Achieving Success Together

Nursery Procedures

Updated 2026

This document is a companion to the Nursery Policy.

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Please note: Information about admissions, fees and complaints can be found in both the Nursery Admissions and Fees Policy and the Nursery Policy. Further information on Early Years Foundation Stage (EYFS) is available in the Early Years Teaching and Learning Policy.

1. Induction

1.1 **Information needed when registering.** When starting at the Nursery we will fill out the child's registration form at the induction meeting with the parents/carers. We will need the following information to do this:

- Details about the child and who they live with:
    - child's name and how they like to be addressed
    - child's date of birth
    - parent/carer names, date of birth and address, especially if different from the child
    - who has parental responsibility for the child and parental contact with the child
    - where appropriate, we will need to see any relevant paperwork for the person with parental responsibility, e.g. birth certificate, court documents, etc.
    - a list of adults who may collect the child from the Nursery
    - parents'/carers' National Insurance number, code for 30 hours funding or 2-year-old funding, if applicable
    - As part of the registration process, parents/carers will be required to provide documentation to evidence their child's date of birth (this is to confirm they have reached the eligible age for the free entitlements).
- Emergency information:
    - address and phone number *and* emergency contact name and phone number
    - procedure/password for emergency collection if a parent/carer is unable to pick their child up
    - parents'/carers' signature on the registration form to consent to emergency medical treatment.
- Information about medical, dietary and health needs:
    - any medical conditions which may affect child's development or welfare, i.e. asthma, allergy or special requirements
    - name of doctor and health visitor (HV), including address and phone number
    - written permission to reapply sun cream.
- Important family and child information:
    - family preferences, e.g. special faiths or beliefs, dietary requirements
    - any special likes, dislikes or fears, e.g. cuddles, milk, loud noises
    - special words used by the child for routines, e.g. toileting, sleep or rest
    - ethnic origin
    - any special educational needs and disability (SEND) issues identified through the 'Help us to be Ready' form (short/long term, temporary or permanent).

Please note that general date protection regulation (GDPR) guidelines are followed in all instances in the Nursery.

1.2 **Induction meeting:** At the Induction meeting the Nursery staff will fill in the registration form with the parents/carers to make sure that all the required information is recorded and discussed if needed.

- Parents/carers will be sent a 'welcome pack' via Abor, which will also include:
    - brochure (via email)
    - learning journal/Tapestry permission
    - photo permission forms
    - 'All About Me'
    - 'Help me to be Ready'
    - parent/carer contract agreement
    - permission slip for off-site visits.

- **We will discuss:**
    - Our brochure, which is designed to be an effective welcome document. In it we answer frequently asked questions, it is easy to read and can be translated for families with different home languages – please ask.
    - The key person system and their child's key person and buddy. This is their first point of contact for any concerns or to celebrate achievements.
    - Learning journal/Tapestry. Parents/carers need to sign to give permission to share information.
    - Permission for photos to be taken and how they may be used.
    - Payments and fees/vouchers.
    - Meals, snacks and free milk.
    - Nursery Policy and Nursery Fees Policy. This is always available to read on the school website.
    - Complaints procedure.
    - Routines of the session, including snack bar, activities and staffing.
    - How to find term dates (see playroom cloakroom, school website or Norfolk County Council (NCC) website).
    - How to contact us during the day.
    - Newsletters and Arbor.
    - What to wear. There is no uniform but school jumpers can be ordered via the school's website through 'Gooddies'; also needed are appropriate clothing and footwear for all weathers.
    - What to do if your child is ill – sickness, diarrhoea or contagious diseases and 48 hours' exclusion.
    - Giving prescribed medicine in the Nursery.
    - Where to find information about support for you and your child and also how we can signpost you to sources of help and information.
    - 'All About Me' – how we will build it into planning for your child.
    - Parent/carer–school agreement form.
    - Permissions for intimate care (including nappy changing and toileting support) and the application of sun cream.
    - Safeguarding –parents'/carers' phones **must not** be used during visits to the school site.

- Regular attendance and procedures to follow.
- Their child's starting points and abilities.
- We collect information at point of entry about any other professionals who are involved with the child and family.
- We ask for parent or carer permission to work with other professionals before entry to ensure that the setting is ready to meet the child's physical, emotional, social and learning needs.

2. Key person and settling in

Browick Road Primary and Nursery School believe that children settle best when they have a key person to relate to, who knows them and their parents/carers well and who can meet their individual needs.

We want children to feel safe, stimulated and happy at the Nursery and to feel secure and comfortable with staff. This role is set out in the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS). Browick Road Primary and Nursery School will assign a key person and buddy for each child.

The key person helps the child to become familiar with Browick Road Primary and Nursery School and to feel confident and safe within it. They develop a genuine bond with the child and the child's parents or carers, offering a settled, close relationship in order for the child to learn and develop well.

2.1 How does the key person system work?

- A key person and buddy will be allocated to each child on starting.
- Parents/carers and children have the opportunity to spend time getting to know their key person.
- We encourage parents and carers to visit our Nursery with their child at first. The key person would usually complete the induction meeting and go through the welcome pack together with the parents or carers.
- Key persons to agree how we will introduce and settle a new child into Browick Road Primary and Nursery School with the parents/carers to ensure the individual needs of the child/family are met.
- Once they have visited together with their parents/carers the key person would arrange for the child to start attending alone.
- We provide 'All About Me' booklets to encourage parents and carers to help us know and understand their child's development, needs, routines, likes and dislikes.
- We ask for parental/carer permission to work with other professionals before entry to ensure that the setting is ready to meet the child's physical, emotional, social and learning needs.

2.2 Supporting transitions into the Nursery:

- We give parents and carers information about their child's activities and wellbeing while they have been with us to help reassure any anxieties. Tapestry learning journals are used to show parents/carers how their child is getting on during the day, too.

- Parents/carers may also telephone the Nursery during a session.
- If a child is distressed staff will telephone the parent/carer.
- We invite parents/carers to supply photographs of their child and family to display in the setting. This helps the child to keep home in mind and shows families that we value them.
- We are happy for children to bring a favourite toy, comfort item or another transitional object with them from home while they settle in.

2.3 Once the child has started with us:

- The key person is aware of the likely emotional needs of the child.
- The key person has knowledge of about the child's home routine and matches this, if possible, with the child's routine in the setting.
- The environment in our setting reflects the needs and interests of each child.
- We use observation and assessment to plan for each child's learning and development.
- Each child has an individual Tapestry online learning journal. Observations of the child are recorded and monitored and some next steps added by the child's key person, to help meet the child's individual needs and development. All those involved with the child share this information.
- Through this the key person will meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour. They will continue to develop the partnership with parents/carers to make sure that the child is being cared for appropriately.
- The key person is also usually responsible for telling the parent/carer about events in the day that have been important for the child.
- We sometimes use contact books when they are needed; for example, to communicate with other settings, childminders, etc.

2.4 If a change in key person is made:

- During the child's time at Browick Road Primary and Nursery School it may be necessary to change a child's key person due to staff change or availability.
- The parents and carers will be informed and the change over to the new key person will be done sensitively. If possible, the buddy will be used first.

3.Transition to other settings and schools

3.1 Transitions are a big part of life in the Nursery: This could be everyday small transitions, such as being welcomed into our setting each morning and helping to share their experiences with parents and carers when it is time to go home. Children may need support with changing the key person.

3.2 We believe that all our children and their families deserve support at points of transition, and this is important for the big transitions both into and out of the Nursery. This is especially true of some more vulnerable children or families.

3.3 It's our statutory duty in EYFS to provide each child with a key person who should help them at these times. Transitions both into and out of EYFS are carefully planned to support children's wellbeing and to make these big early experiences as smooth as possible.

- We recognise that not all children attending our Nursery will go on to the Reception class in the school, but support all children moving to other Nursery or Reception settings equally.
- Nursery staff communicate with schools and encourage Reception teachers to visit the Nursery in the Summer term prior to the Reception year. This may include them reading stories to help develop relationships.
- We also do the same for children moving to other Nursery settings.
- We ask parents and carers to tell us about the school place that has been given to their child.
- We ask parents and carers for permission to contact the new setting to share information about the child's needs and interests.
- We help our children to explore positive ideas about school by introducing 'school' role-play materials during the Summer term.
- We use the school facilities at Browick Road to help transition. This may include the school hall, library, wildlife area, playground and school field. Whilst we understand that this may not be the child's eventual school, it will still offer an experience of being part of a 'big school'.
- With parental permission transfer records are completed and shared with new teachers. The child's key person is responsible for completing these and they will contain information about the child's progress and development in all seven areas of learning. They also contain the child's views and information on any SEND, additional languages or family support plans. Tapestry journals may also be shared.
- Transition to and from other Nursery settings will involve conversations between practitioners and written comments on the child's prime areas of learning.

4. 'Progress 2' check

4.1 If your child has not already had their Progress check by the HV on starting at the Nursery, staff may complete a development check as part of usual assessment procedures. The two-year check format may be used.