St Francis’ Nursery Unit

Welcome Booklet

Child’s Name:

Teacher:

Assistant:

Visit Date: (2.15-2.45p.m.)

Start Date:
General Information

School Principal

- Miss Orla O’Dowd BEd, MEd, PQH

Vice Principal

- Miss Marie Rice BSc, PGCE, MEd, PQH

Nursery Teaching Staff

- Mrs Anne-Marie Mc Neice, (Bachelor of Education, Master of Early Years Education, High-Scope Cert.)
  - Nursery Teacher / Early Years Co-ordinator

- Miss Shauna Harvey (Bachelor of Education)
  - Nursery Teacher

- Mrs Ciara Grew (Bachelor of Education, DASE)
  - Nursery Teacher

Nursery Assistants

- Mrs Lynda Mallon (NNEB Diploma, CACHE Advanced Diploma)

- Mrs Siobhan Murtagh (CACHE Diploma)

- Mrs Corrina Creaney (CACHE Diploma)

School Telephone Number
0283832316

School Website Address
www.stfrancisps.co.uk

Introduction

Welcome to St. Francis’ Nursery Unit. We look forward to meeting you and your child and forming a working partnership with you over the next school year.

Our Nursery Unit comprises of a three classroom Nursery Unit. We are an educational setting where our aim is to provide a secure, happy learning environment, where the needs of your child are paramount. We provide a stimulating and challenging curriculum to promote the holistic development of your child, so that he/she will develop to his/her full potential.

Mission Statement

“In our school we are all friends who play, work and learn together so that St Francis’ will be a memorable stepping stone through life’s journey”.
Admissions & Settling – In Policy

We in St Francis Nursery Unit, recognise that the transition from home to Nursery for most children probably represents the first significant step from total parental care and education, to being cared for and educated in a pre-school setting. As such, in our Nursery classes we aim to build on the child’s experiences of love and care in a warm, secure and happy learning environment. We recognise that each child is unique, with his/her own personality, experiences and needs. We find that each individual child copes with the transition from home to Nursery differently.

Procedures

The children will be allocated a teacher by dividing the new intake randomly among the three teachers, as far as possible ensuring an even mix of age, gender, Special Needs and needs such as those attending Speech Therapy in each class.

The children will come to the Nursery in June for a half an hour visit to meet his/her teacher and assistant and play with the resources and other children.

In September the children are taken into Nursery in small groups. This gives each child and his/her parent(s) time to settle into Nursery and form a bond with staff, other children and parents and so integrate into the Nursery community. This time gives staff the opportunity to get to know each child individually and so cater for each child’s settling-in needs.

The length of time the children stay each day in Nursery will be increased over a period of four weeks.

If a child is experiencing problems settling into Nursery, the time he/she will stay in Nursery will be shortened to accommodate the child’s needs. We believe that the needs of the child are paramount during the Settling-In period.
Settling - In Timetable

**Week One**
Children will stay from *9am to 11am* for one week. However, if a child is having difficulty settling-in, the teachers will use their professional discretion in extending this timetable for however long is necessary. Times will be shortened or extended depending on the needs of each individual child.

**Week Two**
The children will stay from *9am to 11.30pm*

**Week Three**
The children will stay from *9am to 12.30 pm* and will have dinner.

**Week Four**
The children will stay for a full day from *9am to 1.30-1.45pm* and will experience the full Nursery day.

As stated above, these times may vary to suit the individual Settling-In needs of each child. Times will be discussed with parents to ensure that each child receives the happiest possible start to their education in St Francis.

As the Education and Training Inspectorate states it is important to remember that it is not the length of the pre-school day but the quality of the learning that matters.
THE PRE-SCHOOL CURRICULUM

By the time your child enters Nursery, they will already have had a wide range of experiences and have developed in a number of ways. In St Francis’ Nursery Unit we aim to build upon and develop these experiences and so we plan a curriculum, which provides your child with a rich variety of play activities and other experiences in a stimulating and challenging environment. Our curriculum is divided into six areas. Religion also plays an important role in the Nursery.

**Personal, Social & Emotional Development**

This area of learning is of the utmost importance for young children in all aspects of their lives. Within the warm, secure environment of the Nursery we encourage the children to gain confidence in what they do and develop their self-esteem. Through activities, conversations and example, they learn acceptable ways to express their own feelings of anger and frustration and to have respect for the feelings of others. We encourage the children to become more independent, to accept responsibility for themselves and for the equipment that they use. Through activities they will be encouraged to develop their concentration and perseverance.

**Physical Development & Movement**

A range of equipment both indoors and outdoors is used to develop the children’s self-confidence, self-awareness and enjoyment in the use and development of their own bodily skills. Fine motor skills are developed as children learn to use and handle small objects and tools (such as scissors, pens, brushes etc.) with increasing control and precision. The children’s gross motor skills will be enhanced as they climb, balance, jump, ride, throw and catch etc. The children enjoy physical play and it is also an ideal time to develop social skills as they co-operate with each other and show consideration for each other.

**Language Development**

Language development is an integral part of the curriculum. In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening. On a daily basis the children are given the opportunity to listen to, respond to and join in with stories, songs and rhymes. The Book Area gives the children the opportunity to look at books individually or with their friends and to be able to learn how to handle them appropriately, to develop a love of books and become aware of their uses as a source of pleasure and information. The children are helped to understand that written symbols carry meaning and they are given the opportunity to experiment with writing in their play i.e. making shopping lists, writing menus, filling out forms, making cards etc.
**Early Mathematical Experiences**

During their time at Nursery the children will experience a range of activities that will develop their skills in sorting, matching, counting, ordering and sequencing which form the basis for early mathematics. On a daily basis they will hear and be encouraged to use mathematical vocabulary, identifying objects by shape, size, colour, position, number etc. Rhymes, songs, stories and incidental occurrences during the day are all used to help the children develop mathematical concepts. They will be given the opportunity to explore and investigate the properties of materials, solve problems that arise in play and talk about their experiences and findings with others.

**The Arts**

Creative play is about making new things, taking risks and experimenting, coming up with new ideas, solving problems and coping with uncertainty. Children are given the opportunities to work with a wide range of materials, both natural and man-made which helps them to experiment with colour, shape and texture. The children are encouraged to express their ideas and feelings through painting, drawing, making models and moulding or shaping with clay or dough. They will see their work displayed and valued by children and adults. The children will join in with and respond to music and stories and there are many opportunities for imaginative role-play and dressing up, both individually and in-group situations.

**The World Around Us**

Children have a natural curiosity and enthusiasm about the world around them and often ask questions about their environment and the people they meet. At the Nursery the children are given the opportunity to investigate and explore a wide range of topics, such as: Myself, Healthy Eating, People Who Help Us, Mini beasts, The Farm, the seasons, weather etc. Through discussion, use of their senses and making things, the children acquire more knowledge and understanding of the world around them. The children are given plenty of opportunities to learn about and experiment with sand, water, clay, magnets etc. and they will begin to develop skills and concepts in observation, experimentation and free exploration of their surroundings. The Nursery curriculum seeks to extend these skills and concepts through careful interaction and discussion with adults.

Books, pictures, posters and photographs are also used to let the children learn about themselves, their environment and how things work. Topics such as: mini beasts, animals and transport, etc. take account of a child's natural curiosity and with help and guidance they are encouraged to care for and respect all living things.
Observation and Assessment

Our assessment of the children’s learning and development is based on day-day observations of, and interactions, with the children in a range of situations. These observations allow us to learn about the children’s interests, strengths and areas of development. The information we gather is essential when deciding how the children’s learning can be taken forward, both individually and collectively. Well-planned, regular and skilled observations of the children’s play and language ensures that, over time, an accurate picture emerges of the progress your child is making in each area of learning. The information gathered includes details on your child’s strengths, areas where he/she may need additional support or opportunities to learn, and what action is to be taken.

Our assessment process includes sharing the information with you the parents. This is often done informally on a daily basis. We hold two possible parent/teacher meetings throughout your child’s year in the Nursery:

- In November a “Settling-In” report is discussed.
- In February/March a general discussion on your child’s progress will take place.
- In June, a “Transition” report will be passed to you and your child’s Primary 1 teacher based on the information in your child’s profile. This is a general report and is a summary of your child’s development to date.

Special Educational Needs

The term “Special Educational Needs” refers to a child who has a learning difficulty that calls for special educational provision to be made for him/her. Some of the difficulties that young children experience are temporary and will be resolved as they develop. Others will have difficulties that are long term and will require additional support to ensure that they make progress.

We also take account of those children who need to have their learning challenged and extended beyond what is normally provided in Nursery settings, but do not fall into the category of having Special Educational Needs. We aim to identify early any difficulties that a child is experiencing. From the earliest stage we consult with the parents of a child who is experiencing difficulties.

It is our policy to draw up “Personalised Education Plans”, known as PLP’s to meet such children’s needs or to identify appropriate support during play and other planned activities. These plans are reviewed and discussed with the parents/guardians regularly.
## Nursery Daily Routine

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9am – 9.10am</td>
<td>Staggered Intake</td>
</tr>
<tr>
<td>9am – 9.15am</td>
<td>Whole Group Greeting Time</td>
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<td></td>
<td>Songs &amp; Rhymes, Prayers &amp; WALT</td>
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<tr>
<td>9.15am-10.30am</td>
<td>Indoor Play</td>
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<tr>
<td></td>
<td>Snack on going</td>
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<tr>
<td></td>
<td>Tidy Up Time</td>
</tr>
<tr>
<td>10.30am -11.20 am</td>
<td>Outdoor Play</td>
</tr>
<tr>
<td></td>
<td>Weather Permitting</td>
</tr>
<tr>
<td>11.20am – 11.30am</td>
<td>Tidy Up Time</td>
</tr>
<tr>
<td></td>
<td>Toileting &amp; handwashing</td>
</tr>
<tr>
<td></td>
<td>Table Setting</td>
</tr>
<tr>
<td>11.30am – 11.50am</td>
<td>Whole Group Time</td>
</tr>
<tr>
<td></td>
<td>Songs, Rhymes &amp; Story</td>
</tr>
<tr>
<td>11.50 am – 12.30pm</td>
<td>Dinner</td>
</tr>
<tr>
<td>12.30pm -12.40pm</td>
<td>(Whole Group Time to allow room to be cleaned and set up after dinner and to ensure correct adult ratios)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Circle Time</td>
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<tr>
<td>Tuesday</td>
<td>Music Express</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Music &amp; Movement</td>
</tr>
<tr>
<td>Thursday</td>
<td>Language Activity (e.g. Rhyming games/ Sound Discrimination Games)</td>
</tr>
<tr>
<td>Friday</td>
<td>Songs &amp; Rhymes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.40pm – 1.20pm</td>
<td>Free Indoor or Outdoor Play – Dependent on the weather</td>
</tr>
<tr>
<td>1.20pm-1.30pm</td>
<td>Tidy Up Time</td>
</tr>
<tr>
<td>1.30pm - 1.45pm</td>
<td>Staggered Home-time</td>
</tr>
<tr>
<td></td>
<td>Songs/Rhymes</td>
</tr>
<tr>
<td></td>
<td>Music and Movement</td>
</tr>
</tbody>
</table>
Dinner, Packed Lunch and Snack

Dinner
Our Nursery Unit has always encouraged children in our policy documentation to eat a school dinner and that continues to be the case. We believe that good eating habits, table etiquette, manners and socialisation skills are learned at this early stage in children's lives. It is also noteworthy that children who have an early aversion to some important food groups such as vegetables can be persuaded to enjoy them as they sit with others who are doing precisely this.

- Dinner Money: Currently £2.50 per day. You will be informed of any changes before your child stays for dinner.
- All dinner money should be paid on a **MONDAY** morning.
- Please use an envelope for this purpose – clearly labelled. Envelopes will be available on your child's visit at a cost of approximately £3.
- Should your child be absent, dinner money will be carried over to the next week.
- If you are entitled to free dinners, please obtain a form from the school secretary as soon as possible.

Packed Lunch
If you wish your child to take a packed lunch, we suggest a well balanced healthy meal such as:

- Sandwiches/bread (which should be wrapped in tinfoil or a snappy bag so your child is able to open it easily)
- A plain biscuit
- A piece of fruit or yoghurt for dessert (spoon for yoghurt – to be labelled)
- A choice of water or milk to drink will be supplied by the Nursery
- To avoid upset among these young children and to promote healthy eating please do not give your child crisps, sweets, chocolate bars, chocolate biscuits or fizzy drinks for his/her lunch.
- Please choose a lunch box which is easy for your child to open and close. It should be labelled.

**No nuts or nut spread to ensure the safety of any child with an allergy.**

Snack / Nursery Funds
- We provide a healthy nutritious snack each morning
- Snack/Nursery Funds is £2 per week
- This money is used to buy snack, replace broken resources and ripped books and to purchase any spontaneous resources that are required over the course of the year. This money is used for the benefit of your child.
**Uniform**
Our uniform is supplied by J&R Clothing/Fashions, 3, North Street, Lurgan and Noel Campbell’s North Street, Lurgan.

**Girls and boys must wear:**
- Blue sweatshirt (with embroidered logo)
- Light blue polo shirt (with embroidered logo)
- Black jogging bottoms
- Black Velcro shoes – Laced shoes are not permitted

**Important**
- All children in Nursery must wear jogging bottoms
- Skirts and trousers are not to be worn
- Black shoes must be worn throughout the whole year – even during the summer months. We find sandals and trainers are unsafe and unsuitable for outdoor play.
- Summer dresses are not to be worn for safety reasons on outdoor equipment. Black shorts can be purchased from the above suppliers.

**TIPS TO HELP MAKE THE TRANSITION FROM HOME TO NURSERY EASIER FOR YOUR CHILD**

**Toileting and Dressing**
- At school, your child will be expected to know when he/she needs to use the toilet, and be able to pull up his/her own pants, wipe his/her bottom, flush the toilet and wash his/her hands. Practise skills like getting dressed and changing clothes. Velcro is easier than laces.

**Meal Times**
- Being able to use a knife and fork and take foil tops off things like yoghurts means he/she will be able to cope with snack and dinnertime.

**Sharing**
- It’s important that children can work together. When friends come round, encourage turn-taking and sharing games, and resolve quarrels by negotiation and comprise.

**Talking and Listening**
- Listening is essential at Nursery, so get him/her to contribute and listen to others. Encourage language skills by asking open-ended questions, such as: “What did you like most about that story?”

**Storytime**
- Children love recognising familiar stories or repeated rhymes. Reading stimulates their imaginations, so ask questions about the story and get him/her to predict what will happen next.
**Drawing**
- Encourage your child to hold and use different writing tools correctly and to do lots of drawing and painting.

**Concentration**
- Memory games and jigsaw puzzles encourage concentration. He/she should be able to follow simple instructions like: “Please get your shoes from upstairs, and put them on”.

**Be Creative**
- Get your child used to being creative by introducing him/her to things like scissors, glue, paint, crayons and play-dough. Use puppets, build things out of boxes, and play charades or role-play – you could even make tunes with saucepans!

**Physical Fun**
- If he/she is encouraged to take part in physical activity from a young age, it means he/she is more likely to enjoy sport when he/she is older. Encourage jumping, hopping, and skipping and running. Include ball games, dancing, climbing and bike riding to prepare children for gym and other outdoor activity sessions.
Nursery Policies

We have a range of Nursery policies on our school website and paper copies in the Welcome Room in the main Nursery building. Please take a look!

The policies below are very important and you will be asked to sign that you have read and understood them at your child's visit.

Toileting & Intimate Care Policy

All children who come to Nursery MUST* be fully toilet trained before they start in our setting.

Toilet Trained means:
Being aware of the need to go to the toilet and being fully independent at using the toilet as follows:
- Going into the toilet cubicle
- Pulling down trousers and underwear
- Using the toilet
- Cleaning his/herself (wet/soil)
- Flushing the toilet
- Pulling up clothes
- Washing and drying hands

In terms of intimate care, Nursery staff will always work openly with the children, treating all children equally with respect and dignity. Staff will gain permission from the child before any changing occurs. Physical contact with the children will be appropriate to their needs. Staff realise that children of Nursery age need to be reassured when toileting accidents occur and this is done with the utmost respect for the child, reflecting the needs of the child at that particular time.

Parents are issued with a change of clothing permission slip which must be signed at the start of the year if they wish their child to be changed or not to be changed under any circumstances.

Procedures When Toileting Accidents Occur:

- Each child is provided with a changing bag hanging on his/her coat hook which must contain a full change of clothes. Your child will only be changed if a full change of clothes is in your child’s bag. Otherwise you will be contacted to collect your child.
- If a child needs the help of a member of the Nursery staff to change his/her clothing, one adult will gain permission to help freshen up and change the child in the toilet area, with the door open so that a second
adult can observe but still maintain privacy for the child. A third member of staff will supervise the rest of the class.

- Every change of clothing and toilet accident is recorded by staff, stating the date, the child’s name, the reason for the change of clothing, the garments changed and the areas freshened/cleaned up. The staffing arrangements at the time of the change are recorded.
- Should a child accidentally wet him/herself during the day, it is our policy to freshen up the child and change the child’s clothing, with as little fuss and embarrassment to the child as possible.
- Should the same child have a second wetting accident, after being changed on the same day, we will change the child again if clothing is available but the parent will be contacted and must collect the child from Nursery, in case the child is unwell.
- Should a child be sick or soiled, he/she will be changed and you will be contacted and must collect the child and take him/her home as soon as possible.
- It is rare that a child would object to being changed but if he/she does not wish to be changed and is too upset, we will respect his/her wishes and a parent will be contacted.
- **If your child has a total of 3 wetting/soiling accidents over a period of two weeks you will be asked to keep your child at home until he/she is fully toilet trained.**
- If your child is experiencing toileting issues please let the school know which professional is working with them on the matter e.g. Health Visitor, GP, incontinence clinic etc... and we will endeavour to support the child and parents as best we can. However, in the absence of one to one assistance to help with toileting and accidents, the child with toileting issues will be kept on a shortened day, going home at 11.30am.
- If your child requires medicine such as Movicol for general bowel issues, you will be asked to keep your child at home until they no longer require it. Such medicines should be given after school.

*UNLESS THERE IS A MEDICAL NEED AS DIAGNOSED BY A DOCTOR WITH WRITTEN INFORMATION TO CONFIRM THIS*

**Positive Behaviour Policy**

Pastoral care is at its most effective when it is all pervasive and fully integrated into the school’s daily routines, its curriculum and its extra-curricular activities. We the staff of St Francis’ Nursery Unit are concerned for the personal, social and emotional development of all the children in our care, regardless of their age or ability. We wish to develop the children as individuals who are happy, successful and fully participating members of the Nursery, the school and its wider community.

It is our intention to provide a setting which promotes the moral, intellectual, personal, social and emotional development of all its children, where they will feel secure, free from emotional and physical harm and are able to discuss their interests and voice their fears and concerns in a safe environment. It is for these
reasons that it is important for St Francis' Nursery Unit to implement a positive behaviour policy; where the children’s self-confidence and self-esteem are promoted; where good behaviour is rewarded and incidents of inappropriate behaviour are dealt with appropriately.

**Promoting Positive Behaviour**

Positive behavior strategies need to be appropriate to the age and stage of the young child’s development. They are the keys to a happy and thriving Nursery environment and are the pre-requisite to quality teaching and learning. Inappropriate behaviour within the setting disrupts not only the personal development of the child involved, but may also deprive the other children of their right to be educated in a safe and secure learning environment. Good behaviour is that conduct which assists the setting in filling its function of providing a high quality experience for all the children. This policy outlines a system of rewards, rules and sanctions that are the reasonable expectations that the setting holds in terms of behaviour. It aims to cultivate in the children an awareness that they are responsible for the consequences of their own actions. In so doing we hope to encourage mutual respect for the needs and aspirations of all within the setting, as well as fostering respect for the school environment and the wider community.

**Aims**

1. To create a secure and orderly school community based on Christian principles and values, which allow each child to fully develop his/her potential personally, socially, emotionally, spiritually and intellectually.
2. To create an appropriate environment that is conducive to learning.
3. To foster mutual respect among the whole school community—children, teachers, assistants and all other adults.
4. To promote good behaviour through encouragement and praise.
5. To ensure the consistent application of the Nursery rules.
6. To encourage personal development, self-discipline, self-respect and self-worth, that will in turn lead to respect for others and proper regard for authority.
7. To promote responsible attitudes and values for life.
8. To foster respect for the setting’s property and the property of others.
9. To make our Nursery Unit a safe, happy, caring environment for all our children where learning and development will not be affected by inappropriate behaviour.

**Rules**

Rules are implemented in our Nursery are made to ensure the safety and wellbeing of all our children.

Within the Nursery we emphasise the “**Good Things We Do in Nursery**”.

**Inside & Outside**

1. Always Listen to the Teachers
2. Share & Take Turns
3. Use Kind Hands
4. Play Safely
5. Tidy up
6. Use Quiet Indoor Voices

**Mat Rules**
1. Eyes Watching
2. Ears Listening
3. Lips Closed
4. Hands are still
5. Feet are very quiet

**Procedures**

At all times the Nursery staff aim to be consistent, fair and firm in our response to the children. We try to make them aware of how others feel and the need for an acceptable standard of behaviour. While the staff make it clear to the children that negative and unsociable behaviour is unacceptable, much more time is spent on the praise and reinforcement of positive behaviour.

In Nursery it is our policy to encourage effort and achievement and to positively promote good behaviour by developing a system of praise and rewards. These include:
1. A quiet word and encouraging smile
2. The use of stickers on jumpers and work
3. All children’s symbols starting the day on The Happy Face Chart
4. Sending home “Bessie Bear” with the children who have behaved really well and worked hard through the week
5. Visits to other Nursery classes, the Vice-Principal or Principal for praise

**Procedures used when inappropriate behaviour occurs**

1. Staff intervene if a child displays unacceptable behaviour, talks him/her through it and encourages the child to act positively.
2. If the child continues to behave inappropriately or in a very boisterous manner, he/she will either:
   - Be withdrawn from the activity to another
   - Have his/her symbol removed from the Happy Face Chart for a short period or until the behavior improves or,
   - Sit on the “Thinking Chair” for 3 or 4 minutes to calm down and think about his/her behaviour

The staff will use their professional judgement, according to each individual child’s needs, to determine which of the above actions will be taken. Parents will be informed of all such actions on that day.

3. With very serious destructive, violent or continuous disruptive behaviour the child involved will be taken into the other Nursery class, where the teacher will have a word with the child about his/her behaviour.
4. In some cases, it is necessary to use an individualised behaviour programme, which will be used at home and in school.

5. In extreme cases, such as a child being violent or abusive towards another child or member of staff, an incident report will be written for the child in question and will be dealt with accordingly by the Principal or Vice Principal.

6. In extreme cases you will be called by the Principal to collect your child from Nursery.

7. It is our policy that any child displaying regular inappropriate behaviour will have the time they stay in Nursery shortened until the behaviour improves. This is particularly relevant when the children first start Nursery.

At all times, the staff will use their professional judgement in deciding what is in the best interests of the child.

**Role of Parents**

Our staggered intake time in the mornings and the staggered home-time period enable the staff time to speak to parents and care givers about each child’s progress and behaviour on a daily basis. It is the role of each parent to support and reinforce the efforts of the staff in establishing and maintaining acceptable standards of behaviour.

**Conclusion**

We, the staff of St Francis’ Nursery Unit, will endeavour to promote good behaviour. We believe that a positive approach to discipline, a strong Catholic Ethos and a family approach to Pastoral Care will provide an atmosphere and setting in which each child can fulfil his/her potential.

**Medical Information**

- Please ensure that we have all relevant medical information regarding your child.
- Do not send medicines to school, the only exceptions being inhalers for asthma and medication for children with specific medical conditions, who have one to one assistance for this reason.
- If your child has asthma, it will be expected that he/she knows how to use his/her inhaler. Staff will assist but it will be expected that we have written confirmation from your child’s doctor with regards dosage and frequency of use of the inhaler.
- Should your child feel unwell prior to coming to Nursery or through the night, please keep him/her at home until he/she is fully better. It is up to the parent, not the child to determine whether he/she is well enough to attend school or not. Experience has shown that children who are unwell but say they want to come to school, are often overwhelmed when they arrive there. A child who is unwell will not learn effectively and will demand an undue amount of attention from staff which is unfair on the other children.
- Should your child appear to have head lice, conjunctivitis or any other contagious infections, please consult your Pharmacist or Doctor for
treatment as soon as possible and keep your child at home until he/she is fully better to avoid the spread of infection and re-infection of the children.

- Should your child have Chicken Pox, we ask that he/she is kept off school for five days after the last spot is crusted over.
- With diarrhea and/or vomiting, please keep your child off Nursery for 48 hours from the last episode of diarrhea or vomiting.
- Please refer to our Exclusion Periods & Infection Control Policy on the school website for further information on illness’ and the period of time required to keep your child off school.

**General Information**

**Photographs and Video Recordings**

- Throughout the year we take photographs of the children at play and at specific events and outings. These are displayed in the setting, on the school website and See Saw for the children and their families to view and talk about.
- You will be asked to sign a permission slip to permit us to photograph and film your child if he/she so wishes.

**Internet Use and Leaving School Grounds**

- At different times throughout the year it is necessary for us to take your child off the school grounds for example, to go on the sponsored toddle for Trocaire. We require you to sign a permission slip for this purpose.
- We also require signed permission for your child to use the Internet with supervision in the setting.

**Contact Numbers**

- It is most important that at least TWO telephone numbers are left with the school in case of an emergency. If mobile phone numbers are given as contact numbers, please ensure that the mobiles are turned on.
- Please remember to inform the school in the event of change of address or telephone number.

**Safety**

- We ask you not to send toys/jewellery/watches to school.
- Stud earrings are the only earrings permitted.

**Symbols and Post boxes**

- Each child will be allocated a pictorial symbol to represent his/her name. These are placed on your child’s coat hanger and post box, as well as being used for other purposes throughout the year, such as on the snack board and for labelling paintings.
- Please help your child to identify and remember his/her symbol. Each child should check his/her post box every day for drawings, paintings and parental letters and information. Please encourage your child to use this area independently.
A Day in the Life of the Under Fives

Oh what a busy day. I’ve been playing with the dough
And with a little help upon a card, I’ve even learnt to sew.
I’ve helped my friend ‘nurse Sarah’ perform an operation
Then fixed the track together for my train and built a station.
I popped inside the home corner to make a cup of tea
And stood beside the cooker making lunch for 23.
I completed three whole jigsaws and played a new board game
And had a turn on all the bikes, the slide and climbing frame.
I handed round the biscuits at milk and biscuit time
Then I listened to a story and sang a Nursery rhyme.
But now the day is over and the mummies are all waiting
I hope my mother doesn’t say “Oh darling, where’s your painting?”