



Jack and Jill Nursery Prospectus 2025

Visit our website at www.jackandjillnursery.org.uk



The Jack and Jill Nursery

Winchester Road,
Ash,
Surrey,
GU12 6SX

01252 319595

info@jajn.org.uk

Jack and Jill Nursery Group Ltd

We have been running for over 30 years and we have been in our current location since 2002. We serve our local community of Ash and Ash Vale, as well as surrounding areas such as Tongham, Aldershot, Normandy and Mytchett.

We know how important your child is and aim to deliver the highest quality of care and early education to help them to achieve their full potential.

This prospectus aims to provide you with an introduction to the Jack and Jill Nursery, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. This should be read alongside our Childcare Terms and Conditions for a full description of our services.

Setting Name: **Jack & Jill Nursery**

Setting Address: **Winchester Road, Ash, Surrey. GU12 6SX**

Telephone: **01252 319595**

Email: info@jajn.org.uk

The Jack & Jill Nursery Group Ltd. trades as a Private Limited Company. Our Company number is **4362472**. Our Ofsted registration number is 120076. Our latest Ofsted inspection was 30/06/2023 where we were rated 'Good' in all areas.

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OUR SETTING VALUES AND ETHOS

- We aim to provide an inspiring, fun, caring and secure environment for integrated early education and childcare for children aged 2 to 5 years old: through play based, exploratory and child led learning.
- With this environment we aim to develop each individual child to reach their full potential by giving them the building blocks to scaffold their learning.
- We aim to help children develop their emotional well-being by feeling safe within our warm, loving and nurturing setting to assist them to become effective learners.
- We value and respect parents, and we aim to work together to build a long lasting partnership to help the development of each child at all levels.
- Our aim is that all children will experience, daily, all areas of our curriculum. Using both the indoor and outdoor environments to develop, learn, thrive and have adventures.
- Our aim is to offer children and their parents a service that promotes equality and values diversity.

PARENTS

Within our setting parents are:

- Valued and respected
- Kept informed
- Consulted
- Involved and included at all levels.

CHILDREN'S DEVELOPMENT AND LEARNING

We aim to ensure that each child:

- Is valued as an individual
- Is in a safe and stimulating environment
- Is given generous care and attention
- Is helped to take forward their learning and development by building on what they already know and can do
- Is provided with a tailored curriculum that works towards approved learning outcomes
- Is given the opportunity to develop key learning skills such as listening, speaking, concentration, persistence and learning to work together and cooperate with other children
- Is offered stimulating experiences, opportunities & activities enabling them to learn and advance
- Has the chance to join with other children and adults to live, play, work and learn together
- Has a personal key person who makes sure they make progress appropriately
- Is in a setting that sees parents as partners in helping children to learn and develop.
- Is in a setting that actively promotes, inclusion, equality of opportunities and values diversity for all children and their families.

THE EARLY YEARS FOUNDATION STAGE (EYFS)

The EYFS (https://assets.publishing.service.gov.uk/media/687105a381dd8f70f5de3ea9/EYFS_framework_for_group_and_school_based_providers.pdf) is the mandatory framework for all Ofsted registered childcare providers and schools caring for children from birth to the end of the academic year in which a child has their fifth birthday.

Our provision for the development and learning of children from birth to 5 years is guided by this framework. Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage (DfE 2025):

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

HOW WE PROVIDE FOR DEVELOPMENT AND LEARNING

Children start to learn about the world around them from the moment they are born.

The care and education offered by our setting helps children to continue to do this by providing all the children with interesting activities that are appropriate for their age and stage of development in a play-based environment.

The Areas of Development and Learning comprise of:

PRIME AREAS

- Communication and language
- Physical development
- Personal, social and emotional development

SPECIFIC AREAS

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

In our setting we use Blossom Educational based on Birth to 5 Matters (2021) which gives focus to children's well-being and involvement and uses a series of assessment statements based on the EYFS Characteristics of Effective Learning, the EYFS Prime Areas of Learning and the EYFS Specific Areas of Learning.

LEARNING THROUGH PLAY

Children's earliest experiences have a profound influence on their learning and development, and later achievement.

Play is a natural, child-directed way for children to apply existing thoughts/experiences, learn new concepts and develop and extend thinking skills that will provide the basis for success in life inside and outside the formal education system.

Research has shown play to be the means by which young children learn to think and understand the world around them.

It is through play that children explore their world, experiment, take risks, make mistakes and achieve success. Play helps children express themselves by using their imaginations and developing creative thinking.

Through play children build relationships with each other and the adults who play alongside & engage with them. Play offers choice, control and freedom within reasonable boundaries and thus helps children develop emotionally, physically and intellectually.

Our curriculum is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners.

We strive that all children will:

- Be independent and self-motivated
- Understand their own emotions and the emotions of others
- Have a sense of community
- Show a can-do attitude
- Thrive to achieve and
- Become effective learners.

CHARACTERISTICS OF EFFECTIVE LEARNING

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- Playing and exploring - children investigate and experience things, and 'have a go'.
- Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide to support each child to remain an effective and motivated learner.

OUTDOOR PROVISION

Within Early Years establishments there is an appreciation of the importance and value of learning through play outdoors. Our setting offers a quality free flow outdoor provision that is a perfect companion to our provision indoors – it is a complementary environment that significantly enhances and extends what we are able to provide for the children inside. It is an expected norm within our setting that all children will access the outdoor play area whatever the weather. All in one wet weather suits are available to use for this purpose. We expect parents to supply their children with suitable outdoor clothing for all weather conditions to facilitate our required outdoor programme, including leaving a pair of wellington boots at Nursery.

ASSESSMENT, BLOSSOM AND LEARNING JOURNALS

All children are given the opportunity to experience a whole range of activities across all the areas of Learning and Development. This helps to provide them with the best outcomes to progress towards or exceed the early learning goals. In some of these activities' children decide how they will use the activity, and, in others, an adult takes the lead in helping the children to take part in the activity.

There are always resources available for all children to access independently, where there is no pre-identified outcome or learning intention.

We assess how children are learning and developing by observing them frequently. A child's level of development/functioning can be assessed through practitioner observations, interactions and subsequent evaluations. Practitioners need to identify the child's strengths, interests and difficulties. Also, how they operate within the settings play environment, whether they are playing alone or in a group situation, in order to understand and meet their needs.

They can then apply this knowledge to take the child's learning forward or use it as a basis for early intervention. These on-going observations help to inform our planning and provide vital information to ensure appropriate provision is available to support every child's learning and development on a moment-to-moment and day-by-day basis. In this way every child is supported to make progress. Our plans, however, are flexible enough to adapt to the changing interests of the children, community issues, weather etc.

We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting their child's development.

In our setting we use Blossom which is a fully integrated online assessment system designed to accurately record children's knowledge, skills and learning dispositions. At the heart of the system is the Birth to 5yrs child development framework for assessing and tracking attainment and progress based on the EYFS. Blossom establishes starting points on entry and is used for tracking, documenting, reporting and moderating evidence of children's learning from Birth to 5yrs.

Practitioners assess children's learning and development as they observe and interact with them. This enables them to build a rich and accurate understanding of each child across all aspects of learning and development.

The statements in Blossom require the practitioner to bring this knowledge of the child to make a summative assessment about where the child is in relation to key developmental milestones. These judgments can then be recorded in the child's online tracker at the end of each term or times of transition, such as when a child moves to a different setting or when they go on to school. These observations are also used to complete the statutory Progress Check at Age Two.

Blossom enables practitioners to document and share learning that they have observed. Observations collated and saved within the system can be filtered and used to create a Learning Journal that documents key learning moments. Blossom promotes partnership working with parents. Every parent receives a welcome email to access the Blossom Parent App so that they can view their child's observations and Learning Journal, make comments and send in information about experiences their child has had while out of nursery.

WORKING TOGETHER FOR YOUR CHILDREN

In our setting our ratio of adults to children is higher than that set through the EYFS. This enables us to:

- Give time and attention to each child
- Talk with the children about their interests and activities
- Help children to experience and benefit from the activities we provide
- Allow the children to explore and be adventurous in safety.

The practitioners who work at our setting are:



Susannah Townley
Nursery Manager, Designated Safeguarding Lead & Director (joined April 2010) - BA (Hons) Early Years Teaching & Learning (level 6); Paediatric First Aid.



Amy Fields
Deputy Manager, Deputy DSL & Director (joined February 2007) Early Years Foundation Degree FdA, (level 5); Paediatric First Aid.



Ria Paul
SENCO, Deputy DSL, Health & Safety Lead and Behaviour Lead (joined April 2007) NVQ Level 3 in Children's Care, Learning and Development; Level 3 in Supporting Children & Young People's Speech, Language & Communication; Paediatric First Aid.



Abigail Smith
Senior Practitioner (joined October 2012) BA (Hons) Early Years Teaching & Learning (level 6); Paediatric First Aid



Hannah Luck
Practitioner and Outdoors Lead, (joined September 2011) Early Years Educator, level 3; Paediatric First Aid.



Charlene Murphy
Senior Practitioner and Talk Boost Lead (joined January 2016) Early Years Educator (level 3); Paediatric First Aid.



Alison Harkess
Practitioner and Early Years
Emotional Literacy Support
Assistant (joined January 2018)
 Early Years Educator, level 3; Early
 Years Emotional Literacy Support
 Assistant (ELSA);
 Paediatric First Aid.



Blanca Davidson
Food and Hygiene Assistant (joined
September 2020)
 Paediatric First Aid.



Amy Collins
Practitioner and SEND support;
(joined in April 2023) NVQ Level
3 in Children's Care, Learning and
Development; Paediatric First Aid.



Lucy Norman
Practitioner (joined January 2023)
 Early Years Educator (Level 3);
 Paediatric First Aid.



Emily Taylor
Practitioner (joined April 2023)
 Paediatric First Aid



Eva Gasson
Practitioner (joined Sept 2023)
 Level 2 Diploma for the Early Years
 Practitioner; Paediatric First Aid.



Emma Jones
Practitioner (joined October 2024)
 Qualified Teacher Status; Paediatric
 First Aid.



Kirsty Saville
Practitioner (joined September
2025) Early Years Educator (Level
3); Paediatric First Aid.

Throughout the year we offer work experience placements to pupils from local schools and students from local colleges undertaking Early Years qualifications and training.

They are not allowed unsupervised access to children and are always overseen. Students who are placed in our Nursery on a short-term basis are not counted in our staffing ratios (see student placement policy in the setting).

We also have several early years qualified volunteers who support us throughout the year.

HOW PARENTS TAKE PART IN THE SETTING

Our setting recognises parents as the first and most important educators of their children. All staff members see themselves as partners with you in providing care and education for your child. There are many ways in which parents can take part in making the setting a welcoming & stimulating place such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with the practitioners
- Volunteering to help at sessions of the setting
- Volunteering to contribute/share their own special interests/skills/knowledge with the children and practitioners
- Helping to provide, make and look after the equipment and materials used in the children's play activities
- Attending their child's 'stay and play' sessions
- Taking part in informal discussions about the activities and curriculum provided by the setting
- Attending information and parent's evenings
- Joining in community activities in which the setting takes part
- Take part in parent and child sessions including craft sessions and walks
- Building friendships with other parents in the setting.

Our setting does not have a formal parents rota as we do not consider it appropriate to rely on parents/carers to supplement our adult/child ratio's but parents/carers are welcome to volunteer to help at a particular session or sessions of the setting. Helping at a session enables parents/carers to see the day-to-day operation of the setting.

Parents/carers can also offer to take part in a session by sharing their own interests, skills and knowledge with the children. Parents/carers have visited the setting to braid the children's hair, play the clarinet, demonstrate face painting, show pictures of a local carnival and to present their collection of shells.

The setting has an 'open door' policy and welcomes parents/carers that drop into the setting to see it at work or to speak with the Manager.

KEY PERSON AND YOUR CHILD

Our setting operates a 'key person' approach which involves building positive relationships, both with the child and their parents/carers. Photographs of your child's key person, your child, and other children within their keyperson group can be viewed on the noticeboard in the cloakroom. Your child's key person will be the practitioner that will work with you to make sure that what we provide is right for your child's particular needs and interests.

When the child first starts at the setting, the key person will help them to settle and through observations, interactions and dialogue with parents/carers will identify the child's strengths, interests and difficulties. Working in partnership with the child's key person will ensure that parents/carers informed and detailed knowledge of their child will influence the planning for their child's continued individual learning and continuity of care.

Parents/Carers are invited to Parent's evening, where they will meet with their child's keyperson, to discuss their child's progress.

TIMETABLE AND ROUTINES

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the session in the setting are provided in ways that:

- Help each child to feel that they are a valued member of the setting
- Ensure the safety of each child
- Help children to gain from the social experience of being part of a group
- Provide children with opportunities to learn and help them to value learning.

THE SESSION/DAY

We organise our sessions so that the children can choose from a range of activities and can self-select their play. We advocate that children learn best through play of their own choosing. But children are also helped and encouraged to take part in short adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to play with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity - and are encouraged - to take part in outdoor child-chosen and adult-led activities, as well as those provided indoors. The nursery operates a free-flow system which allows the children to choose between indoor and outdoor environments during most of the session.

For children that stay all day, the setting takes account of their changing energy levels throughout the day and provides for their individual needs for rest or quiet activities. The Nursery is timetabled to use Shawfield primary school's hall twice a week. These sessions last for an hour and are used for a number of activities that complement our curriculum. Our nativity performance is performed from the school hall. We have lively and fun weekly sports and music sessions which are always thoroughly enjoyed by both children and staff. The sessions help children develop their concentration, vocabulary and listening skills by engaging the whole body and activating multiple parts of the brain at once.

WALKS

Our older children (children who will be attending school in the next academic year) are taken on walks to local woodland environments; the children walk in all weathers except in very high winds; wet weather suits are provided by the setting and we ask parents/carers to supply their child with a pair of wellington boots. Walks are led by a qualified senior practitioner; all children and adults wear high visibility jackets with Jack & Jill Nursery inscribed on them.

These walks enable our children to explore the world with appropriate support and are central in supporting their learning about the passage of time – from the changing of the seasons to the contemplation of an ancient tree; learning about the dynamic nature of an outdoor environment – from discovering the infinite source of smells, textures and sounds to a range of visual stimuli from near too far, high to low, very big to very small; learning how to assess and take manageable risks and how to keep safe; discovering how to build dens or create mini-beast homes.

Upon registration, we request parents/carers to sign a consent form if they agree to their child going on brief outings. If we embark on a major excursion - for example - visiting the local library or going on a bus or train ride, specific consent will be sought from parents/carers.

SNACKS AND MEALS

The setting makes snack and meal time a social time at which children and adults eat together. The setting promotes 'healthy eating' at every given opportunity and at 'snack time' we provide the children with healthy and nutritious food & drink (milk or water). Occasionally we will introduce unusual fruits, vegetables and groceries to encourage exploration.

Children staying for lunch will need to bring a balanced healthy packed lunch in a named lunch box, in an insulated lunch bag, to include a named water bottle.

Staying to lunch is especially beneficial for the children who will be making the transition from Nursery to School in September and has proven to be very effective in preparing children for the sometimes noisy environment of a school dining hall.

SPECIALIST INTERVENTION PROGRAMMES

We take part in several specialist intervention programmes to enhance children's learning and development.

- **Early Talk Boost** - this programme is an exciting opportunity to boost children's language skills and communication in a fun interactive way. It will help children's talking and understanding of words.

It is designed by Speech and Language UK. Children will attend three sessions per week, approx. 20 mins each, with between 3-7 other children delivered by an early years practitioner. More information can be found here, at learningcentre.speechandlanguage.org.uk/early-talk-boost-parent-hub

- **ELSA Support Sessions** - provide a valuable opportunity for children to develop a positive sense of themselves, and others. It helps build social skills, and improves emotional regulation, and increases confidence. A typical ELSA session involves an emotional check in, a warm-up activity, a main activity where the ELSA would be teaching something to help the pupil with their target and then relaxation and reflection. More information can be found at www.elsa-support.co.uk/what-is-elsa-intervention/
- **Targeted Support Sessions** – individualised targeted support sessions for any child who needs enhanced support to enable them to reach their potential. Targets may be set by outside professionals for us to continue.

POLICIES

The settings policies are available for parents/carers to read on our website www.jackandjillnursery.org.uk/policies/policy-index.html and at the setting. After reading the policies, if parents/carers have any concerns or queries that need clarification, or modifications they think would benefit the children or setting, your comments will be considered at the next annual policy review.

The annual policy review helps us to make sure that the service provided by the setting is of a high quality and that being a member of the setting is an enjoyable and beneficial experience for each child and their parents/carers.

SAFEGUARDING CHILDREN

Our setting has a duty under the law to help safeguard children. We have a designated safeguarding lead and two deputy safeguarding leads. Our full safeguarding policy and procedures are available on our website.

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

As part of our policy to make sure that we meet the needs of each individual child, we take account of any additional needs a child may have.

The setting works to the requirements of the Special Educational Needs and Disability Code of Practice: 0-25 (DfE & DoH 2015).

We have a named Special Educational Needs Co-ordinator (SENCO) and specialist SEND practitioners who are dedicated to meet the needs to all children.

We welcome all children and support children with many different special educational needs and disabilities.

We use a variety of assessment tools, if required, to gain an overall understanding of children's learning and development from Birth to 5, Teaching Talking, WellComm, Early Language Monitoring Tool and ABC charts to name a few.

OPENING TIMES

We are open 38 weeks a year, which usually corresponds with 'Surrey' school terms, and can admit up to 41 children from 2 years up to school age.

We are open Monday to Friday 8.30am to 3pm. The option to start at 8.30am if required which is payable.

Funded Sessions run from:

- 9:00am - 12:00pm
- 9:00am – 3.00pm
- 12:00pm – 3.00pm

We endeavour to be flexible with our session times and will wherever possible accommodate parents/ carers needs.

All sessions are for children aged 2 years to school age and all parents/carers can take up the option for extended sessions, this means, if parents/carers wish it and if there are places available their child can attend the setting for up to 6.5 hours per day.

FEES

Our hourly rates for all non government-funded hours from September 2025 are:

- Children aged 2-3 years are charged at £9.00 per hour
- Children aged 3 years to school age are charged at £7.00 per hour.

All fees are payable half-termly in advance.

Fees must still be paid if children are absent due to sickness or holidays, etc



GOVERNMENT EARLY YEARS FUNDING ENTITLEMENT

We accept FEET, Universal and Working Parents government funded children funded children. To view the entitlement criteria for all three types of funding please visit: www.childcarechoices.gov.uk

15 hours Free Entitlement (Universal Hours)

The term after your child turns 3 years old, they become eligible to receive 'Funded Early Education' for up to 15 hours a week for 38 weeks a year. Parents can choose how to use their funded entitlement within our session times if available, any additional hours are charged at £7.00 per hour.

30 hours Free Entitlement (Extended Hours)

Working families can apply for 30 hours funded early education and childcare per week for children aged 9 months to 4 years (eligibility is from the term after the child turns 9 months). We only accept children from 2 years old. Parent/Carers will need to apply for the 30 hours funded entitlement themselves, once an application is approved, parents/carers will be given a code. This code will need to be given to the Nursery to make the necessary arrangements.

Free early education for two year olds (FEET)

Free early education for Two Year Olds (FEET) is funding from Surrey Early Years and Childcare Service for up to 15 hours of funded early education and childcare per week for families who meet the criteria. Children are funded from the start of the term after their second birthday. Applications can be made the term before your child's second birthday. Parent/Carers will need to apply for this funding themselves using this link - www.surreycc.gov.uk/children/support-and-advice/families/childcare/paying/funded-early-education-for-2-year-olds#section-1

Once an application is approved, parents/carers will be given a code. This code will need to be given to the Nursery to make the necessary arrangements.

VOLUNTARY CONSUMABLES CHARGE

We ask for a voluntary consumables charge for all funded hours. We ask for £2.25 per 3 hour session (9am to 12pm or 12pm to 3pm).

This charge is broken down into three categories:

- £1.00 per session – Food consumables (snack)
- £0.50 per session – Non-Food consumables including suncream, additional nappies, wipes, cream etc
- £0.75 per session – Extra Curricular activities including events (nativity, Easter bonnet parade, picnics, parental craft sessions, children's Christmas and leaving parties) and enhanced experiences (music sessions, sports sessions, community walks, visits from outside companies). This is however, not a definitive list.

An alternative policy is available on request.

THE FIRST DAYS

We want your child to feel happy and safe with us. To make sure that this is the case, your child's key person will work with you to decide on how to help your child to settle into the setting.

To help your child settle:

- Show your child that you feel secure, comfortable and confident about leaving them.
 - Say 'goodbye' confidently and reassure them you will be back later.
 - Make sure you always say goodbye it can be very stressful for your child to realise you have left without saying goodbye.
 - Contact us at any time to see how your child is settling.
 - Talk to your child about the setting, the staff and the activities they will participate in. You can find lots of photos on our social media accounts and our website.
 - Tell the staff about what reassures your child, for example do they have a comforter, toy, blanket that helps them settle.
 - Make sure your child is collected on time. Arriving late can be very upsetting for them. If you are unavoidably detained parents/carers must telephone the Nursery (01252 319595) advising the manager or deputy manager.
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CLOTHING, NAPPIES AND SUN PROTECTION

We provide protective clothing e.g.. aprons for the children when they play with messy activities but sometimes this proves to be insufficient; or a child may refuse to wear them; or stopping play to put on apron may disrupt their learning; and it may become necessary to change a child's clothes. We ask parents/carers to supply a named full change of clothes in a named bag. The setting has some spare clothes for emergencies.

The Nursery sells yellow polo shirts, yellow t-shirts and green sweatshirts incorporating the Nursery logo. Uniform is not compulsory.

Please choose your children's nursery clothes with the thought that play can be a messy business and dirty clothes often means the children have had a fun day with lots of learning opportunities.



We encourage children to gain the skills that help them to become independent and look after themselves. These skills include taking themselves to the toilet and taking off and putting outdoor clothes, socks and footwear. Clothing that is easy for them to manage will help them to achieve this. Shoes with Velcro fastenings are far easier for children to achieve autonomy, so we ask that children do not wear shoes with laces or buckles. We also ask parents/carers to supply named indoor footwear; this is usually a pair of crocs or plimsolls.

We also ask that parents/carers supply their child with a pair of named wellington boots, to remain at Nursery. In hot weather we request that parents/carers supply a named sun hat for their child to wear when playing outdoors. Sun block should be applied before attending but can be reapplied if parents/carers give signed permission. The Nursery uses Soltan Kids Hypo-allergenic Suncare Spray 5* (***** Ultra) UVA and SPF50+ UVB protection.

If a child is allergic to this brand, a preferred named sun block must be given to the manager/deputy manager to be kept at the Nursery for the duration of the summer months. Upon registration we request parents/carers to sign a consent form allowing practitioners to reapply sun block as and when required.

PLEASE NOTE –backless shoes including flip-flops are not allowed to be worn to Nursery as they are the cause of many accidents both indoors and outdoors. Additionally, during hot weather children's shoulders must be covered, therefore we do not allow vest tops or dresses with thin shoulder straps.

Even though the setting has nappy changing equipment, if your child wears nappies we request that parent/carers supply a named bag containing spare nappies.

When your child is developmentally ready to start using the potty your child's key person will support you and work with you towards achieving this goal. Please make sure your child is wearing clothes that are easy for them to undo, pull up or push down and spare clothes are packed in their named bag.

ACCIDENTS, MEDICATION AND SICKNESS

If a child needs medication to be administered by an early years first aider whilst attending the setting, parents/carers must give prior written permission; medication details and required dosage must be registered in the settings medication record. Children's prescribed drugs are stored in their original packaging and kept inside clearly labelled plastic containers for long term storage or in the fridge for short term storage.

The storage containers are stored in the kitchen and are inaccessible to the children. If administration occurs it is recorded accurately, and parents sign the record book to acknowledge the administration. Where a child has been prescribed antibiotics, parents/carers are asked to keep them at home for 48 hours before returning to the setting.

Additionally, after diarrhoea or sickness, parents/carers are asked to keep their child at home for a further 48 hours after the last bout of sickness or diarrhoea.

The setting has a list of excludable diseases and current exclusion times obtainable from www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities. Exclusion times can be amended/extended by the setting if thought necessary.

All injuries/accidents that occur to your child whilst attending the setting are recorded on Blossom; this information includes date and time of accident, location, description of injury and cause, treatment given and by whom. If the injury/accident is of a serious nature parents/carers will be informed directly otherwise parents/carers will be notified when they collect the child and requested to sign the accident record to acknowledge the injury/accident.

Serious accidents and illnesses are thankfully very rare; however, to ensure the best possible care is taken of your child, upon registration, we request parents/carers to sign a consent form allowing emergency treatment. This is a safeguard for the benefit of your child, to ensure the best and speediest treatment in the case of an emergency where the life of your child is in danger and it has not been possible to contact you as parents/carers or other persons listed on the 'Emergency Contact' details on your child's registration form.

[For more details, please see our Health Policy.](#)

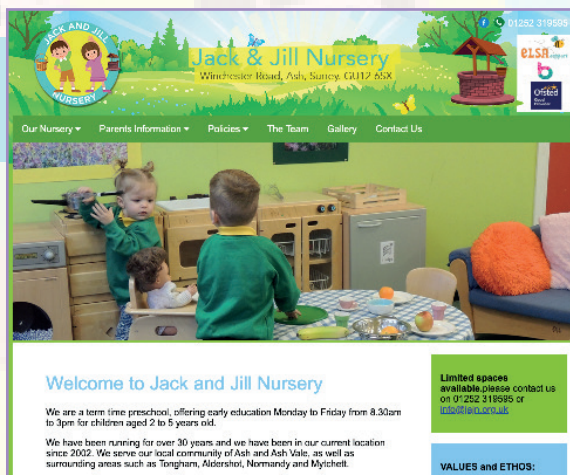
PHOTOGRAPHS

Practitioners within the setting regularly take photographs of the children enjoying various activities and learning experiences either within the setting or on outings/activities that take place outside of the Nursery building and grounds. These photographs are used as evidence for Ofsted inspections; evidence in children's learning journals; displays within the setting and displays promoting the Nursery within the local community, our website and our social media sites.

Sometimes your child may feature in group photographs interacting in activities or learning experiences with their peer group.

If photographs are needed for any other purpose, for example, practitioners course work, external press releases, or if parents wish to take photographs or videos at Easter or Christmas celebrations the setting will request your direct permission.

Upon registration we request parents/carers to sign a consent form allowing photographs for the above purposes to be taken.



You can visit our website at:
jackandjillnursery.org.uk

For any further information, please email us at info@jain.org.uk or give us a call on **01252 319595**.

*We look forward to welcoming you and your family to the **Jack and Jill Nursery!***

NOTES:

Lined area for notes, consisting of multiple horizontal lines.





Jack & Jill Nursery
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Ash,
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GU12 6SX

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info@jajn.org.uk

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