



**Welcome to
Rebecca Cheetham**

Values and Ethos

At Rebecca Cheetham we will commit to:

- Offer a safe and nurturing environment in which children can explore and learn confidently
- Provide interesting, and varied activities that will pique your child's interests and encourage their curiosity
- Celebrate a key person system where our educators know and understand your child and help them make sufficient progress to assist them to become confident when moving to Reception
- Schedule a healthy mix of child initiated learning alongside small group adult-focused tasks that link to all seven areas of learning
- Be transparent in our planning so parents/carers know exactly what children will be learning and what activities are on offer



Curriculum

- We base our curriculum on our own developed

[Learning Aspirations](#)

- * And we also consult **Development Matters** which is the government framework which sets out typical behaviour for each of the ages and stages of development.

[Development Matters link](#)



What a session at Nursery looks like

8:45am - Children begin entering the session (unless already there for breakfast and get involved in a group activity)

9:00am - Adult Focus session - children spend time with their key person and do some learning related to an area of the curriculum <https://docs.google.com/document/d/1lzS5wKsqEXq2HikzUA4mBi9ljf3qkavg/edit>

9:20am - 11:25am - Child Initiated Free Play

11:25am - 11:40am - Adult Focus session - Literacy and Phonics

11:45pm - Home time for sessional children

NOTE: Two year old children follow a purely child initiated session with supported guidance from key person team to support children's progress.

Food at Rebecca Cheetham

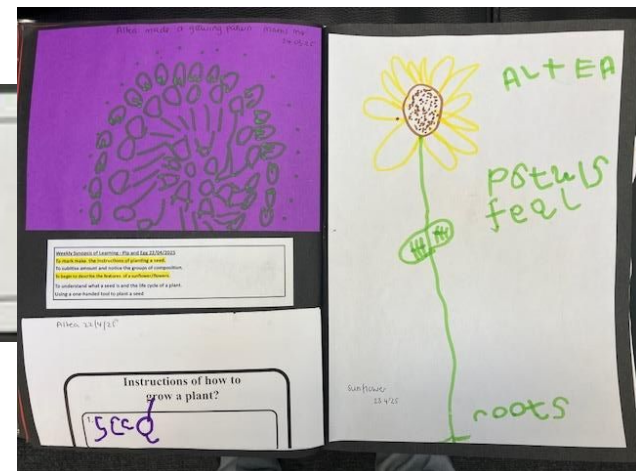
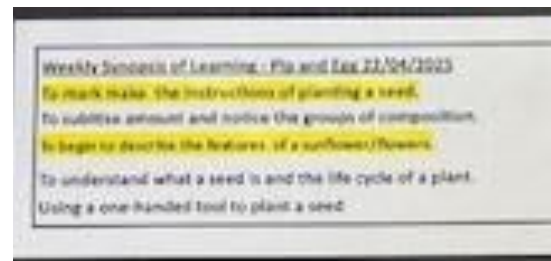
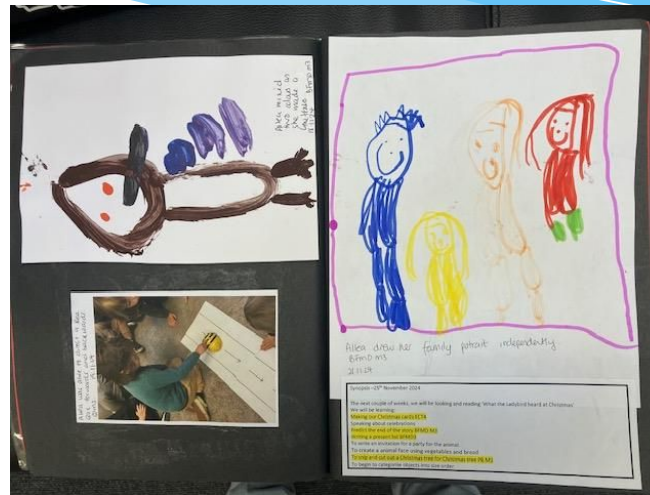
Breakfast, snack and teas are prepared on site.

Lunches are catered for and prepared at Ranelagh Primary School - (this week we are on Week 1)

[Menu](#)

Assessment and Special Books

- Your child has a Special Book where important pieces of work that show how your child is progressing are kept.
- The children have ownership over this book and can contribute to the book whenever they like.



Initial Assessment

Initial Assessment- xxxx has recently celebrated his fourth birthday. He attends nursery three days a week (Tuesday, Wednesday and Thursday). Xxxx can be hesitant to enter the nursery during the morning; once he enters Jeffers room, he is able to seek reassurance from the staff and self-regulate. Within 10 minutes he is typically engaged in self-initiated activity (often building). Xxxx often uses the resources in the maths area. He is able to build complex structures with the heuristic resources, identify different shapes (i.e triangle, square and semi-circle). He is confident to use mathematical language, "You are bigger than me, you are heavier than me", said xxxx to the adult as they discussed and played with the different weights and scales. Xxxx is increasingly interested in complex puzzles. He is able to sort through the pieces and accurately place them, he is also able to recognise when a piece doesn't fit and is able to select other ones. This was demonstrated when xxxx said, "That's the wrong one, try this one". Xxxx is beginning to develop several special friendships in the nursery. These children share similar interests (building, space, monsters and aliens). Xxxx is able to share resources and patiently wait for his turn. He enjoys being one of the oldest children in Jeffers' room and often tries to help the younger children. Xxxx is very vocal and has a brilliant vocabulary and imagination. Xxxx often express himself and his ideas creatively. He can often be found drawing. His pictures are extensive and are becoming increasingly detailed. His chosen subject matter is often, space or 'monsters'. Xxxx is able to copy some of the letters of his name (whilst looking at his name card). Xxxx often choses to access the reading areas in the nursery. He has several favourite books, on of his current favourites is 'Ravi's Roar'. "Ravi's small in his family, I'm four and small in my family", explained xxxx to his key person. He is able to hold books correctly and turn each of the individual pages. Xxxx enjoys playing turn taking games and will often take his key persons hands and say, "Let's play tennis!". Xxxx is determined and has great levels of perseverance, he will continually try to hit the ball and is clearly delighted when he manages it, "Look I hit it over there, run and get it". Xxxx is able to wash and dry his hands, with minimal adult help. Xxxx is toilet trained and is able to use the toilets independently at nursery.

Make sure you accept the link sent to your email for Evidence Me!
(no-reply@evidence me)

Observations



Child Observation Sheet

Alma Allen- Rodriguez
01 September 23 - 16 September 25

Date: 15 May 25

Make sure you accept the link sent
to your email for Evidence Me!
(no-reply@evidence me)



Notes

WOW MOMENT

Alma used her mark making skills to write her name.

Alma was offered her name card for guidance, and wrote with great letter formation. [Well done!](#)

Observed By

Julie Rickard

Aspects contributed to by this experience:

- Show a preference for a dominant hand.
Development Matters (2021 edition) > Physical development > 3-4 Years
- Use a comfortable grip with good control when holding pens and pencils.
Development Matters (2021 edition) > Physical development > 3-4 Years
- Write some letters accurately
Development Matters (2021 edition) > Literacy > 3-4 Years
- Write some or all of their name
Development Matters (2021 edition) > Literacy > 3-4 Years

Parent Consultations

- * We will offer a one to one meeting with you twice a year in order to talk about your child's development.
- * If you have concerns or queries throughout the year you are welcome to make an appointment with your child's key worker at any point in the year. Please make an appointment with the front office or with the key person directly.

Parent Offer

Parent Forum - Primary school places

[Primary School Places flyer 2025](#)

Parent Partnership Working Group

School of Family Events

[School of Family - Wellbeing](#)

Support Development at Home

[Rebecca Cheetham Nursery & Children's Centre - Supporting your child at home](#)

Sports Day

[Rebecca Cheetham Sports Day 2024](#)

Educational Visits and Forest School

[Rebecca Cheetham Places of Worship Educational Visit](#)

Children Centre activities

[STRATFORD AND WEST HAM CHILDREN'S CENTRE SESSIONAL TIMETABLE](#)

Protected Times



PROTECTED

9:00am – 9:20am

11:25am – 11:40am

1:00pm – 1:20pm

3:25pm – 3:40pm

Collection

It is important to collect your children on time. It can be difficult for children to see other children leaving whilst they are being left behind. Children respond well to routine.

A reminder that children that are contracted to 6:00pm, the contracted pick-up time is 5:50pm, allowing a ten minute buffer until 6:00pm. Our teams are contracted to work until 6:00pm and we need to be able to send them home to their own families and out of work responsibilities.


Late pick-ups will usually incur late fees.

Home School Agreement

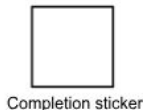
- Understand that the nursery focuses on meaningful interactions with children and does not provide daily reports or feedback unless there is a need.
- Not worry about clothes getting a bit of paint on them or muddy sometimes.
- Understand that it is the nursery's policy for children to have free flow access to the outdoors in all types of weather.

Exciting Initiatives to join!

We host a plethora of events that we would love you to join!

- * Our educational visits- last year we visited places of worship, the seaside and Wigmore Hall.
- * Our  events are very popular. Look out for this logo! We have hosted World Book Day Costume Making workshops, Science Day, Sports Day, and Parent Forum sessions with a play session in the classroom afterwards.
- * The Environmental Educational Sustainable Citizenship Award
- * Parent Partnership Group

Exciting Initiatives to join!



I-CARE STATEMENTS TO SUPPORT THE OMEP-UK ENVIRONMENTAL EDUCATIONAL
SUSTAINABLE CITIZENSHIP AWARD

PARENT/CARER EVIDENCE SHEET

CHILD'S NAME: _____

SOCIAL AND CULTURAL

"I CARE" STATEMENT	ACTIVITY / SUGGESTION	DATE AND DETAIL
I care about other children and share a snack with a friend.	Provide opportunities for children to eat together and share a conversation.	
I care for myself and say; "No thank you" when I do not need help.	Support children to be independent and be able to say 'no thank you' to offered help.	

DESIGN YOUR RIGHTS MASCOT



COMPETITION

WE ARE LOOKING FOR A MASCOT DESIGNED BY ONE OF OUR CHILDREN TO HELP US WHEN DISCUSSING OUR CHILDREN'S RIGHTS AS WE EMBARK ON OUR JOURNEY FOR THE GOLD MARK FOR THE RIGHTS RESPECTING SCHOOL AWARD. THE WINNING ENTRY WILL BE DEVELOPED INTO A PLUSH TOY THAT ALL THE CLASSROOMS WILL USE DURING OUR WORK ON CHILDREN'S RIGHTS!



YOUR CHILD COULD
BE THE WINNING
DESIGNER

FOR FURTHER INFORMATION PLEASE SPEAK TO FARHANA OR THE FRONT OFFICE TEAM.

Absence and holidays

- * Call the school office and tell someone about your child's absence on the day. We need to know where children are every day they are meant to be with us.
- * If you are going on holidays where your child is missing from nursery, please provide us with some evidence about the holiday. We have a legal duty of care with the Local Authority for Children Missing in Education.

Questions?

