



**COMPER
FOUNDATION STAGE SCHOOL**

Comprising of Reception Classes (for SSMJ),
The Nursery School and Apple Child Care

**Hertford Street,
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www.comper.org.uk



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WELCOME TO COMPER



Dear Parents/carers and Families

A warm welcome to you and your family to Comper Foundation Stage School

We hope that your child will have a happy and fulfilling time with us. Working together, we want your child's earliest experiences to be a strong foundation for their growing self-confidence, self-belief and later learning in school and beyond.

As parents, you are the first and most important educators of your children. We look forward to a close and meaningful partnership with you that promotes your child's well-being and learning. Our door is always open. We are a listening school.

'Comper' is the overall name for our provision and includes:

- *Apple Room Child Care*
- *Comper Nursery School*
- *Reception Classes (for St Mary & St John Primary School)*

This guide gives you some information about all the provision at Comper, our shared expectations, our aims and how we strive to achieve them. Further information about each 'part' of Comper can be found on the website.

If there is anything else you would like to know or we can help you with, then please feel welcome to ask. We will be happy to help.

Chris Warner

Chris Warner
Head teacher

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AIMS

In partnership with parents and carers, our agreed aims seek to provide:

High quality learning and care for young children, within a nurturing, secure (physically and emotionally), stimulating and inclusive environment that is positive, useful and enjoyable

We offer planned learning opportunities which:

- build on the children's home experiences
- promote children's developmental and individual needs
- give equal access of opportunity for children of differing ability, gender, religion, culture and socio-economic backgrounds
- encourage, support and challenge the children in all aspects of their social, emotional, moral, spiritual, physical and intellectual growth
- develop necessary skills, concepts and attitudes for the children to grow into confident and independent learners.



“Education is not filling a bucket but lighting a fire”

W B Yeats

Children in Comper...

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- learn actively by doing, constructing, exploring, experimenting, problem solving
- have a range of learning styles
- require a wide range of experiences
- require opportunities, space and time to repeat, practise and consolidate what has been learned, as well as challenging new experiences
- build on what they can do and explore further what is familiar to them.
- work most effectively on current interest to them, learning from first-hand experience
- need opportunities to take risks, make mistakes and try things out without fear of failure
- learn from play – which can be spontaneous, purposeful, fun or serious – which encourage children to develop their ideas, understanding and language as well as promoting control, confidence and wellbeing
- are naturally curious and have an innate desire to find out more
- learn most effectively in a social context, but that the role of adults in mediating, supporting and extending learning is crucial
- learn from each other and benefit from working in an environment that reflects the needs of the whole age range from birth to five
- need opportunities to represent their first-hand experiences through a wide range of media as they move from behavioural to symbolic knowledge
- require opportunities to experience what it feels like to understand something in depth, so that their disposition to seek in-depth understanding can be developed
- gain the dispositions to be interested, engaged, absorbed and involved in intellectual effort when they have extended opportunities to work on their own interests over time
- are not likely to gain desirable dispositions from only instructions; rather, these are gained from being around people who exhibit, exemplify and model them
- gain a positive self-esteem when adults show respect for their ideas, thoughts, interests and concerns
- use talk as an important tool to express their ideas and feelings; and in so doing they question and develop their powers of reasoning, interpret thoughts, modify ideas and extend their thinking
- learn best when they are confident that their own abilities, gender, home culture and background are valued
- benefit from the security of knowing that positive attitudes have been fostered between school and Home, through close partnerships and shared understanding
- Children need “..... freedom to investigate and try, to make mistakes, to choose where and with whom to invest their curiosity, intelligence and emotions. Children need the freedom to appreciate the infinite resources of their hands, their eyes, their ears, the resources of forms, materials, sounds and colour. They need the freedom to realise how reason, thought and imagination can create continuous interweaving of things, and can move and shake the world”.

(Adapted from Malaguzzi: Hundred Languages of Children, 1996)

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INTRODUCING COMPER CHILD CARE

Comper Child Care opened in 2007. It is now located in Hertford Street and, although registered as Bartlemas Day Care (after its previous location), has recently become known as 'Apple Room'.

Admissions

Apple Room (Comper Building, Hertford Street)

We are registered with Ofsted (as part of our Nursery School) and can admit your child from the day of their 2nd birthday. Children usually then stay with us until they start Nursery School. Please note that, using the Apple Room, does not guarantee your child a place within the Comper Foundation Stage Nursery School; a separate application should be made for this.

We are open from 7.45am—5.45pm, 50 weeks per year and can offer a variety of different sessions within the day to suit your requirements. Since we are situated within the Comper Foundation School, where siblings may be attending, we model our sessions closely to those of the school.

Breakfast and After School Club

In Apple Room, we offer Breakfast club (7.45-8.45am) and After-School Club (3.15 – 5.30pm). We are registered with Ofsted and can accommodate 'Comper' children from 2 years old until when they are 5. During Breakfast Club we offer children a healthy choice of cereals or toasts with fruits and drinks. During After-school club, we provide various healthy snacks for the children. Often demand exceeds availability of places.

Holiday Club

Our Apple Room is a year-round provision. During school holidays we provide a holiday club open to all children aged 2 to six. We provide high quality play opportunities and care for children, with an appropriate range of fun-based learning activities and experiences. Again, demand usually exceeds available places.

Caring for your child

Each child is a precious individual and it is our aim to ensure that each one of them is secure, happy and settled in our setting. We recommend that you come and have a look around our provision prior to making any bookings. We require that you visit us on at least 2 separate occasions, with your child, to help them with the settling in period. Only after these 2 visits have been made may your child be left alone with us.

Your child will have a '**Key Person**' which ensures that they have a 'special someone' within Apple Room who will primarily care for them. However, all members of staff will be supporting the emotional needs of your child. You will have the opportunity to discuss your child's development or any other issues with the key

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person at the beginning or end of each session. Your key person will maintain written records of observations of your child to assist with future planning. Parents are warmly invited to read and contribute to the observations and discuss them with the key person.

We strive to provide a homely setting and will always try to accommodate the individual needs of your child. For example, if your child still requires a nap in the afternoon then this can be accommodated.



Comper' Apple Room in Hertford Street is rather special; its building is listed, its provision highly regarded and, most of all, its young children and families are at the heart of all it strives to achieve.

Our year-round, additional provision is managed and overseen by the Head of Comper and its Governing body working closely with Oxfordshire County Council.

Everything we do begins and ends with the children. We are here to help them to learn and grow in confidence, to reach out, explore and enjoy.

Please look at our website to find out more: www.comper.org.uk

Sessions and Prices

Term time

Breakfast Session	Morning Session	Afternoon Session	Nursery/School Day	After-School
7.45am - 8.45am	8.45am- 11.45am	12 -3pm	8.45am-3pm	3pm - 5.30pm
£ 7.00	£19.00	£19.00	£35.00	£13.00

Holiday time

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Half-Day Morning 8.45am- 11.45pm	Half-Day Afternoon 12.00 - 3pm	Nursery Full-day 8.45am- 3pm	Late pm Extra 3pm-5.30pm
£19.00	£19.00	£35.00	£13.00

How to apply: Child Care

You are warmly invited to come along and have a look around our provision and to meet some of the staff. Appointments for visits can be made at reception or by telephoning (01865 245768). Any further questions that you have can be answered during your visit.

If you would like to make an application, please complete a booking and registration form. We will do everything we can to accommodate the days/ times that you have requested. However, it is important to remember that this is only an application, that demand usually exceeds available places, and that we apply a admission criteria (in line with County recommended policy).

Once (and if) a place becomes available we will contact and invite you to attend you two visits with your child.

Once the two visits have been made, then your child is ready to start with us in the Apple Room.

Information about costs and how to make a booking is available from Basia in the school office (01865 245768 on Tuesday, Wednesday and Thursday).

INTRODUCING COMPER NURSERY SCHOOL

Comper Nursery School is one of only six Oxfordshire County Council maintained Nursery Schools in the County. The Nursery runs alongside the two Reception Classes for Saints Mary and John Primary School (SSMJ).

Paris Fine is the Nursery Lead of a team of four highly experienced and fully qualified staff, including two higher level practitioners Ursula and Katy.

Admissions

Our Nursery School can admit up to 40 morning and 40 afternoon children. We can offer either morning or afternoon places of 15 hours, over 5 days per week, term-time only. We also offer 30 hour places, subject to availability. There is also, however, a holiday club.

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The Nursery accepts children aged 3-4 years, admitting children in the term after their third birthday- *if* a place is available. As in Child Care, demand usually exceeds availability of places. It is unlikely that places become available other than for September entry.

We aim to give children at least three terms in Nursery before they go to Primary school (Reception) – this gives children a good opportunity to make relationships with adults and children, to become established members of the school community and to have plenty of time to build on their learning.

Session times

Morning session 8.45am - 11.45am

Children's lunchtime 11.30am - 12.45pm

Afternoon session 12.00pm - 3.00pm

Arriving on time

We all understand how important it is to arrive at school safely and on time

If you are unavoidably held up and cannot arrive in time, please telephone to let us know so we can tell your child and avoid distress.

If you are late arriving to school for either session we may need to ask you to wait until the group time has finished as this will inevitably disrupt the important teaching time.



Basic organisation

When children start Nursery, they join a group of children with a Key Person, specifically trained to work with young children. As far as is possible, the children remain with the same Key Person during their time in the Nursery to support them emotionally and to help staff get to know families.

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At the beginning of each session the children join their Key Person for registration and a short group-time session. The Key Person then explains the activities available for that day and talks to the children about what they could do. Listening to and talking with children is very important.

There is always a variety of activities on offer to cover all seven areas of the Early Years Foundation Stage Curriculum. The outdoor area is as important a classroom as the inside area, and children are encouraged to experience all areas of learning both outside and indoors.

Towards the end of the session, children re-join their Key Group for story, singing, music or to discuss their learning.

We follow Oxfordshire school term dates and have 5 In-service training days during the year. The days are planned on an annual basis; you will receive prior notice of term dates. The calendar for 2018-19 is on our website.

How to apply: Nursery

We usually have places available at Nursery for the coming September. Do come in and see us any time to discuss how we can meet you and your child's needs for Early Years education. Contact Carole in the school office to obtain an application form to register his/her name on the Admission Waiting List as soon as he/she is two years old.

Please note that our Nursery is very popular and places are usually in high demand.

We will contact you if and when a place is available for your child (approximately 1 term before your child is due to start). This 'offer letter' confirms your child's place.

At the parent's evening you will receive further information about your child's place. Staff will want to work in close liaison with you, aiming to make the introduction to Nursery an appropriate and positive one for you and your child.

We follow the Local Authority's Nursery School's Admissions' Policy (available on the school website or from the school office). The policy prioritises children with special educational needs, social needs and other, Local Authority agreed criteria.

Our children and families are from a wonderfully diverse range of social, cultural, economic and linguistic backgrounds. Therefore, our children include those who may have special educational needs (SEN).



INTRODUCING RECEPTION

HOW YOUNG CHILDREN LEARN

The Early Years Foundation Stage (EYFS)

We have two Reception classes, Strawberry Class (in the hall) and Mango Class (in the workshop). Both classes have about thirty children. Planning for Reception children involves all the staff and relates similarly to both classes. For example, there is a common structure to the day.

Each class is made up of about 15 children from our own Nursery School, along with another 15 from several different, other providers. We seek a balance in the make-up of each class, for example, of gender and age profile.

At the end of the Reception year, we review the make-up of each class to ensure that the balance, in light of the reception experience, is right for Year One and beyond. If any changes are needed, then we will always speak to the parents of the child about this in the first instance.

The latest version of the Early Years Foundation Stage was published in September 2017, and is used in all early years' settings for children from Birth to 5 years. The EYFS promotes children learning best through purposeful play by active investigation and exploration with time to discover, wonder and use their senses to find out about the world around them.

We provide a broad curriculum which supports all aspects of the child's development, social, emotional, creative, physical, intellectual and linguistic. It includes the early stages of reading and writing, maths, science, physical development and humanities, and wide variety of creative skills. Promotion of equal opportunities, and inclusion of children, whatever their abilities and needs, is central to all our work. Learning in Comper is strongly promoted through the mediums of music and dance, in a fun and yet challenging way.

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Each term we develop plans based on observations of children's interests and needs which provide a focus for the resources and experiences. There is a wide range of ongoing school experiences: cookery, visual and other arts, sand and water, construction, role-play, outdoor play activities and a great deal more. We believe that children need to feel positive to learn, be confident to try out ideas; we strongly encourage learning dispositions, such as curiosity, perseverance and problem-solving.

We provide lots of hands-on and real-life experiences, such as vegetable gardening, cooking and den making. Through our provision, we want children to acquire the skills, knowledge and attitudes needed to make sense of the world around them. We encourage success and help the child to become more independent in making decisions.

The **four themes of the Early Years Foundation Stage** are firmly embedded into our practice and daily planning:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- Children develop and learn in **different ways and at different rates**.

The areas of learning and development

There are seven areas of learning and development that must shape our educational programmes. All are important and inter-connected.

The Prime areas of learning

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:

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

The specific areas of learning

We also support children in four specific areas, through which the three prime areas are strengthened and applied:

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

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Our programme involves activities and experiences for children, as follows:

- **Communication and language** development involves giving children opportunities 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** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to 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** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with 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** involves guiding 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** involves enabling children to 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.

Planning for children's learning and development in Reception

Staff have a vital job in considering the individual needs, interests, and stage of development of each child in their care. They use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development (see above).

Our staff working with the youngest children focus strongly on the three prime areas Communication & Language, Physical, and Personal, Social & Emotional

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Development). The prime areas are the basis for successful learning in the other, four specific areas. The three prime areas reflect the key skills and capabilities all children need to develop and learn effectively, and become ready for Year 1 in school.

It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

If a child's progress in any prime area gives *cause for concern*, the practitioner will discuss this with the child's parents and/or carers and agree how to support the child.

Practitioners must consider whether a child may have a *special educational need or disability* which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate. *See below for further details.*

English as an Additional Language

For our many children whose home language is not English, we take reasonable steps to provide opportunities for them to develop and use their home language in play and learning, supporting their language development at home. We also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, we explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Purposeful play

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's early development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults; this makes play 'purposeful'.

The balance in children's learning as they go through Reception

There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance will gradually shift towards more activities led by adults, to help children prepare for Year 1. Activities become increasingly challenging and, to best meet the wide range and complexity of needs, more often happen in smaller, targeted groups.

A typical day in Reception

Each day includes:

- A time for the whole class to be together for registration, a story, to celebrate a birthday, to look ahead or to reflect on a day or activity etc
- A phonics session (in a group with an adult)
- A mathematics session (again, in a group with an adult)
- Time to self-select (indoors/outdoors); for example, sand, water and modelling (explorer time)
- A time for a snack of fresh fruit and a drink of water or milk
- A group session/time for (and this changes from day to day) music, physical activity, drama, cooking etc
- A challenge (perhaps for two or three times a week); for example, We need to build a house for the little pig that will not blow down in the garden

Characteristics of Effective Learning

In planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

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.

Children's records and Learning Journeys

Parents complete a form when children make their first visit to school. This gives an opportunity to explain about each child's interests and talents and anything which parents feel might be a concern. Your child's Key Person will discuss this with you on your visits.

During their time in Comper, each child's Teacher or Key Person keeps detailed observational profiles on the children in their groups and contribute to records on all children. They have regular discussions with parents to share children's progress with parents. We now have **Tapestry**, an assessment tool, that also allows easy exchange of information about your child between home and school. This really helps you understand more about how your child is getting on and ways in which you can support their learning.

Close observation of children enables teachers to plan appropriately for their next steps. When your child leaves Reception you will receive a report summarising his/her achievements in all areas of the curriculum as well as

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their 'Learning Journey' which is a record of their experiences at our school. A profile/report for each child will be forwarded to the next school/setting your child attends.

Transitions

Transition into and through Nursery, into and through Reception, and finally into Year One are really important, both for the children and for you

We have a successful partnership with our partnership school, SS Mary and John Primary School. The teachers exchange visits and information throughout the school year. We arrange visits for your child to their new school, building up the experience as we get into the spring of each year.

How to apply: Reception

Parents will need to apply separately for a Primary School place in the school year in which your child turns four-years-old. Oxfordshire County Council will send application information to parents in the autumn term. The deadline for submission of an application form is usually about mid-January in the year ahead of

Please note:

- **Having a place at Comper Nursery School does not automatically entitle your child admission to Saints Mary and John Primary School.**
- **Having a place in Comper Reception, does ensure a place in Year One of SSMJ**

Parents need to apply for Primary (Reception) school places in the autumn term of the year in which your child turns 4 years old. The children will be able to start primary school from autumn in the year in which they turn 5 years. Parents have the right to defer the place and thereby keep the child at Nursery, also fulltime, until you want to take up the offer of the primary school place.

If you need further information about admissions to Primary school, then call:

Oxfordshire County Council's Early Years Information Line: 01865-815630.

Oxfordshire's Family Information Service: 01865 882288

ADULTS IN SCHOOL

The teachers

We have a full-time Head teacher (Chris) with overall responsibility for all the provision in Comper. In addition, the teachers in Reception are Sarah

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O'Flanagan and Anne-Marie (with Sarah Weaver sharing the class with Anne Marie from Term 2). Paris is the Lead practitioner in Nursery and Chrissy Gower our Special Educational Needs Co-ordinator.

Early Years Workers (support staff)

All of our staff in Nursery and Reception are qualified and, between them have a wealth of experience in early years and other education. Several of our staff have gone on to achieve Early Years Professional Status.

NVQ 3 and 2 qualified staff work in our Child Care, whilst three have or are pursuing a degree.

Support staff

Teaching staff are hugely supported by the hard work of the School Secretary (Carole), School Business Manager (Nicole), Child Care Administrator (Basha), site manager (Zoe), cook (Tracey) and lunch-time supervisors to keep everything working well for you, the staff and, of course, the children.

Students

The school occasionally benefits from the different skills and backgrounds brought to us by students working alongside experienced staff. We often receive requests for research to be carried out with the children, but you will always be asked for your permission for this to take place.

Governors

Our School Governors play an important part in the life of the school. They work closely with the Head teacher and have a general responsibility for overview of every aspect of the school, its activities and welfare. They meet regularly to discuss the curriculum and other issues concerning the management of the school, and to help to appoint staff.

Ben Cairns is our Chair of Governors. Ben can be contacted by appointment; ask at the school office. Parent Governors generally serve for four years, but may stand down when their child goes on to primary school if they so wish. Please use the parent governors for any support or advice about the school.

COMPER KEY POLICIES

Attendance and absence

Attendance is very important and something we take seriously in Comper. Attendance is a statutory obligation in the term after the child's fifth birthday (in Reception) when unauthorised absence for holidays etc. is not granted except in very exceptional circumstances. Under this age, attendance is monitored and any unexplained and prolonged absence may lead to a withdrawal of a funded place.

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For all children, absence must be reported to the school on the first day of absence either by telephone, in person or to the office (office.1005@comper.oxon.sch.uk).

Sex Education

Sex education is not taught as a separate subject, but is sensitively dealt with as it arises; for example, answering children's questions after the birth of a younger brother or sister or during a theme about 'Ourselves'.

We value and promote sexual equality; for example, boys are encouraged to play in the home-corner, use dressing up clothes, help with tidying up; in turn, girls are encouraged to use construction equipment, woodwork, wheeled toys and so on. We choose books that show men and women in a variety of roles; for example, avoiding stereotyping with only women doing housework, being nurses or, only men mending things or going out to work.

Special educational needs and inclusion

The school welcomes and supports children needing special provision to enhance and develop their learning, including children with behaviour or learning difficulties, health problems, physical disabilities and children who are particularly able or have a talent. Such children can be supported through work in small groups, or additional time with an adult. Comper is fully accessible to children and adults who use wheel-chairs.

We have strong links with external agencies, such as health-visitors, school Psychologists and speech therapists. If, following discussions with parents, we feel their advice would be helpful, then we can call on their services. Our designated Special Educational Needs Co-ordinator (Chrissy Gower) helps to ensure the best of plans to support each child.

Parents of children who are considered to have special educational needs will always be included in making arrangements to meet those special needs. Please talk to the head-teacher or Key Person if you have a particular concern about your child. Please ask for a full copy of our Special Educational Needs Policy and annual report, or look on the web-site.

Racial Equality and anti-racism

We are all committed to promoting racial equality and to minimising the effects of harmful stereotypes by encouraging children to learn about the similarities and differences between us all. We use books and other resources which reflect our fantastically diverse cultural community and deal with incidents of racial abuse by discussing concerns with parents.

Please ask if you would like to see our policy on racial equality, or look on the website. Our school has many children who speak languages other than English; the professional understanding of the staff supports their development.

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Safeguarding

The needs and safety of the child are always our first duty and foremost responsibility.

Children have the right to feel safe and protected from any form of abuse and aim to provide a caring environment which nurtures children's self-esteem and independence.

Everyone in our school community has a duty to safeguard and promote the care and welfare of children. We have a policy, procedures are in place and all staff are regularly trained to remain fully aware of expectations around all aspects of Safeguarding.

The school is committed to work in partnership with Oxfordshire Safeguarding Children Board (OSCB) and other agencies on child-protection issues. Investigation into any concerns is the responsibility of the Children & Families Assessment team and police, not the school. If a child with a child protection plan leaves the school, the information will be forwarded to the new school immediately and child's social worker will be informed.

We strongly encourage partnership between parents and other agencies if support is needed. All our staff and volunteers have to undergo an enhanced DBS check and are fully trained in safeguarding procedures. We adhere to Local Authority Safe Recruitment guidelines.

The Safeguarding Children Policy is on the school website and is available from the school office. Please come and see the head teacher about any safeguarding concerns.

All senior staff are trained to the highest level. Our designated lead for safeguarding is Chris Warner (Head). In his absence, a named, other person is identified to take on the temporary role.

Change of address/telephone numbers

You will be asked to fill in an admission form and individual information about your child with you when she/he first starts at school.

Please make sure that we have a telephone number for use if we are unable to contact you at home in an emergency.

We do not release children to unknown adults and require written permission for someone else to collect your child except for extreme circumstances. Each Key Group has a communication book in which written permission should to be recorded by the parent.

Parents & carers in school

You are welcome to spend time in School with your child, and it can be helpful for all the children if we have extra adults to get involved with them in their play.

We usually find that it works best if you come in after your child's first term, so that they are securely established on their own before your visits.

You may like to stay and do a specific job, such as helping with Forest School, cooking, woodwork, etc.

We always need extra people to read books to children in the book-corner. If you would like to do this please talk to your child's group leader. (Grandparents, Aunts or Uncles are welcome too!).

Please let us know your skills, enthusiasms and talents- more or less any interest will be something children will enjoy sharing. If you are happy to help on a regular basis you will be very welcome.

We will need to obtain DBS clearance for you if you are helping regularly.

Parents are their child's first educators. We believe that parents and staff are partners in children's learning. We send regular learning letters so that parents are kept informed about all that is going on and how they can help.

Please let us know if you have any concerns, large or small, about your children's progress or happiness. Staff are available briefly at the beginning of each session, however, it is usually easier to talk to your child's teacher or key person at the end of the session.

Behaviour in school and our positive 'rules'

Children's Personal, Social and Emotional Development is, from the earliest age, a most important area of their development.

Through mixing with many other children and adults the children grow in confidence, start to learn about themselves, and to feel part of a community.

The children learn about the needs and feelings of other people. Most of them will need a guiding hand to understand that others feel as they do and that the same sort of things upset them or make them happy. We help children to understand their feelings and that some actions are not acceptable.

At the start of each term we talk with the children about the need to have some rules 'so that everyone can be happy', and discuss with them what they should be. We go about this in a wholly positive way. We talk about what we *do* rather than what we *don't* do.

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If children find it difficult to play well together, and we have reminded them about the rules once or twice, they will leave the activity/area for a short time until they feel able to continue.

If ever a child is having significant difficulties with behaviour, we will want to discuss the problem with you as the parent. If needed, we apply an escalation procedure, which is supported by external agencies, such as the Local Authority, Educational Psychologist, Behaviour Support team and Home-School Link team.

Meetings with staff

Please feel free to discuss your child's progress with your child's teacher or key person. Staff are available at the end of each session, or by appointment at other times during the week.

Please come to talk with Chris, the Head teacher about anything urgent at any other time as well. We offer termly parent consultations where you can meet with your Key Person as well.

Health and Safety and First Aid

If your child is going to be absent, please ring school to let us know when she/he is likely to return.

Children who are ill with sickness/diarrhoea *should be kept at home for forty-eight hours after the symptoms cease.*

If your child is unwell please keep him/her at home even if she/he asks to go to school. Your child is much better off at home where they can sit quietly and not spread infection to other children or vulnerable adults. Please let us know about any infectious diseases especially if anyone has German measles (Rubella).

There are clear guidelines for infectious conditions produced by the Health Protection Agency which we are obliged to abide by for the health and safety of all children and staff.

We have a stimulating and challenging learning environment for young children. Alongside these physical opportunities there will inevitably be some risks.

Many of us are Paediatric-trained First Aiders and all staff are vigilant for potential risks in the environment. We record all accidents/incidents on a form which we share with parents and ask to be signed and which we keep to analyse any pattern of accidents.

In the event of more serious injuries we contact parents, who take the child to a doctor or hospital as appropriate. If we are unable to contact a child's parents a member of staff will do this. In the event of major injury or illness which clearly requires immediate hospital treatment, the emergency services

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will be contacted and the arrangements for transfer to hospital carried out before contacting the family.

Medicines

We have a full Medicine Policy which is on the website or available in hard copy on request. **We will normally only give children prescribed medicine** and always require written permission procedures to administer any medicine. We recommend that any medicine is given to children before and after school hours to eliminate the need for this.

Healthy eating

We receive free milk and fruit/vegetables for each child, which we offer at snack times. Children join a table where a selection of fruit/vegetables, milk or water is available so that children can choose when they wish to participate. Staff support with hygiene and how to take turns and share as well as using this informal group for general talk.

Our school lunches are cooked on site by a cook trained in cooking healthy, balanced diets for young children. There is always a vegetarian option and the meals reflect a range of children's cultures. Children are encouraged to try food but never made to eat.

Meals are social occasions as children sit with an adult so learning about being in a group other than their family and use of appropriate skills.

The menus are posted on our school web-site and on school notice-boards. As menus are organised centrally by 'Food with Thought', our cook adapts and amends some of the choices and menus to suit our children.

Charging for activities

There is no charge for day-to-day activities in school.

If we go on trips we ask for a *voluntary-contribution* to cover the costs. Trips may have to be cancelled if the contributions received do not cover the cost. (The school will support cases of hardship and will allow payments in instalments by prior arrangement.)

The Governors' policy on charging is available from the office.

Clothing

It is helpful if you send your child to school in comfortable, loose clothing which is easy to put on and undo when he/she uses to the can (and do) happen! So, it is best if the clothes are washable and not 'special'. Please name all clothing clearly.

We consider outdoor play to be an important part of our curriculum and, so long as the ground surface is safe, we go out in all weathers. Your child needs a warm coat, suitable boots/shoes, gloves and hat so that he/she can

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enjoy the outdoors without getting cold. Equally, in summer months, we ask parents to put sun-cream onto children or agree for us to do so. We also encourage children to wear hats and long-sleeved tops when hot for the best protection.

Please encourage your child to be independent about putting coats on and off - we have lots of children to help!

Books and story sacks

We have a good range of books and story sacks which you are welcome and encouraged to borrow, take home and share with your child. We ask you to sign for them and, please, to let us know if anything happens to them!

Other useful things

We can always make use of the following items:

'Junk' for modelling, e.g. empty boxes, cartons, yoghurt pots, bottle tops, corks, kitchen roll tubes, egg boxes, etc.

Wool, fabric scraps, string.

Any paper suitable for drawing or writing, coloured paper.

Card, birthday/Christmas cards, scraps for collage work, large newspapers

Complaints Procedures

If you are unhappy about any aspect of the school, it is really helpful if you discuss this with the Head teacher first of all. If you feel, following this discussion, that you wish to make a formal complaint, please see our complaints policy (ask Carole for a copy)

INFORMATION AVAILABLE IN COMPER (see website for policy and other details)

- The following documents are available in school and on the website- Admissions
- Policy; Health and Safety Policy; Special Educational Needs Policy; Equal
- Opportunities Policy; Equality Statement; Safeguarding Children Policy Governors
- OFSTED Inspection Reports

Privacy Notice - Data Protection Act (1998) and General Data Protection (2018)

Comper is responsible for the Data for the purposes of the Data Protection Acts. We collect information from you, and may receive information about you from your previous school. We hold this personal data and use it to:

- support and promote the teaching and learning;
- monitor and report on your child's progress;

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- provide appropriate pastoral care, and
- assess how well your child school is doing

This information includes your contact details, national curriculum assessment results, attendance information¹, characteristics such as ethnic group, special educational needs and any relevant medical information.

We will not give information about you to anyone outside the school without your consent unless the law and our rules permit it.

We are required *by law* to pass some of your information to the Local Authority (LA), and the Department for Children, Schools and Families (DCSF).

If you want to see a copy of the information we hold and share about you then please contact Carole.

If you require more information about how the LA and/or DCSF store and use this data please go to the following websites:

- <http://www.oxfordshire.gov.uk/plink/publicsite/contactus/W/Internet/Contact+us/Website+information/CD+-+Help+-+privacy+notice+school+data> and http://www.teachernet.gov.uk/_doc/13856/DCSF%20what%20we%20do%20with%20Children's%20data%20v4%20final.doc

If you are unable to access these websites, please contact the LA or the DCSF as follows:

- Data Protection Officer
Commissioning, Performance & Quality Assurance
Children, Young People & Families
Oxfordshire County Council
County Hall
New Road
Oxford OX1 1ND email:
david.spark@oxfordshire.gov.uk
- Public Communications Unit
Department for Children, Schools and Families
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
website: www.dcsf.gov.uk
email: info@dcsf.gsi.gov.uk

¹ Attendance information is not collected for pupils under 5 at Early Years Settings or Maintained Schools

tel: 0870 000 2288.

Ofsted Inspections (see our website for copies of the latest reports)

All of our provision is regulated and inspected by Ofsted.

Apple Room Child Care was last inspected in February 2015 and judged, overall good. This was an improvement on the previous inspection.

Quotes:

- *Staff provide lots of encouragement and praise, helping children to overcome challenges*
- *Managers demonstrate a strong drive for improvement*
- *Key persons know the children well*
- *Staff are effective in providing interesting and meaningful learning experiences*
- *Staff focus well on promoting children's confidence and self-motivation*
- *Parents are happy with the provision*

Comper Nursery School (Hertford Street) was inspected in June 2015 and judged overall good.

Quotes:

- *Teaching is good. All areas of learning are effectively promoted, which enables children to achieve well*
- *Spiritual, social, moral and cultural development is extremely well promoted*
- *Children's behaviour is good because adults have high expectations*
- *Relationships between everyone, adults and children are trusting and secure*
- *There are secure arrangements in place to safeguard children*
- *Parents are overwhelmingly confident that their children are safe and making good progress*

Comper Reception (SSMJ) was last inspected in March 2018 as part of SSMJ and judged good.

Quotes:

- *Children's achievements in the early years has increased well over the past three years..... and exceed the national average.*

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- *Leaders in Comper School ensure that all children are safe and that safeguarding arrangements are effective and fit for purpose*
- *Children in Reception behave well and enjoy the attractive and inviting learning environments, both inside and outside*



Quote: From Pegasus Theatre

'The children from Comper are our best ever audience of children at the theatre. The director cried at the way the children sang along and joined in'. (June 2018)

Start of September Term in Reception:

*New to Comper: First day Thursday 6 September (9am-12.30pm) Includes lunch
And same on Friday 7 September.*

All Children: Monday and Tuesday, 10 & 11 September (9am- 12.30pm). Includes Lunch

Wednesday 12 September onwards:

Full day: 9am-3pm with Breakfast and After School Club open for Reception children

Holding Club

Only for children with a sibling in SSMJ. 3pm-3.40pm. £4 per session. Later than 3.40pm charged for After School Club (£13)

Can be booked through Carole

Notes

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Head.1005@comper.oxon.sch.uk

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