



Handbook 2019 - 2020



Rebecca Cheetham Nursery and Children's Centre

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STAFF LIST

Name

Rohan Allen

Mandy Young

Role

Head Teacher

Deputy Head Teacher

Governors

Mr Rohan Allen (Head teacher – member)

Mr Christian Moon (Chair)

Mr James Malcolm (Co-opted)

Miss Mandy Young (Staff Governor)

Sarah McDonald (Governor)

VJ Davidson (Parent Governor)

Rahul Kaushik (Co-opted)

Anna Schofield (Co-opted)

Teaching staff

Farhana Hoque (Blue Room)

Magdalena Hajnold (Green Room)

Nursery Officers

Raj Bhaker (Senior, maternity leave)

Sophie Sutherland

Julie Rickard

Wendy E Singh

Kitchen staff

Maria Marucci (Centre Cook)

Mihaela Apetrei (Catering Assistant)

Caretaking and Cleaning

Mark Leech (Site Supervisor)

Goorcharn Singh (Welfare Assistant)

Lunchtime Supervisors

Sultana Begum

Olayinka Aoladejo-Olusegun

Tina Ray

Misfah Begum

Zahra Voelz

School Administration

Maria Mendis (Business and Finance Officers)

Tracy Lyons (Business and Finance Officers)

Rio Savill (Administrative Assistant)

Senior Leadership Team

Rohan Allen

Mandy Young

Subina Begum

Farhana Hoque – Inclusion Manager

Teaching Assistants

Asma Begum – 2 Year old Lead

Rachel Haywood – Extended Day Lead

Martha Kinuthia

Shamima Khatun

Yasmin Ali

Marcello Patruno

Halima Begum

Amanda Shine

Terriane Pluck

Ruhida Alam

Shannon Reilly

Katarzyna Onagoruwa

Ruma Jasmin

Apprentices

Shannon Taylor

Best Start in Life Staff

Subina Begum (BSiL Coordinator)

Emma Moyes (BSiL Administrator)

Melissa Charlery (Senior Family Support Worker)

Lina Begum (Family Support Worker)

Jeiran Adalani (Family Support Worker)

Koli Miah (BSiL Early Education Practitioner)

Maureen Meeking (BSiL Early Years Practitioner)

Sarah Hill (BSiL Early Years Practitioner)

Michelle Barrow (BSiL Early Years Practitioner)

Danielle Armsby (BSiL Early Years Practitioner)

Sanna Iqbal (BSiL Early Years Practitioner)

Rebecca Cheetham Nursery Education and Children's Centre is a centre for children and their families.

Being a nursery education centre means that we provide both education and full day care facilities.

Being a Children's Centre means that we provide facilities for children and their families.

We pride ourselves on providing a safe, supportive and fun environment in which children can explore and discover the world.



Quality childcare is dependent on quality staff and we are committed to fostering happy, skilled and loyal staff teams which ensures that we maintain the highest standards of childcare provision.

Our commitment to each and every child in our care shows in many ways:

- In providing a warm, friendly and happy environment where each child is encouraged to reach their full potential through praise, sensitivity and mutual respect.
- In our desire to ensure that your child is given every opportunity to develop, we aim to work in close partnership with parents and carers.
- In our premises, many of which are purpose built and designed to meet the needs of babies, toddlers and preschool children in their own special areas.
- In our handpicked, specially trained staff.
- In our tailored learning programmes for all ages.
- In our emphasis on healthy, balanced nutrition and physical exercise.

Here at Rebecca Cheetham we are leaders in high quality, progressive childcare. For many years we have been giving young children boundless opportunities to learn through imagination, creativity and play, while offering parents the peace of mind that comes from knowing their children couldn't be better cared for.

We have done this in a way that has allowed us to stay true to the ethical, environmental and moral commitments that guide our whole approach to childcare:

- *To provide a warm, friendly, happy environment where each child is encouraged to reach their full potential through praise, sensitivity and mutual respect.*
- *To maintain our excellent, well organised facilities, where you will be happy to leave your children, knowing they will receive the highest quality childcare and education.*

At Rebecca Cheetham we are committed to providing a working environment in which our people can attain their full potential. We firmly believe in recruiting and training the very best. We have taken considerable time and care to develop a range of policies to ensure the children in our care remain safe and secure, are treated as individuals, and are led by good example and that they learn through creativity and play.

Our Values

Respect

Treating everyone with patience, consideration and courtesy and encouraging the same in return.

Passion

Being enthusiastic and celebrating individual and team achievements.

Commitment

Dedicating our energies to achieving excellence in everything we do.

Centre Aims

We aim to:

Welcome all families and their children, ensuring that they feel safe and secure in the centre's environment.

Respect and care for the needs of individual families and their children.

Enable all children and their families to be confident, independent learners and achieve their full potential.

Promote healthy lifestyles for children and their families.

Create a fun learning environment to enable children and their families to develop skills for the future.

What happens in our Nursery Setting

We look after children in an environment which is designed and equipped to meet the specific needs and interests of the children in all areas of learning. We understand the importance of allowing children to choose where they learn and play, both inside and outside. Giving children the chance to explore the natural environment and to increase their confidence in their physical ability is an important part of every child's day.

Each of our qualified practitioners are trained and experienced in the age group of children they are caring for. We know that babies and young children need a familiar and trusted adult who will support their personal, social and emotional development and this in turn enables your child to happily explore their environment and broaden their experiences.

We also recognise that every child is unique and has individual needs and their own style of learning. At Rebecca Cheetham we encourage learning through creativity and play, using natural materials and activities which foster the child's understanding and awareness of their surroundings. All of our activities encourage respect, cooperation and personal choice and are thoroughly enjoyed by the children.

We know that children learn best through play when they are fully engaged with ideas and activities that interest them. Our Early Years practitioners offer planned adult initiated activities as well as ensuring that the nursery environment is stimulating and engaging thereby offering extensive learning opportunities that your child can also initiate. As we get to know your child we can build on their existing skills and knowledge, developing their learning further.



What do we offer?

The centre is open for 48 weeks in the year for extended day fee paying provision and 38 weeks in the year for part time government funded provision. We also offer 30 Hour provision to our eligible families.

Childs place	Start time	Finish time
Morning place	8:45am	11:45am
Afternoon place	12:30pm	3:30pm
Extended Day place	Between 8 – 8.45am	Between 3.30pm – 6.00pm
30 Hours	8.45am	2:45pm



We believe

- Every child has a right to attend the nursery and receive appropriate support in respect of any special educational needs they may have.
- Each child and their family contribute a wealth of home and community experiences creating an enriching environment which can be shared, celebrated and built upon.
- Children and their families need to feel safe and secure within the centre.
- Children will achieve when they are having fun and enjoy their learning.
- Children should have constant access to the outdoor environment.
- They should be able to use this valuable resource alongside the indoor play space.
- Children and their families should be supported to develop a healthy and active lifestyle.
- Children learn at their highest level through play.
- In the importance of respecting children and their families as fellow human beings and of children and their families having right of access to human and physical resources within the centre.
- Children and families have the right to achieve their full potential. We, as staff, enable this by focusing our energies to that end.
- Children thrive when parents, staff and children learn together.
- Having knowledge of each individual child and their family enables us to be responsive to their developmental needs and interests. Through this we facilitate achievement.
- Care and education are inseparable and that we provide an environment in which children and their families thrive alongside each other.
- We need to respect and tolerate each other's differences to make a positive contribution.
- It is important to support children and their families to make appropriate choices and decisions.

Starting at the Centre

When children first begin at the Centre we like to give them a lot of time and attention to ensure that they settle happily into nursery. We have a key person system. This means each child is allocated a named member of staff who takes responsibility for him/her. The key person helps the child to settle into nursery and to manage saying goodbye to parents and carers. They give the child as much time as is required to settle into the new environment and routine. Prior to entering our nursery, the key person will visit the child in the home to help make the transition easier to manage.

Parents are requested to stay with their child until he/she can manage on their own without distress. Some children need support for several days. This time enables parents to gain an overview of the centre and the routine and to get to know staff as well as allowing the child to feel secure enough to learn.

It is fundamental to the child's well-being that parents and staff cooperate during this time. Please speak to us if you have any specific needs and we will do our best to help.

Centre Admissions

To ensure all places are allocated fairly, we adhere to a strict admissions policy which can be viewed on the centre website www.rebeccacheetham.newham.sch.uk

If you are interested in a nursery place, please make contact with the centre to book an appointment for a tour and to place your child's name on the waiting list.

For a three/four year old place you can register your child's name on the waiting list after they are two years old.

If you require a two year old place you can register your child's name on the list after they are one year old.

On the day of your appointment you will need to bring:

- Original copy of your child's birth certificate
- Red Medical book
- 2 proofs of address (no more than 3 months old) preferably a Council Tax bill or Rental Agreement and a utility bill



Attendance

‘Regular school attendance has always been important...Pupils need to attend regularly if they are to take full advantage of the educational opportunities available to them in law. Irregular attendance undermines the educational process and leads to educational disadvantage.’

‘Schools should make it their policy to actively discourage late arrival. A pupil arriving late may seriously disrupt not only his or her continuity of learning but also that of others.’ School Attendance DfEE 1994

When your child is offered a place we expect them to attend regularly and punctually. We ask you to sign a contract stating that you will bring your child to the Centre for the 48 weeks of the year if you are fee paying and 38 weeks for government funded.

Holidays may be applied for using the holiday forms available in the office and given to the head teacher for consideration. However, we urge you to try not to take holidays in school time.

School Action Attendance

- Parents and Carers are asked to phone the nursery by 8.15 for the morning session (8am if your child is extended day) and 12pm for the afternoon session if their child is not able to come to nursery. If parents have not called by the required time Administration staff will make first day calls home where necessary.
- If a child is away from nursery because they are sick, we may ask parents to provide proof that they have been to the doctors or are on medication to help them get better.
- Administration staff record reasons given for absenteeism by parents and enter the appropriate codes in the registers each week and use the communication log to record conversations with parents. Parents/carers are also expected to fill out an absence form upon return for the office records.
- All unexplained absences will be followed up by the Administration staff; if no satisfactory reason is given the absence is recorded as unauthorised. This will affect your child's attendance record.
- If we are concerned about the level of a child's absence, we will discuss this with the parent / carer and set targets for an improvement in attendance. Examples include a high level of sickness, unauthorised absences or a pattern of absences (e.g. – every Friday).
- If attendance does not improve your child will be taken off the register.
- We aim for all children to have a minimum 95% attendance rate.

School Action – Punctuality

- The nursery monitors arrival times.
- At 9.15am & 1.00pm all registers are sent to the nursery office. If a child arrives past these times parents/carers must report to the office to ensure registration and the time and reason for lateness recorded.
- We understand that taking children to other schools means that you cannot always arrive at the start of the morning. However please endeavour, for your child's sake, to arrive as promptly as possible. There should be no reason to arrive late for a PM session.

School Action – Punctuality at the end of the school day

- For any child not collected, staff will phone home to see why the child has not been collected.
- A record of children collected late is kept, along with the time that they were collected.
- The Deputy Head Teacher will meet with parents who are not collecting on time and see if there is any support they need in order to meet their obligations.
- These families will be closely monitored for an improvement in their parental responsibility
- Social Care will be informed of any child not collected within half an hour of the end of the session time **and** we are unable to contact you, or if a child is persistently not collected on time.

We recognise that erratic attendance and poor punctuality may be caused by a deeper problem and, will work closely with parents / carers to ensure that support is given to the child to enable them to take full advantage of their educational opportunities.



Keeping Records

We maintain comprehensive records (photos, written observations and children's work) of your child's development which is recorded in your child's Special Book. We also need and value your observations to ensure that we have a whole picture of your child, both at nursery and home. You will be asked to fill out a Parent's Voice sheet that will help us in this endeavour. Parents are welcome to view your child's Special Book at any time.

After the first six weeks of your child starting at the centre you will be invited to a meeting to discuss how your child has settled into the nursery. Thereafter meetings are arranged with your child's key person twice a year. Staff are always available to talk to you regarding your child's development and daily routines. However if you would like to talk about something confidential or something that is likely to take more than a couple of minutes then please arrange a suitable time.

Your child's record is based upon The Early Years Foundation Stage. All assessments will be passed on to your child's primary school when they leave Rebecca Cheetham Nursery Education and Children's Centre.

Parent's Forum

We have a parent's forum called *Stay and Say* held on the last Wednesday of every month. All parents/carers are invited and encouraged to attend. This is a time when parents discuss nursery/children's centre matters and share their views and make suggestions in order to support the nursery and the centre's development.



Mealtimes

Meal times have a significant place in the daily life of the Centre and staff partake in this experience with your children. At Rebecca Cheetham the children are encouraged to be as independent as is practical.

We operate a policy of healthy eating throughout the Centre. This is reflected in the main meals as well as the snacks that are provided during the day.

Breakfast, lunch and tea are provided for the children who are with us from 8am to 6pm.

Lunch is provided for children on the top up option which needs to be paid for.

All food is freshly cooked on site. We do not provide any processed foods and all meat is halal.

Children are offered oily fish once a week. There is a vegetarian option and fresh vegetables are on offer every day.

If your child has any specific dietary requirements please let us know and we will discuss how we can best accommodate those needs.

Menus are displayed on the door of each room.

Healthy snacks are provided in the classrooms alongside milk and water for all children to help themselves when wanted.

Children's Centre Facilities

The Children's Centres provide easy access to a range of community health services, parenting and family support, outreach services, integrated early education and childcare and links to training and employment opportunities for families with children under 5. They are key to improving outcomes for young children.

At our centre we provide a range of services including our valuable parent/ carer & toddler group, baby group, community group and child minder's network. We have a wide range of activities and sessions for both children and their parents at various times throughout the year and there is something to suit everyone's needs. For more information on what is going on right now please see our activity calendar which is produced four times a year. Alternatively, please check the website for further details.

We have a qualified and effective outreach team who work closely with families who need further targeted support.

Children's learning

In order to create an environment which allows the children to develop as creative, reflective and innovative learners, we believe that young children need:

- Opportunities to play
- A flexible approach to the session.
- Time to play with few interruptions; if children know they have time to pursue activities they will be more motivated to concentrate, persevere and be successful.
- Space, as movement is central to young children's development and learning.
- Opportunities to communicate with others as they investigate or solve problems.
- Opportunities to work independently or in groups.
- Opportunities to enable them to think creatively and imaginatively.
- The ability to express fears or relive anxious experiences in a safe environment.
- Opportunities to take risks and make mistakes.
- Practitioners who support learning through planned play activity, extend and support children's spontaneous play, and extend and develop children's language and communication in their play.
- A wide range of activities and resources to choose both indoors and outdoors.
- To be taught the skills and knowledge to utilise in opportunities to learn independently.
- An environment which is well organised, planned and resourced.
- A setting where all children's experiences are valued and reflected in the environment.
- Consistent, sensitive, caring and challenging adult support.
- Trusting relationships, enjoyable learning, resulting in achieving and receiving positive praise.
- The parents and staff working together to achieve the child's full potential.
- Promotion of a healthy lifestyle.
- To become involved in the wider community to help them make sense of the world in which they live .
- We work within the Early Years Foundation Stage framework.



Children are competent learners from birth and develop and learn in a wide variety of ways. The centre looks carefully at children and families, considers their needs and interest and their stage of development and uses this information to help plan a challenging and enjoyable experience across all the areas of



learning and development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through seven areas of learning and development. Children should mostly develop the three prime areas first. These are:

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

These prime areas are the most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in four specific areas. These are:

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



At Rebecca Cheetham, we strive to expose your children to all seven of these areas in a variety of ways. This is done through the activities we carefully plan and consider and the planned focus tasks we undertake with your children in small groups with the key person. All children are encouraged to engage in these focus activities where the real emphasis is on trying to make the sessions as enjoyable as possible, taking into account the children's unique interests and needs.

Learning at Rebecca Cheetham takes place both indoors and outdoors. As such, children can get dirty and messy as they navigate the plethora of different activities on offer. Please ensure that your child wears appropriate clothing to the nursery; clothing conducive to playing in our mud kitchen, sand pit, water trays and painting areas and that allows them freedom to run around and be active in our outdoor space.

Celebrations and Special Events

We celebrate a number of special events during the year. These will include religious festivals that reflect those followed by families attending the Centre. They include Christian, Hindu, Muslim, and Sikh faiths. We create informative displays in the foyer and like to include parents in sharing these special times.

Educational Visits

Educational visits are important to develop children's understanding of the wider world. Throughout the year occasional short visits are made to the local parks and shops or to deliver letters at the post office etc. We also link longer visits to the learning the children are doing – i.e. visits to City Airport could be linked to transport and Newham City Farm can be linked to animals.



Safeguarding

In order to ensure that your child is supported to make the best possible progress and that you and your child feel safe and secure on the premises, please work with us by respecting the staff, children and other centre users.

Please help us keep all the children safe by observing the guidelines displayed in the foyer of the Centre. e.g. fire points, closing doors etc. We also ask that you do not use your mobile phone in the centre.

If you have concerns about another child's behaviour please talk to a member of staff **not** to the child or their parent / carer. Please don't smack children or tell your child to smack another child. If you communicate with us about your child or any concerns that you may have, we will treat the information confidentially.

If you are unable to collect your child and someone different is going to pick them up, in order to protect them please inform us in advance as we will not allow them to go with anyone we do not know. In the event of a last minute unavoidable delay please telephone and give us the name of the person who will be collecting them and a password to identify them. When that person arrives they will then be asked for their name and the password; only if these correlate with what you have told us, will they be allowed to take the child.

It is important that we have at least two phone numbers at which you can be contacted in case of an emergency.

We cannot be responsible for precious objects at the Centre. Please do not allow your child to bring precious things to school, to avoid distress if they are lost or damaged.

To enable your child to fully enjoy and participate in the nursery provision they need to be dressed suitably. As they become involved in physical and sometimes messy activities it is advisable not to dress your child in special clothes. Sensible shoes with rubber soles are the best footwear for safely taking part in activities.

Please provide spare clothes for your child to be changed into if they have an accident or get wet.

To avoid confusion concerning your child's clothes, please label all items.



Staffing: Who works at Rebecca Cheetham?

We understand how important the people in our centre are to you and your child.

Our staff include a Head Teacher, Deputy Head Teacher, qualified teachers and nursery officers, teaching assistants, outreach workers, family support worker, crèche workers, school business manager and admin staff as well as kitchen & site maintenance staff and volunteers.

Our guiding principle at Rebecca Cheetham is to treat every child as an individual. We start to do this from the very moment you first introduce your child to the nursery setting. With your help we understand their likes, dislikes and developing character and we allocate them to a key person who will help them to settle in and make the most of their nursery days.

Your child's key person will be your main point of contact with the nursery. They will guide you through your child's day and will work with you through such milestones as writing their name or recognising sounds and preparing for the transition to school. A key person helps your child to become familiar with the nursery setting and to feel confident and safe within it. Your child's key person will also work in partnership with other child services and agencies to ensure consistency in care.

You will find a photo display of all members of staff in the foyer of the centre. A staff list is provided in this document.

Rainbow group 2-3 year olds

Rainbow Room are a team of five adults, two nursery officers and three qualified teaching assistants. The adult to child ratios that we strictly follow are one adult to four children. Each child has a key person who supports them throughout their settling in period and continues to build a relationship with them throughout their time in Rainbow. The key person monitors and assesses their key children's progress and development; has regular meetings with the child's parents / carers; spends time with their key children and supports them to extend their learning by planning appropriate learning intentions for them.

Every eight weeks each key person will write a summary of their key child's development which will include information about their interests. Using this information we then plan next steps to develop their learning. Over the next eight weeks every child's progress and learning will be recorded in the form of observations, photographs and learning journeys. The learning journeys will be sent home throughout the eight week block for parents to add any relevant information and for them to gain an understanding of what their child has been doing at nursery. Weekly adult focus activities are planned according to the children's next steps and interests.

We feel it is very important to provide a safe, healthy and learning rich environment for our young children to feel comfortable and confident in, enabling them to grow and develop their full potential.

What parent's say about Rebecca Cheetham.

"I can now return to work, confident that she is in extremely capable hands and is clearly having so much fun."

"We have watched her grow in so many ways and a lot of that is down to your kindness. You have helped our child to become a well-adjusted and confident little girl."

"I noticed my child becoming enthusiastic about learning, particularly about phonics. She proudly told me about the work she was doing and wanted to have lots of conversations about sounds."

"He enjoys every day and looks forward to going."

"The care, attention and education you provide is second to none and we really appreciate it and every day he comes home with some little gem or song he has learnt."

"She is so happy here and constantly speaks about her day at nursery when she comes home."

"Phonics has made a huge impression on him and he enjoys making the sound of initial letters."

"He can now write some of the letters in his name and is keen to point them out whenever he sees them in a word. His confidence is definitely growing too."

"I am very impressed when I realise my daughter speaks English and she knows all the songs from Nursery."

"We appreciate your care. Our son looks very happy when he goes to nursery. I would advise my friends to attend your nursery as we are happy with Rebecca Cheetham Nursery."

"We know that he really enjoys his time with you as he is always talking about his day and gets really excited to come the following day."

