



PARENT
INFORMATION
HANDBOOK

2014

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INTRODUCTION

This Parent Handbook is designed to provide you with general information and to introduce the ethos and daily routine of Wee Ones Nursery. More detailed policy documents are held in the Nursery so please do not hesitate to ask should you like to read them.

1.1. About the Nursery

Wee Ones Nursery was founded in 1992 by Edwina Angell-James. It originally started as a small sessional nursery providing Montessori education for children from 8 months – 5 years. Wee Ones Nursery is a Montessori Day Care Nursery providing both full-time care for children aged 8 months -5 years and Montessori Nursery education.

1.2. School Ethos

Our experienced staff encourage children to reach their full potential, giving each child daily one-to-one attention. Wee Ones Nursery aims to stimulate children within a prepared and structured environment, to provide security and to make their first experience of school enjoyable and rewarding. Our goal is give them a sense of achievement and to inspire them to want to learn more. Children are encouraged to work at their own pace and are introduced to new subjects individually as and when they are ready, thereby enabling each child to reach their full potential. This helps give each child a solid foundation for their future schooling.

1.3. Our Aims and Objectives

We care for children in a well-planned environment and our emphasis is to provide a safe and happy nursery where the children feel secure and grow in confidence. We consider it a great privilege that parents trust us to care for their children and endeavour to create the warmth and happiness that every child deserves. We also aim to provide a welcoming close-knit, supportive community where parents can get to know and trust our staff and socialise with other parents.

1.4. Wandsworth Preparatory School

Wee Ones Nursery has a strong link with Wandsworth Preparatory School and whenever possible and with the necessary registration, pupils from Wee Ones Nursery have priority at Reception Class level. Please enquire with the administration team if you would like further details.

2. CONTACTS AND DAILY SCHEDULE

2.1. Nursery Contact Information

Wee Ones Nursery Ltd
4 St Ann's Crescent
Wandsworth SW18 2LR
020 8870 7729

enquiries@wee-ones.co.uk

www.wee-ones.co.uk

All administration and accounts queries should be directed to the office (details above).

2.2. Communication with key workers

Each child at Wee Ones is allocated a key worker and a backup key worker. We aim to build a relationship with parents by operating an 'open door' policy and key workers are available to talk informally day to day and after hours by appointment. Parents are also welcome to email the office where questions/concerns will be dealt with as quickly as possible. Meetings can be arranged with the Nursery Manager or with Edwina Angell-James.

2.3. The Nursery Day

Each age group has a fun and exciting well planned daily schedule in line with the Statutory Framework for the Early Years Foundation stage. The nursery aims to provide activities that encompass the seven areas of learning in the EYFS and help children reach the early learning goals. These include Montessori lessons, free flow activities, outdoor play (free play or planned activity), indoor planned activity (art, cooking, science, music and movement), themed topic work, circle and story time. After lunch, the 1 to 2 year olds and 2 to 3 year olds have a rest and/or quiet time while 3 to 5 year olds have a different activity every day including dance, music and sport (taught by specialist peripatetic teachers), gardening and cooking.

Daily schedule

7.30am	Nursery opens/Breakfast
9.00am	Morning Nursery Starts
	Morning Break
	Outside Play
11.30am	Babies lunch
12.30-1.15pm	Lunch time
	Rest/Quiet time
2.00pm	Specialist activities/Free Play
3.00pm	Afternoon Snack
3.30pm	Outside play
4.00pm	Babies Tea
5.00pm	Tea
5.30pm	Wind down
6.30pm	Nursery Closes

2.4. Arrival and Departure

Children should be brought directly to the school by an adult and their arrival registered using the fob system. Please ensure that you arrive with your fob every day. It is a legal requirement that your child's arrival and departure is recorded. All children should be at Wee Ones Nursery by 9am to avoid disruption. For your child's optimum development, punctual and regular attendance is desirable.

At collection the children will need to register their departure using the fob system. All children should be collected by 6.30pm. Parents/carers who arrive after 6.30pm to collect their child will be required to pay a late collection fine of £20 per half-hour of lateness. Parents who have repeated episodes of late collection may risk losing their child's nursery place.

Please note that we have a duty to contact Social Services regarding any child uncollected by 7pm and whose parents have not made contact with the nursery.

2.5. Safety of Children

Children are not permitted to leave the premises at the end of their session with anyone other than an authorised responsible carer – if your child is to be collected by anyone other than the registered carer, written/email authority must be given together with a full description/password. A photograph may be required.

2.6. Pupil Absence

Please email or telephone the office if your child will be absent for any reason or is unable to participate in an activity. Any requests for extended periods of absence should be sent to the office.

2.7. Nursery Food

We provide full catering on site and have our own cook. Children have daily snacks, a two course lunch and tea. Examples of snacks and monthly menus are on the website. Vegetarian diets can be catered for. We aim to cater for all needs; however the nursery may ask you to provide food for your child in certain circumstances.

2.8. Visits

Children benefit from being taken out of the setting to go on trips to the local park or other suitable venues for activities which enhance their learning experiences. Staff ensures that procedures are followed to keep children safe on outings and follow strict guidelines and carry out risk assessments. Parents are asked to sign a general consent form on registration for their children to be taken out as part on the daily activities of the setting. For major outings a specific consent form is completed prior to the outing.

2.9. Nursery Records

Detailed records are kept for each child in the nursery. Should any of the details that we hold for your child change, please let the office know so that our records can be amended accordingly.

2.10. Settling In Procedure

We want children to feel secure, stimulated and happy in the nursery and with staff. We also want parents to have confidence in both their children's well-being and their role as active partners in the setting and therefore believe that the settling in of new children is important. We aim to work as closely as possible with parents and carers to ensure children soon settle into their new nursery routine. Please remember that children vary greatly in the amount of time needed to settle into nursery life.

Please ensure that your child always has a complete change of clothes (and several changes of underwear) in their backpack and please make sure that they are all clearly labelled.

Please provide the nursery with a labelled supply of disposable nappies if required

The general guide for the settling in period at Wee Ones Nursery is as follows:

Prior to starting nursery

- Links made with parents/carers
- Parent complete All about Me records

Thursday prior to starting

- Parent/carer brings their child for a short visit to meet Key Worker and staff. Discussion takes place re: child's requirements and routine etc.

Friday prior to starting

- Child comes into nursery to spend time with peers and Key Worker. Usually two hours

Start date

- Parents bring their children into the nursery to help with settling them in for the first week by staying for 10 minutes or so, if necessary. However we do find the best policy is to say goodbye and leave as soon as possible.
- The key worker will keep parents/carers informed about child's settling in and children can be collected early in the first week if necessary.

Following on

- Parents/carers will attend formal meetings to discuss their child's development.
- Parents/carers have access to children's records.
- Information sheets are sent home daily.
- Before moving to new floor a meeting will be arranged to meet new key workers.
- Please discuss any issues that may arise with your child's key worker.

2.11. Free Nursery Education Place

For parents with three or four year olds attending Wee Ones Nursery there is the possibility that you may be entitled to a Free Nursery Education Place which allows partial funding of the nursery place from the Wandsworth Council, for up to 15 hours per week, 38 weeks per year. This allowance is dependent on the child's date of birth and the fact that they must not also be attending any other nursery provision.

In the event that your child leaves the nursery within the allotted time frame (i.e. the term) the funding remains with the nursery.

Please do contact the administration team if you would like more information on the Free Nursery Education Place.

3. Wee Ones Curriculum

3.1. Curriculum

At Wee Ones Nursery we believe every child deserves the best possible start in life and support to fulfil their potential. Our aim is to:

- Provide carefully planned play activities for all children. Learning which is structured, balanced and relevant to the child
- To ensure the children have positive experiences of success now in order to give them confidence and motivation for learning in the future

Our curriculum combines the Montessori Method and The Early Years Foundation Stage. There are seven areas of learning and development in the EYFS that must shape educational programmes in the early years setting. All areas of learning and development are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three prime areas are Communication and Language, Physical Development and Personal, Social and Emotional Development. We also support children in four specific areas, through which the three prime areas are strengthened and applied. These specific areas are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

COMMUNICATION AND LANGUAGE DEVELOPMENT - The children are given the opportunity to experience a rich language environment; to develop their confidence and skills in expressing themselves, and to speak and listen in a range of situations.

PHYSICAL DEVELOPMENT – We provide opportunities for the children to be active and interactive and to develop their co-ordination, control and movement. Children are helped to understand the importance of physical activity, and to make healthy choices in relation to food.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT – We aim to help children develop a positive sense of themselves and others, to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups and to have confidence in their own abilities.

LITERACY – We encourage children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials to ignite their interest.

MATHEMATICS – We provide the children with lots of different opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces, and measures.

UNDERSTANDING THE WORLD – We guide the children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

EXPRESSIVE ARTS AND DESIGN – Children explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child initiated activity.

The level of progress children will be expected to have attained by the end of the EYFS is defined by a set of early learning goals.

3.2. Assessment

Assessment is an important part of your child's key worker's role. It enables them to recognise your child's progress understand their needs and to plan activities and support. It involves staff observing children to understand their level of achievement, interests and learning styles and to then shape learning experiences for each child reflecting those observations. Key workers respond to their own observations about the child's progress and observations that parents and carers share. Parents are kept up to date with their child's progress and development. Any learning or development needs are addressed in partnership with parents/carers, and any relevant professional.

3.3. Information Sharing

We place strong emphasis on working with parents as partners and believe that an on-going dialogue is important. As well as daily contact with the staff who care for your children you will be given a contact sheet detailing your child's day, including eating, sleeping, activities and if appropriate nappy changing.

Each child has a profile, which contains planning, observations, next steps and outcomes. This helps the key worker monitor your child's progress. Profiles remain in the child's classroom and are available to view at any time. 'We like to share' forms are used for you to share with your keyworker any news from home. This information helps with planning and can be added to your child's profile. You will be given your child's profile when they leave the nursery.

A key worker /parents meeting is arranged annually for you to come and look at your child's work and to discuss their development.

Annually you will be asked to update an 'About my Child' form detailing likes dislikes, sleeping and eating habits and up to date information on your child.
Any concerns about a child's welfare are formally recorded and reported where necessary
Written reports are issued at the end of the final term of nursery.

3.4. Progress check age two

In line with the Early Years Foundations stage (EYFS) we provide parents with a short written summary of their child's development in the three prime learning and development areas of the EYFS: Personal, Social and Emotional Development, Physical Development; and Communication and Language when the child is aged between 24-36 months. At parents evening key workers will discuss your child's progress and talk about how their development will be taken forward in the Nursery

3.5. Equal opportunities

Wee Ones Nursery implements a policy and procedures to promote equality of opportunity for children in our care. We provide an environment in which all children, including those with special educational needs and disabilities are supported to reach their full potential. We ensure that our provision is inclusive to all children with special education needs and disabilities. We have regard for the DfEs Special Education Needs Code of Practice (2001) and have a designated Special Educational Needs Officer who works in partnership with parents and other agencies to meet the child's needs.

3.6. English as an additional language

Wee Ones Nursery welcomes children who do not have English as their first language and we aim to ensure that the needs of these children are met fully, allowing them to enjoy a broad and balanced curriculum. Various measures are implemented to help children integrate in the class which include use of specific resources, advice to parents and where necessary liaison with appropriate professionals. We welcome all children from many different parts of the world and have a high number of languages spoken. Although English is the primary language our staff and nursery is multi-cultural and we help children develop their language skills where English is their second language.

4. Wee Ones Curriculum from 2 years

From the age of two we add Montessori materials and methods to our curriculum.

4.1. Montessori and How Children Learn

Dr Maria Montessori compared the young mind to a sponge. It absorbs information from the environment (consider how a young child acquires their native language). Acquiring information in this way is fun for the child who uses all their senses to investigate the environment. It follows that a child's experience could be enriched by a classroom where they could handle materials which would demonstrate basic educational principles to them. Over 100 years of experience have proved her theory that a child can learn to read, write and calculate in the same way that they learn to walk and talk. In a Montessori Classroom the equipment allows them to do this at their own pace. In order to learn there must be concentration and the best way a child can concentrate is by fixing their attention on a task performed with their hands. All the equipment in the Montessori classroom invites a child to use their hands for learning.

The nursery offers a holistic approach to the development of the child and follows the Montessori and the Early Years Foundation Stage (EYFS).

Weekly and monthly planning sheets and lesson plans ensure a balanced curriculum with the introduction of regular themes and topics. Children experience the joy of learning through their own choice. They learn to exercise good judgement, make independent decisions and take responsibility for their own action.

4.2. Practical Life, Personal and Social Skills

These exercises are concerned with the development and refinement of the five senses. The aim is to sharpen the child's intellect and thought processes while developing their grasp of abstract concepts.

4.3. Sensorial

These exercises are concerned with the development and refinement of the five senses. The aim is to sharpen the child's intellect and thought processes while developing their grasp of abstract concepts.

4.4. Language Development

This is an integral part of the process of learning to read and write. Language activities begin with development of speech skills through songs, stories, rhymes and drama. The children are introduced to phonic letter sounds and progress to written language. The children are given a solid introduction to children's literature and participate in a reading scheme when ready.

4.5. Mathematics

Sensorial training plays an important role in developing a mathematical mind. Through a wide variety of materials and practical activities the children learn about numbers, shapes, mathematical concepts, quantity, mathematical language as well as differentiating, identification and classification skills. Having grasped the basic skills children are introduced to early addition and subtraction activities and begin to record their findings using a variety of methods.

4.6. Cultural Studies, Music, Nature Study, Geography and Science

Children's general knowledge and learning experiences are enriched by a wide variety of themes and topics which foster a love of learning and their natural curiosity as well as contributing to the child's total development. Scientific enquiry is developed by assisting the children to explore and discover the world through their senses.

4.7. Creative Art and Craft

Through a variety of art projects the children are encouraged to exercise their creativity and express their individual personalities. Dexterity is improved and concentration skills are developed.

4.8. Physical Development

Exercise and activities (including garden play, ballet, sport etc.) which build the child's physical strength as well as developing gross motor skills and hand-eye-foot coordination. An increasing agility and gracefulness aids self-confidence. We believe physical education contributes to a child's physical and emotional development.

4.9. Educational Trips and visits

Wee Ones Nursery believes that learning outside the classroom gives children the opportunity to develop their resourcefulness and initiative. Trips outside the classroom can relate to theme or topic work or to enhance physical skills, self-reliance and teamwork. Detailed risk assessments are carried out and completed by the school for all education trips and visits.

A general consent form is sent out at the beginning of the year for local visits and individual forms sent out prior to a more extended visit giving details about the visit and any additional cost.

5. PASTORAL CARE

Your key worker, as well as providing your child with a broad and balanced curriculum, is there to monitor the well-being of your child, to promote a positive atmosphere within the nursery group and to deal with any emotional, educational and behavioural problems that may arise. If you have any issues that you wish to discuss please do liaise with your key worker to find a mutually convenient time to meet to discuss these in more detail.

5.1. Achieving positive behaviour

At Wee One we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Children need to learn to consider the views feelings, needs and rights of others and the impact their behaviour has on people, places and objects. This is a development task that requires support, encouragement, teaching and setting the correct example. Like all nurseries we have a set of rules so that the nursery is a pleasant and safe place for everyone. The rules are kept simple and children are introduced to them by the nursery staff. We have a Positive Behaviour co-ordinator whose role is to support personal, social and emotional development.

Parents will be contacted where behavioural problems become apparent (please see discipline policy which is kept in the nursery). We expect parents to take our expectations very seriously and give the nursery full support in this area. The Manager reserves the right to suspend or remove a child whose behaviour is a risk to themselves or others in the nursery.

5.2. Safeguarding

Wee Ones has designated Safeguarding Officer who co-ordinates child protection issues. Staff are trained to understand our safeguarding policy and procedures and have up to date knowledge of safeguarding issues. We have a robust set of Safeguarding Policies, which are available on request.

5.3. Complaints Procedure

Wee Ones believes that children and parents are entitled to expect courtesy and prompt careful attention to their needs and wishes. We welcome suggestions on how to improve and give prompt attention to any concerns parents may have. We anticipate that most concerns will be resolved quickly by an informal approach to your child's key worker or Team Leader. If this does not have a satisfactory outcome, complaints should be made in writing to the Manager. We have set of procedures for dealing with complaints, which can be found in our Policy Document, which are available on request. Complaints against staff members are taken very seriously and will be dealt with immediately. Wee ones keeps a 'summary log' of all written complaints, which are made available to Ofsted inspectors.

Parents may approach Ofsted directly at any stage of the complaints procedure. The number to call Ofsted with regard to a complaint is: 0300 123 1231.

Or you can write to the following address: The National Business Unit, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

5.4. Parental Involvement

We aim to foster close links between the nursery and home. As part of the planning cycle parents are requested to give information about their child's interests, abilities, likes and dislikes. This helps to give a whole picture of the child. 'We like to share' forms give parents the opportunity to share information from home.

It is hoped that some parents may be available to accompany us on educational visit if required.

5.5. Birthdays

We try to make these special for your child – please let us know in advance if you wish this to be celebrated and whether you will be bringing in a cake or treat (nut free) – simple cupcakes with a low sugar content are advisable.

5.6. Celebrations

We are a multi-faith nursery and try to celebrate major festivals – If you have a special festival that you celebrate and would like to share with us please contact the office. We very much enjoy parents coming in to tell us about special festivals and/or providing relevant artefacts, books or food.

6. MEDICAL

6.1. General Medical Information

The healthcare and wellbeing of every child at Wee Ones Nursery is a shared responsibility between the parents and staff. Please do keep us informed if your child is unwell and should they become ill during the day we will contact you to make arrangements for them to be collected (for this reason it is vital that you keep the nursery informed of any changes to parent/carer telephone numbers).

To prevent the spread of infection we follow the Local Health Protection Agency guidelines on sickness. Children who have had a temperature should not return to the Nursery for 24 hours after the temperature returning to normal. Children who have had diarrhoea and/or vomiting should not return until 48 hours after the last episode. For other conditions e.g. chicken pox, please contact the Manager for the recommended period to be kept away from Nursery.

6.2. First Aid

At Wee Ones, staff are able to take action to apply first aid treatment in the event of an accident involving a child. At least one member of staff with current first aid training is on the premises or on an outing at any one time. Each floor has a complete first aid pack.

6.3. Prescribed Medication

While it is not our policy to care for sick children we will agree to administer medication that has been prescribed by a doctor. If a child has not had medication before it is advised that the child stays at home for the first 48 hours to ensure no adverse effects as well as to give time for the medication to work. Before medication is administered the parent/carer must complete and sign the medication records book.

Children's paracetamol is administered if a child has a high temperature at school. Parents give written consent for this on joining and verbal consent is required at the time of administration. Parents must sign to acknowledge administration.

6.4. Reporting of Accidents/Serious Injuries

There is an Accident Report log that is filled in and signed by the key worker on duty any time when any type of accident has occurred. Parents will be informed immediately should the child require external medical attention.

If a broken bone is suspected or other potentially serious injury has occurred, the child will not be moved and an ambulance will be called.

6.5. Allergies, Epipens and Inhaler

Any known allergies should be recorded on the registration form and a risk assessment will be carried out by the nursery to ensure your child is not put at risk and receives the correct treatment in an emergency. Oral medication and Epipens must be prescribed by a GP and parents must give written consent for staff to administer them. The Nursery requires two inhalers and Epipens (one for use in the Nursery and one for out evacuation pack.)

Wee Ones has a Nut Free Policy. Please do not bring anything into the nursery that contains nuts or may have come into contact with nuts.

6.6. Sun cream

Children should be provided with their own clearly labelled sunscreen to be kept in their bag. Parents/carers must give written consent for staff to apply sunscreen when required. If a child does not have sunscreen they may not be able to play in the garden.

6.7. Nits and Head lice

Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared. On identifying a case of head lice parents are informed and asked to treat their children.

7. CLOTHING

Children should wear comfortable shoes, which will not be easily damaged by paint or glue. Children should wear clothes that aid their independence and toilet training – no belts, baby gowns, buckles, dungarees or braces are allowed.

Children aged between 0 – 2 will be provided with waterproof dungarees for wet day play.

Shoes should be Velcro or buckled. Sling-backed, laced, open toed, Croc, or flip flop style are not permitted as they are a safety hazard. Wellington boots may be worn in the garden but are not safe for indoor use.

No jewellery may be worn except for small studs for those children who have pierced ears.

Please clearly label all items of clothing. Wee Ones Nursery will not hold responsibility for any unnamed or lost articles at the nursery.

Please also provide each child with sun cream, which should be kept in their backpacks.

Children should also not wear fancy dress clothes to the nursery unless requested.

7.1. Uniform

Uniform is compulsory and will be included in your invoice. Children are issued with the following compulsory items:

Baby Room

When babies join the baby room they are issued with backpacks to store personal items.

Balcony Room/ Tree tops/Clouds

Smock (to be worn every day)

Back pack

Nursery coat

Winter hat

Red polo shirt for outings, school photographs and sports day

7.2. Toys, Games and Valuables

Personal toys are not permitted in the nursery as they can cause problems with ownership. Wee Ones Nursery will not hold responsibility for any lost toys or games. If your child needs the comfort of a pacifier or special toy during the settling in period please discuss this with your key worker.