child in the nursery is given the appropriate level of attention and care, a keyperson is appointed for each child when they start. (This is also a requirement of the [Early Years Foundation Stage](#)).

A **'keyperson'** is "a named member of staff with responsibilities for a small group of children who helps those children in the group feel safe and cared for" (EYFS).

The keyperson's role is to meet the child's physical and emotional needs while providing a playful, affectionate, and attentive support to them. This allows the child to form secure attachments so that they feel confident to explore the world around them and build relationships with other adults and peers.

The keyperson will be responsible for settling in the child into the nursery, observing your child to identify and monitor their learning through play, their next aspect of development, what their interests are and whether there is any cause for concern or need for extra support.

The presence of a key person not only helps the child to feel emotionally secure when away from home, but it also provides a reassuring point of contact for parents.

In addition to the brief daily feedbacks given to parents/carers in the morning when they bring in their child and in the afternoon at pick up time, the keyperson will keep record of the child's progress and, once every term, will arrange a 'review meeting' with parents/carers to share information and discuss about their child's achievements.

Parents/carers are also welcome to meet with the keyperson at other times to talk about the child's interests, or any developing skills at home as this helps to plan activities which will reinforce and extend their learning.

Alternatively, if there is an area of the child's development or a behaviour that is causing concern to parents/carers, they can discuss it with the keyperson and plan common strategies that may help.

A close and trusting relationship between the keyperson and parents/carers becomes crucial when changes happen at home that may affect the child such the arrival of a new sibling, moving home, parents' separation/divorce, a loss in the family, etc.. Being informed about these events, allows the keyperson and the nursery team to appropriately support the child in coping with the situation during these transitions times.

The following is what we expect from a keyperson:

- Build a close relationship with the child and their parents/carers.
- Taking a primary role in the child's observations, assessments, and planning. Planning activities around child's interests to enhance their learning and development.
- Communicating with parents on a daily basis in person or on the phone.
- Writing reports for parents and colleagues.
- Supporting the child with their personal care and provide emotional support, as well as spending time playing and interacting with them.
- Supporting the child's transition from room to room, from group to group and onto school.
- Communicating with colleagues and other professionals.

The keyperson system is at the heart of children's development within our setting; however, we do encourage positive relationships with all other staff members. In the event of a keyperson being absent, there will be a 'Buddy' (co-worker) who will continue to promote the child's development and wellbeing, provide consistent support for their needs and liaise with their parents/carers.

Home Visit

To support the child's transition from home and the setting, at Paradise Park Children's Centre, we adopted the policy of home visiting.

This approach provides the parents/carers with a chance to talk to practitioners in the comfort of their own home and gives an opportunity for the initial interactions between the child and the keyperson to be in a more relaxed and less formal environment, in a place where the child feels secure and confident.

The home visit takes place before the child starts attending the nursery and it's conducted by the nursery manager/deputy manager and the keyperson.

While the manager and the parents/carers will go through some paperwork and documents to be signed, the keyperson and the child will start to familiarise through play.

The home visit allows the nursery team to observe the child in their own environment promoting a better understanding of their needs, interests and routines. It gives insights into the child's daily life providing opportunities to identify potential issues (e.g. developmental, safeguarding, etc.) enabling the team to provide tailored support and plan effectively for the child's development and well-being.

The home visit crucially emphasizes a child-centred approach, ensuring the child feels at ease and that their voice is central to any decisions made about their care and education. This meeting also encourages open communication with parents/carers, fostering a strong partnership to support the child's growth and progress.

Settling in process

We will always work with you and your child in a flexible way when settling in individual children.

The aim is to take the settling-in process as slowly as a child needs to as it is most successful in the long run. We are aware of course of the time pressures on working parents and would try to make sure that the settling process is effective for both child and parents.

During the settling in period, at least in the first week, whilst the child is in the nursery, their parent/carer is welcome to wait in the Café area, based within the building.

All children are different, so these times are a guide only.

During the settling in week, parents/carers will bring in their child at 10:15 am each day.

On the first day the child will attend the nursery for a period of 1 hour; they will stay in the baby room or big room (depending on their age) with the allocated keyperson, while parent/carer will wait in the Café area.

On the second day, the child will attend for a slightly longer period, based on how much comfortable the child feel.

The settling in time will be increased each day until the end of the week following the child's pace.

The keyperson will let the parent/carer know how long their child will stay in the nursery the next day by the end of each daily session.

Parents/carers are welcomed to express any concerns about how the settling is going, talk it through with the child's keyperson, and share their ideas on how to continue.

It is good practice for parents to talk through the process with their child, letting them know that they will leave them in the nursery to play. We understand that this can be hard; however, an honest approach will support children's emotional strength, trust, and independence.

Payments will start after the settling in week; however, the time needed for children to settle can continue depending on the child's needs. Further time periods will be charged for.

We aim for all children to be happy and comfortable throughout their time with us and will work together with parents/carers to ensure that.

If a child is leaving the nursery, they need to give one month notice in writing otherwise, the deposit might not be given back.

What parents/carers need to bring for their child

We ask parents/carers to bring a supply of **nappies and wipes** for the sessions (if children are still in nappies). Parents will also need to supply **formula milk** for their child until they move onto whole milk (which is then provided by the nursery).

Clothing

We expect the children to be dressed in **appropriate clothing** when attending the nursery.

When selecting clothes for their child to wear, we ask parents/carers to keep in mind that in nursery, children have access to paints, glue, sand, water, mud in the garden, etc., and can easily get wet and dirty.

Children need to bring in a **rucksack** containing two complete **sets of spare clothes** at least, in case they get messy or wet.

Children should have **comfortable footwear** that they can put on and take off easily; Velcro shoes are ideal.

We would ask that parents/carers provide **sun cream** and **sun hats** during hot weather.

Children may also need a spare **pair of “wellies”** and warm, **waterproof clothes** as they will be allowed to spend time outdoors during wet weather.

Please, **label children’s clothes** otherwise we may not be able to identify them.

Jewellery may get lost or caught on things – it’s not really suitable for nursery and is worn at parents’/carers’ own risk.

Since there are children with allergies in nursery, parents are advised not to give their children any food or drink to eat or drink in the nursery unless previously agreed with management.

Daily Routine

- (8:00 am – 9:00 am) – **Breakfast.** We have a selection of foods and encourage children to be independent at the table.
 - Free flow (Children have free choice from a variety of activities – learning through play)

- (9:00 am – 11:00 am) - Indoors and outdoors free flow and special time activities

- (10:00 am – 10:30 am) - **Snack time**
 - (10:00 am – 10:30 am) Nappy changing time

 - (10:00 am – 11:00 am) Focus activities

- (11:00 am – 11:10 am) - Tidy up time indoors and outdoors

- (11:10 am – 11:30 am) - Group time. Children gather in small groups with their keyperson to do structured activities such as singing or reading stories.

- (11:30 am – 12:00 pm) - **Lunchtime.** Before to sit at the table children are encouraged to go to toilet and helped to wash their hands.

- (12:00 pm – 2:00/2:30 pm) - Nap time for babies and toddlers. Nappy change when they wake up.
 - (12:00 pm – 1:00 pm) Indoor rest and quiet time for pre-schoolers. Calming activities, calming music and low lighting.

 - (1:00 pm – 2:00 pm) Free flow for pre-schoolers.

- (2:00 pm – 2:30 pm) - **Snack time.** Babies and toddlers will have snack when waking up from nap

- (2:00 pm – 4:00 pm) - Indoors and outdoors free flow and tidy up time before tea.

- (4:00 pm – 4:30 pm) - **Tea time** (small dinner)

- (4:30 pm – 6:00 pm) - Selection of activities and outdoor play.
 - (4:30 pm – 5:00pm) nappy changing time

- (6:00 pm) - End of session

These routines are entirely flexible depending on the individual child's needs or daily events (e.g., outing).

Nappy changing – Toilet/Potty training.

It's our aim to provide positive experiences for children during toileting and nappy changing and ensure that these routines are performed regularly and in a hygienic and safe manner.

Nappies are checked regularly throughout the day and changed whenever necessary. If children's soil their clothes, staff will place the soiled clothes in a nappy bag for parents to collect when they come to pick up their child.

As stated by the Early Years Foundation Stage, "Nappy changing and toileting rituals are also valuable opportunities to promote children's learning, meet individual needs and to develop strong relationships with children". Therefore, practitioners are strongly encouraged to interact with the child by talking/singing before and during changing.

Parents are encouraged to discuss with their child's keyperson when their child is ready for toilet training. They will be supported on how to facilitate the toilet training at home.

During the toilet training parent will be asked to provide baby wipes for their child.

Since the toilets in the nursery are suitable for children, we encourage them to use the toilet instead of the potty unless there are particular needs. However, potties are available if requested by the parents.

Children become familiar with the toilet process gradually; practitioners make use of visuals, social stories, and books and they model the sequence of steps required during pretend play activities with the dolls to facilitate the children's understanding.

Good hygiene practice is always followed: children are shown how to use the toilet and how to wash their hands each time after using the toilet.

Toilet/potty training is carried out in the "big room" as the room has the appropriate facilities.

Sleep time

Whenever possible the keyperson should put a child to sleep taking account of information gathered from the parents.

Baby Room (Under 2's)

In the baby room, there are two areas where the babies will sleep.

Babies 'under one year old' will sleep in the cots. While the others will sleep on soft mats with a sheet and blanket provided by the nursery. Each child has own mat which is recognisable by own photo stuck on it.

Big Room (Over 2's)

Children aged 2year olds sleep in a separate room using a soft mat with a sheet and a blanket provided by the nursery.

Mealtimes

“Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious.” EYFS 2017 (3.47)

In our setting, we are committed to offering children healthy, balanced, nutritious and delicious meals and snacks which meet their individual needs and requirements.

We provide homemade food prepared daily by our cook from fresh ingredients which include different tastes, colours, and textures and various recipes from different cultures.

Our cook follows a planned menu which offers suitable alternatives as similar to the original meal as possible for those children who have special health requirements.

The menu changes on a seasonal basis.

A copy of the menu is displayed on the wall in the main entrance, for parents/carers to see weekly. (We would appreciate any feedback from parents/carers regarding the menu selection).

We gather information from parents/carers about any special dietary requirements, preferences, and food allergies that their child has, and any special health requirements, before the child starts attending our setting.

We cater for the dietary requirements of all children, ensuring that any food allergies/intolerances are catered for, as well as children from all cultures and religions being able to enjoy appropriate meals and snacks.

Portion sizes take account of the age of the children being catered for.

Children are given time to eat at their own pace and not rushed. They are always supervised when eating/drinking to minimise the risk of choking.

All staff who handle food are competent to do so and receive training in food hygiene.

Mealtimes offer children experiences to taste different foods, overcome dislikes and learn how to share. We also regard mealtimes as happy, social occasions during which children enjoy positive interactions whilst they begin to understand the importance of making healthy choices in relation to food. Staff set a good example and eat with the children and show good table manners; they encourage children to say 'please' and 'thank you' and inspire them to have conversations.

At mealtimes, children also learn how to use cutlery and how to drink from a cup gaining skills for independence; however, we are aware of cultural differences in eating habits, and we respect the different ways children eat their food.



Birthday celebration

In our setting, we celebrate children's birthdays with a **card** and a special **birthday hat**. Since we recognise the importance of a healthy diet for good health, we ask that parents/carers refrain from bringing in a cake for their child. Instead, we suggest them to bring **fruits** which we will cut, display on a tray like a cake shape with the candles and share with all children at mealtime.

Children's Registers

Parents/carers are highly recommended to ensure they sign in and out of the daily register when they drop/pick up their child. The children's register is displayed on the wall in the nursery main entrance.

It is vital that nursery staff know how many children are attending in order to complete a headcount at any stage of the day.

The children's register is an important document that might be used in a fire evacuation in order to ensure all children are safely out of the building.

Use of Mobile Phones

We recognise that there may be emergency situations which necessitate the use of mobile telephone, in order to ensure the safety and welfare of children in our care, parents and visitors are kindly asked to refrain from using their mobile telephones whilst in the nursery or when collecting or dropping off their children.

Nursery Newsletter

Every month a nursery newsletter is sent to parents via email; however, if parents/carers would prefer a hard copy they are welcome to take a copy from the front door of the nursery.

Tapestry App

At Paradise Park Children's Centre we use the software 'Tapestry': a secure online system that enables staff to record observations, photos and videos of children when doing activities. This gives parents/carers the chance to see how their child progress on a weekly basis.

Parents/carers are encouraged to add comments as well as their own observations to their child's journal. This joint record facilitates communication and promotes a closer partnership between the setting and home in supporting the child's learning and development.

As part of the child's admission process, parents are asked to fill in a form in which they give their consent for the staff to send information via the Tapestry App.

Then, the nursery manager starts the **activation process** and Tapestry will email the parents/carers with a link to set up their own secure password to the system.

If parents/carers do not activate this link in few days, it will become invalid. In this event, they can contact the nursery manager for a new link, which then must be activated within 24 hours.

When logging into the system, parents/carers will be **only able to see their own child's learning journal**.

Parents/Carers should be aware that, during the sessions, the staff are focused on the children. Therefore, the child's observations are often completed and added outside of session and their frequency may be irregular.

Attendance and timekeeping

Attendance

It is important that parents/carers bring their child regularly to get the full benefit of their time at the centre. If they cannot bring their child in, we recommend them to inform the nursery of the absence via a phone call or and an email.

Please, try to do this as early as possible.

Bringing in and collecting your child

You are asked to arrive at the agreed time each day, and to bring your child into the nursery and hand them over to a familiar member of staff, please make sure that your child is signed in.

Children must be collected by an agreed adult. We will not send any child home with anyone who is thirteen or under.

If the usual person is not collecting your child, please tell a member of staff beforehand and /or send an email giving details including a picture of the person who will be coming and make sure that they will be carrying a means of identification and will have the agreed keyword.

Timekeeping

We highly recommend parents/carers to bring in and pick up their children on time as, at this young age, they can easily become distressed when they are left after others have gone home.

Lateness policy

Children must be picked up by closing time 6pm LATEST.

Please note that the below is an extension designed to support working parents and should not be seen as an opportunity to be continually late.

Call Before 5.40pm on: 020 76977341	Extension received from 6.00 – 6.10pm	Arrive after 6.10pm Issued with an on-the-spot fine £1.00 per minute
No Contact to Paradise Park Nursery	Arrive after 6.00pm	Issued with an on the spot fine £1.00 per minute

In the event of continual lateness children may be excluded from the nursery.

If parents have not arrived by 6.30pm, we have no explanation and cannot get in touch with parents or emergency contacts we phone social services.

Please, also note that the financial penalty system will be imposed at all times, not just 6pm pickups.

For example, if a parent/carer are due to pick up at 12noon or 3.30pm and are late, they will be charged accordingly per minute. The ten-minute extension rule applies also.

Illness

The health and wellbeing of the children and staff at the nursery is one of our key concerns. When incidence of illness occurs amongst children we ask for parents/carers' co-operation in these matters. If a child is unwell, we would expect that they are kept at home.

If a child shows any signs of being unwell whilst at nursery, we will contact parents/carers immediately and ask that they come and pick the child up as soon as possible.

If the child's temperature reaches 38°C, parents/carers must pick them up immediately.

If parents/carers are unable to collect their child, we will ask them to make alternative arrangements.

In the unlikely event of an emergency, we will contact medical assistance first, and then, contact the parents/carers. Our aim is to ensure your child is never at risk.

If a child has **diarrhoea or sickness** at nursery, parents/carers will be immediately informed, asked to pick them up as soon as possible; in this event we operate an **exclusion period of 48 hours**.

For other illnesses, parents/carers are advised to contact the nursery manager to discuss when their child can return to the nursery.

We are committed to ensuring that children return to nursery as soon as possible after an illness and we support children with chronic health needs.

Medication

At Paradise Park Children's Centre we ensure all staff understand their role and duty in managing medicines.

At nursery, **we can only administer prescription medication** (and long-term medication, such as an inhaler or eczema cream).

All medicines brought into nursery will need to be recorded and we will require parents/carers signature to authorise the administration.

All medicines must be in the original container, labelled with the child's name, the dosage required and the date that it was prescribed. Any medicines not meeting these criteria cannot be administered. We are not able to administer the first dose of a prescribed medicine.

If a child has been prescribed **antibiotics**, we require to keep them at home until 48 hours after they have received their first dose and are well enough to be away from home.

Long term medications such as inhalers, will need to be reviewed by the keyperson and parents/carers.

Vaccination

Vaccination is not a condition of admission to the nursery and thus there may be children attending that have not been fully vaccinated.

We would recommend that children are fully vaccinated for their own protection and for the protection of those that cannot be vaccinated due to their age or for health reasons.

Accidents

The safety of children is paramount, and we take every measure to protect them from hurting themselves. However, as children grow physically, accidents can happen occasionally, especially in the early stages of walking.

In this event, all our staff are trained in first aid and able to deal with minor injuries. The First Aid boxes are clearly identifiable and easily accessed by all members of staff. The First Aid boxes are stocked and checked regularly using a “content list” located in each box.

A small First Aid box is taken on all trips and outings.

(Please, see First Aid and Sick Child policy for further information).

If a child has an **accident at nursery**, parents/carers will be informed by telephone and will be asked to sign an “**accident form**” at pick up time.

In most cases the child will be able to continue with their day as normal; however, if an accident causes concerns, parents/carers will be asked to collect their child and a visit to GP/A&E recommended.

In the event of a bump to the head, parents/carers will be informed immediately by telephone and, in addition to the accident form to sign in, they will be given an “**head injury form**” reporting details about the accident to bring home and show to A&E staff if needed.

If a child has an accident that requires further medical support, parents/carers will be contacted immediately, and any necessary action taken; this could involve calling 999.

If a child has an **accident at home**, we request that parents/carers inform the nursery staff when bringing in the child in the morning (or via a phone call, or an email), In this event, they will have to fill in an “**accident at home form**” detailing what happened.

Feedback, Complaints, and Compliments

We welcome all feedback from parents whether good or bad. We will give prompt and serious attention to any concerns about the running of the setting.

If you do have a complaint, please do not hesitate to raise it with your child’s key person in the first instance.

If the issue continues to cause you concern, please talk to the nursery manager and she will advise you as to the next step.

Please ask to see the “Complaints and Comments Policy” and our complaints procedures for a detailed explanation.

Equal Opportunities

At Paradise Park Children's Centre, we operate a strict equal opportunities policy that applies to both children and staff. Each child/adult is treated as an individual regardless of age, gender, race, disability, religion/belief, sexual orientation, or ethnic background. A copy of our Equal Opportunities Policy is available.

A close working relationship between home and setting contributes well to the educational success of all children regardless of ability or special educational needs.

Confidentiality

Developmental records are kept on all the children and are open to their parents and carers to see at any time. It is stressed that the information within the records must be kept confidential.

Any observations or information kept by staff are always confidential.

Personal information will not be released to external agencies without the prior permission of parents/carers. We will seek active consent to share information with health, education and inclusion professionals.

The only exception to this rule is where there is evidence or suspicion of abuse or significant harm to a child.

Staff are made aware of confidential information only on a need-to-know basis.

All staff in the nursery have the required CRB checks.

Health and Safety

All the equipment and toys are checked regularly as the health and safety of all children and adult is paramount. Members of the nursery staff are trained on Health and safety, manual handling, fire marshals, and we carry out fire drills once a term and check the calling points

We have a "**Health and Safety Policy**" which is available for all parents and carers to read. Please let us know if you have any concerns in this area.

Safeguarding

The safety of each and every child is absolutely paramount in everything that we do in our setting. Every effort is made to ensure the safety of children whilst attending the nursery.

We make sure that all visitors to the premises are signed in. The visitors' book is located in the reception area.

Parents are highly recommended to sign their child in and out daily on the registers which are on the wall in the nursery's main entrance corridor.

Parents should ensure that the nursery has their up-to-date telephone number so that they can be reached if necessary.

OUR COMMITMENT TO SAFEGUARDING CHILDREN

At Paradise Park Children's Centre, we are committed to safeguarding and promoting the welfare of each child. To this purpose we work within the framework of the Children Act 1989, the Children Act 2006 and Every Child Matters, Working Together to Safeguard Children 2018 which promotes inter-agency working to safeguard and promote the welfare of children as paramount.

If you are concerned about the wellbeing of any child or suspect that a child is being, or is at risk of being, neglected or abused physically, emotionally, or sexually: **Do not keep these concerns to yourself.**

- Discuss them with the lead person for Safeguarding or one of the deputy safeguarding officers who will advise on what further action to take.
- If we are concerned about your child, we will talk to you as soon as possible unless it could affect a criminal investigation.

The Designated Safeguarding Lead in the nursery is:

Joy Abegunde – Nursery Early Years Manager

The deputy designated officers for Safeguarding are:

Tracey Hollis – Toddler's Group Leader
Cinzia Tassinari – Nursery Deputy Manager
Tasnia Ahmed – Pre-school's Group Leader

If you need to contact the Safeguarding Officers, call this number: 020 7697 7341

In case of emergency or if the designated people are not on-site, please, contact:

Islington children's Service Contact Team (CSCT):

- Referral and advice team: Tel. 020 7527 7400
- Switchboard: Tel. 020 7527 7000
- Out of hours social worker: Tel. 020 7226 0992
- Nb. If you want to get advice on how to deal with a child protection concern, or whether it is something you should refer, you can speak to the "duty child protection co-ordinator": 020 7527 8102

All additional Policies and Procedures

If you have any question on our policies and procedures or on the above information, please, talk to any member of staff.

Our policies include the following and can be found at

<http://islingtonplay.org.uk/about-ipa/policies/>

- Anti-bullying and harassment
- Behaviour
- Complaints and Comments
- Confidentiality
- Critical Incident
- Environmental protection
- Equality and diversity
- Inclusion – SEN
- E-safety
- First Aid and sick child
- Food and drink
- Health and safety
- Lost child
- Outing – trips
- Play
- Registration and admission
- Safeguarding
- Supporting parents with drug and alcohol issues
- Uncollected child and lateness
- Volunteers

Thank you for taking time to read our Handbook.

Please feel free to contact us if you require any more information.

We hope you and your child enjoy your time at our nursery.



Last update January 2025

