



**Maytree** 

Nursery School and Children's Centre

Executive Headteacher: Luke Page  
Head of School: Melanie Miah  
office@maytree-school.org.uk  
4 Allingham Road, SW4 8EG  
tel: 020 8671 3298

# Maytree Nursery School and Children's Centre

## Information Booklet



LAMBETH NURSERY SCHOOLS' FEDERATION  
Holmewood, Maytree, Triangle, Effra and Ethelred Nursery Schools  
with Tree House, Maytree, Clapham Manor, Effra and Ethelred Children's Centres



## Welcome

Welcome to Maytree Nursery School and Children's Centre. This booklet provides information for families in the local area who may want to come to our school and centre. We hope you will find events and activities that interest you. Do let us know if there is anything we could provide that would help you, or your child, or both! We hope others who are interested in the centre will find this booklet useful too.

We warmly welcome visits to the school. Please do not hesitate to ask if there is further information you would find helpful.



Luke Page  
Executive Headteacher



Melanie Miah  
Head of School



Kelvena Jones  
Strategic Partnership Manager  
Children's Centres

## Brief history

Maytree Nursery School opened in 1978. The school became a Children's Centre in November 2007. Our core service is providing education for children from 2 to 5 years old. All 3 and 4 year olds are entitled to 15 hrs fully funded provision and some may be eligible for 30 hours. Parents/carers can also pay for more sessions including breakfast, after-school club and holiday provision. We moved to our new site in December 2018 ready for opening for the start of term in January 2019. The new address is on the cover.

Maytree is part of the Lambeth Nursery Schools' Federation, linking all of the 5 maintained nursery schools in Lambeth.

We are also the Lead Provider for the Clapham and Brixton Hill Better Start Area with Children's Centre services based at Maytree, Tree House, and Clapham Manor. We also run additional sessions at Agnes Riley Gardens One O'Clock Club.

As a Children's Centre we are able to offer additional services to children and families to improve children's life chances in a variety of ways: including, supporting families to be healthy, safe, discover and develop skills and interests, have a love of life, develop a supportive and positive community and be optimistic for the future. We particularly welcome families where children have additional needs. Our partnerships with local providers help us to do this.

## Governance of the School and Children's Centre

We want to offer activities and experiences that you value. Please let us know what you think of what we do and what we could do better; you can do this in person or via email. We also send out a questionnaire when your child leaves Maytree for your feedback.

We also have a Governing Body for the federation of schools which is made up of parents, staff and people in the community and local authority who are interested and want to help us in developing our provision to meet the needs of children and families in the community. The full governing body meets three times a year. If you are interested in becoming a governor please speak to the School Admin Officer, Clare Kramo or the Head of School.

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## Maytree's Aims and Objectives

We aim for all our children and their families to take advantage of the full range of opportunities offered by the nursery school and children's centre to enjoy being part of our community.

We will achieve this through:

- an inclusive environment which values the diversity of culture, age, ethnicity, gender, ability, family background, religion and language
- creating a stimulating, exciting and challenging learning environment where all can learn
- providing a safe, secure and happy environment
- encouraging friendships
- developing skills in relating effectively with others
- skilled practitioners who have a deep knowledge of how children and their families learn
- developing communication skills in the spoken word or through signing
- warmly welcoming parents into school to share understanding of children's development, needs and interests



- developing understanding about health and well-being
- exploring and discovering places of local interest
- working in partnership with other organisations that support family health and well-being
- understanding the difficulties and challenges families may be experiencing
- monitoring and evaluating the effectiveness of our work
- listening to families and members of the community
- promoting the personal and professional development of all staff
- providing access and support to adult education and training for parents of young children and other adults, including those seeking skills and qualifications for employment.

## **Provision for Children**

### **Provision for children who are 2 years old - at Maytree**

We are able to offer some places to children from 2 years old. This is only free to children who are eligible. Children who are not eligible for a free place have the option to pay. We will discuss this with you when you apply for a place. Some of these places for 2 year olds will be in a separate classroom with its own outdoor space, for the morning only, which is where some of our Children's Centre activities run from in the afternoons. Once they are old enough these children will be offered a place in the main classroom.

### **Provision for children who are 2 ½ to 5 years old - at Maytree**

Our provision in the larger nursery classes is focussed on promoting learning and development for children who are 3 to 5 years old.

The large space at Maytree is an open-plan setting; there are three inside areas and a garden which has a separate growing area and a pond. We have places for children from 2 ½ – 5 years old. The provision is staffed by highly qualified teachers, early years educators and teaching assistants. Additional resources are provided for children who are learning English or who have learning difficulties or disabilities.

Currently we offer part-time places (15 hrs) or full-time places (30 hrs) to children before they go to primary school. Free full-time places (30 hours) are not available to all; parents/carers apply and where eligible a government funded place may be offered. Where children are not eligible parents have the option to pay. This is available term-time only. Part-time places are currently offered as 4 morning (9.15am-11.45am) or afternoon (12.45pm-3.15pm) sessions and one full day (9.15am-3.15pm)

### **Breakfast, After School Club and holiday provision - at Maytree**

We provide a Breakfast Club and an After School Club for children who attend the school. If you are interested in finding out more about this provision please contact us or come in to have a chat. There is a fee for this service.

We provide holiday provision for 9 weeks of the school holidays. This provision is also open to children attending other schools, up to the age of 8 years old. If you are interested in finding out more about this provision please contact us or come in to have a chat. There is a fee for this service. From time to time, the holiday provision may be located at one of our other federated schools; currently held at our Effra site.

### **Library**

Our school library is open for all children attending the school; we have a good selection of books and book bags, which also contain props and/or a game. Sharing books together is a wonderful experience for parents and children to share. If you would like help learning how to get more from reading books with your child please speak to your child's key person – you may like to come in and watch a practitioner read with children. We also have a maths library where you can borrow maths games, stories and resources to play at home.

### **Admission procedure for a nursery school place**

As soon as your child is 1 ½ years old you can visit the school with your child, meet with a senior member of staff and complete an application form together. We will inform you when a place is available, either by letter or telephone to arrange a home visit.

Most children start school close to their third birthday; some from age 2. Admissions are allocated following our policy and are based on age, home address, whether a sibling has attended the school; priority is given to children who have an education health care plan for a disability or special need. Our admissions policy describes our procedures in more detail; please ask for a copy from the school office if you would like one.

### **Holiday activities**

We run our Stay and Play sessions throughout the holidays and also organise day trips.

See above for information on our holiday childcare provision.

### **Children's learning and development**

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept happy and safe. Key aspects include: quality and consistency, a secure foundation, partnership working and equality of opportunity. The EYFS begins when children start nursery school and continues through to the end of the reception year at primary school.

There are four overarching themes for our work with children:

- **a unique child** - every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- **positive relationships** - children learn to be strong and independent through positive relationships
- **enabling environments** - children learn and develop well in enabling environments, where their experiences relate to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **learning and development** - children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

There are seven areas of learning and development; three prime areas and four specific;

#### Prime

- communication and language
- physical development
- personal, social and emotional development

#### Specific

- literacy
- mathematics
- understanding the world, and
- expressive arts and design.



Our aim is to empower children by providing a curriculum that encourages thinking; that offers opportunities to explore a range of experiences and ideas. Learning is often a social experience; where children learn from each other, learn how to be with each other and learn how to teach others.

Practitioners evaluate and plan daily and weekly to provide a varied programme of challenging opportunities to develop all areas of learning. Each child's individual needs are identified by observing them in their play. Practitioners discuss and evaluate their observations and then provide appropriate activities to deepen and extend children's interests and understanding. We hope that children develop an awareness of the learning process and have a positive approach to learning new things; being self-motivated and independent. We encourage children's curiosity by enhancing our provision with a range of materials and experiences to investigate and explore. This will include visits to places of interest outside the nursery and from visitors to the nursery. These experiences help children to make links, see patterns and make sense of their world.

Many Maytree children are learning English in addition to their home language. Our provision is based on children learning through first-hand experience and play-based learning, it is enhanced by the use of visual resources and experienced practitioners who are skilled in working with children who are developing bi-lingual skills.

## **Learning Outside**

The outside learning environment is as important as the inside classroom areas. Children enjoy playing outside and the development of their physical skills promotes their intellectual development. The range of activities offered outside supports children's learning in all areas of the curriculum.



Forest School at Maytree is a strength of the school, we are visited by other practitioners to see our provision. Children spend time exploring and learning in the natural environment.

Children at Maytree go outside in all weathers and we have raincoats, waterproof trousers and Wellington boots available for children; you are welcome to bring your own too!

## **Sharing information about your child's progress - Special Books and Evidence Me**

Each child has a 'special book' where photographs of their time in the school are kept. Children can see the activities and events they have taken part in and it is a resource for them to see snapshots of their own learning journey. It's also a starting point for conversations about their experiences and learning with their parents/carers, staff and friends. You will be able to log on to your child's electronic record (Evidence Me) at home. This is where you will be able to see the observations, photographs and samples of work; we value your contributions to it. You are welcome to add things from home, for example; comments your child has made; details of experiences you have shared; photographs or pictures. You will be invited to regular termly meetings with your key person to share information about your child's learning and development. If your child has special educational needs, meetings may include other people who are supporting your child.

If you are ever concerned about your child, or worried about something that has happened at school, please do not hesitate to find out more or raise your concern. You can talk with any member of staff, or the Head of School.



## **Children with learning difficulties or disabilities / children with special educational needs (SEND)**

Children may sometimes experience difficulties or delays in areas of their development, for example, speech and language, social, emotional, behavioural, cognitive and physical difficulties.

Many of these issues will be resolved by parents/carers and practitioners working together to devise appropriate early intervention strategies. We are also able to obtain support and advice from a range of professionals, for example, speech therapists, educational psychologists and occupational therapists. If your child has specific medical needs we will work together to ensure these needs are accommodated. We have a team of very experienced Teaching Assistants who work alongside children with special educational needs and disabilities to ensure they learn and develop at Maytree.

You may also wish to contact your health visitor to discuss any concerns you may have regarding your child's development or health.



## Provision for Families

We organise many additional activities for families in the Children's Centre – please ask for a children's centre programme, these events are for all families in the area, including you. Please ask if you are interested.

### Family learning

We regularly run Family Learning Projects where you and your child can learn new skills; sometimes working together, sometimes apart. Activities include: cooking, book-making, visits to local parks/places of interest, health, safety, learning IT skills and much much more.

### Stay and play sessions

These sessions are available for parents/carers with their children and/or babies. There is an exciting range of activities for you and your child to enjoy together. It's often a good way of helping your child develop new social skills and for you to meet people.

- |                       |  |
|-----------------------|--|
| Toddler Stay and Play | - for children who have completed an application form for the school - at Maytree.   |
| Family Stay and Play  | - for all families with children from birth to 5 years old - at the Children's Centres, and 1 O'clock club at Agnes Riley Gardens. |
| Childminders/Carers   | - are welcome throughout the Children's Centre activities.   |

### Training and courses

We arrange courses that encourage parents/carers to learn new skills, discover talents and interests, learn about health and safety, help you to develop ideas about your future and promote your well-being. Your children are cared for and having fun in our crèche provision which is run by qualified staff.

### Getting back to work

If you are keen to get back into work we can offer support with application forms, CV writing etc. and help understanding how tax credits and other benefits may help you with childcare costs. We have a volunteer programme available to support you in volunteering in a range of roles, within one of our settings.

### Family support

We work with a number of organisations who are there to support families going through difficult or challenging times for many reasons. Please let us know if there are ways we can help you. Our Better Start workers are happy to talk to you.

### Coffee mornings

We have a programme of informal mornings where parents can come, share food and a drink and chat. We often encourage speakers of the same language to join together to meet and make new friends.

### Health

We work closely with local health visitors, nutritionists, speech and language therapists and other professionals so that we can help you with any concerns you have about your own, or your child's health.

## Parent Volunteers

We have an active group of parents who come into school regularly to help us with a wide range of jobs and activities. Some parents spend time playing a game, reading or playing with the children in the classroom; they may have a specific interest or skill to share, cooking, music or gardening, for example. Others help out with jobs helping the office staff, unpacking deliveries, photocopying, laminating. We really appreciate the work of our parent volunteers, if you would like to help, speak to any member of staff.



## **Starting school and the settling in process**

Separating from a familiar parent or carer, to be left at nursery by yourself, is a significant step for your child. We aim to support this transition through our settling in procedure and by making arrangements to meet individual needs.

We hope that you have been involved with activities before your child starts in the nursery school (you may have been to one of the Stay and Play sessions). However, our aim is that by the time you are separating from your child to leave them at nursery with us, you and your child will have started to get to know key people at the school and feel confident that the nursery is a safe place to be.

A number of things help with this; the home visit, your child's own start date and the settling in process.

### **The home visit**

An opportunity for your child to meet their key person in the place they feel most secure; your child also starts to see how important your relationship is with their key person. Another member of staff will accompany the key person and be the additional supporting adult for your child in the nursery.

### **Start date**

Each new child starts at a different session so there is time for your key person to give you special time, you will start slightly later than other children; stay for part of the session together and then both go home.

### **Settling-in**

After the first day the key person will talk with you about arrangements for the next day which will be made to suit your child. Some children need a familiar parent/carer to stay with them for a number of days before they feel secure at the nursery. Children will only stay for lunch and a full-time place once they are settled in their part-time place. Please make arrangements for this if you are working or studying.

If this is the first time your child has experienced being separated from close family members/friends it is a significant step in their lives; talking with your child so that they know what to expect is very helpful. Reading stories about starting nursery. Don't forget to tell them you will come back for them at the end of the session!

## **Daily Routines**

### **Nursery times for the older 2 year olds - 5 year olds classrooms (Green, Purple and Blue Rooms)**

The full school day starts at 9.15 am and finishes at 3.15 pm

The part-time sessions are: Morning 9.15 - 11.45 am  
Afternoon 12.45 - 3.15 pm

### **Nursery times for the 2 year old classroom (Yellow Room)**

The part-time session is: 9.00am-12.00pm

We ask you to keep to these times so that your child can participate as fully as possible in all the planned activities, and so that their day runs smoothly.

### **Bringing and collecting children**

Getting to school on time and making sure your key person knows you have arrived means that your child will be safely registered so that we know who is in school.

At the end of the session, children who are not collected on time may become upset as they are left in school when everyone else has gone. We do understand that in exceptional circumstances, you may be late, please let us know. To maintain the safety of the children in our care you must give the collection password you created at the home visit to anybody that is collecting your child for you.

### **Contacting you in an emergency**

If your child is ill, or no-one has arrived to collect your child we need to contact you immediately. It is essential that you inform us of any changes in telephone numbers. We will ask for a number of emergency contact details from you so that a relative or close family friend can be contacted, if we are unable to contact you.

### **Emergency procedures for uncollected children**

If there is an emergency, where you have not been able to contact us and your child is at school beyond 4.00 pm we will act in your child's best interests to ensure they are safe and follow Lambeth's procedures. If you are unable to make contact with us at school please telephone Lambeth Social Care, Integrated Hub on 020 7926 5555 (24 hours). Our aim is that children are in a safe place with familiar adults until contact is made with the parent or named relative/family friend. Please appreciate how important it is that we have up-to-date information about how to contact you.

### **Snacks and drinks**

Children have milk and fruit every day; water is available at all times. This means your child does not have to bring snacks to school – please leave sweets and drinks at home. It is very important that children do not share food with other children who may have allergies (particularly nuts). If you would like to bring some food to share to celebrate your child's birthday please talk with your key person.

## **Attendance**

Establishing a good attendance routine will be helpful for you and your child for their whole school career and future in work. Please contact us on the first day if your child is unable to attend. If we haven't heard from you, the Admin Officer will contact you.

## **Lunch**

Lunch time is at 11.45 am every day and we will ask that you provide a packed lunch for them. We will be sending out some ideas for healthy packed lunches which may be helpful. Your child may be entitled to a free school meal. The school office will be able to check if your child is eligible and we will discuss with you how this will be provided.

## **School fund**

We have a school fund that we ask you to contribute to. Contributions are voluntary, we ask that part-time children pay £1.00 per week and full-time children pay £2.00 per week. Please pay at the school office. This can be paid by card and you can pay for the whole term if you wish.

The school fund supports a wide variety of activities including:

- educational visits to farms, theatres, parks, woods etc.
- visitors and performers to the school
- resources for workshops

## **Clothes, footwear and jewellery**

We want children to freely explore the nursery environment and the wide range of activities on offer; sometimes the nursery is a messy place with clay, paint, glue, water and soil. Please dress your child in clothes that are easily washed and comfortable.

Children are able to play safely both inside and outside. All children will be outside; climbing and running around for some of the day, so they need to wear clothes appropriate for the weather, and shoes that allow them to do these things safely.

Jewellery can get lost easily at school; children sometimes give it to their friends! Jewellery that dangles can catch on climbing or play equipment and cause injury. Please be aware of this and use your judgement about any jewellery your child may wear to school.

Elasticated waists let children cope independently with the toilet and this helps them be independent as well as avoiding having toilet 'accidents'. Children have their own peg to hang their coat/jacket and a bag of spare clothes if needed. Names in children's clothes mean they are less likely to lose things.

Maytree sweatshirts and t-shirts are available to buy; please see the Admin Team.

## **General information about the school**

**Behaviour** We aim to create a happy and secure environment in which children can play and learn. If a child hurts or upsets another child, we will help him/her learn how to understand their emotions and learn how to resolve difficulties using words or signs to express themselves. We help children to learn how to play cooperatively and understand the feelings and needs of others.

If a difficulty arises we will talk with parents to gain a better understanding of their child's needs and behaviour and work together to support the child. If you have any worries about your child's (or another child's) behaviour don't hesitate to talk to a member of staff.

**Complaints** It is hoped that your child's time at Maytree will be a happy experience. If you are unhappy about our provision or have a complaint, we have a procedure to follow to help resolve any concerns, please contact Luke Page, the Executive Headteacher, ask at the office to make an appointment or email the office. You are welcome to have a copy of our policy.

**Sick children** If your child is unwell please do not bring them to school as they need to be at home in a comfortable environment in order to recover and not risk infecting other children. If your child becomes unwell at school we will contact you immediately. We follow the advice from the Health Protection Agency regarding the exclusion periods if your child has an infectious disease, for example, chicken pox, measles, Covid, etc.

**Safeguarding Children and Child Protection** If we are worried about a child's welfare, or think they have suffered or are at risk of suffering significant harm we must act. In serious circumstances we have to contact Lambeth Social Care, and we may have to do this without talking to parents first. Please ask to see a copy of our policy if you would like more information.

**Staff training** All members of staff attend training days, courses and conferences to ensure they are developing their expertise and skills further.

**Other policies and procedures** There are a range of policies and procedures we follow in the school\centre to ensure your child's safety and well-being including accidents, medicines, charging and remissions policy, fire drill procedure and security. If you would like to find out more please ask a member of staff, copies are available for you on request. Key policies are also available to view on our website.

Smoking and drinking alcohol are not allowed anywhere in the school or within the school grounds.

**Translation service** If you would like any information in a language other than English or need an interpreter, please let us know and we can make arrangements for this.

**Moving on to primary school** Parents/Carers need to apply online for primary school places; applications and the placement of children is managed by the Local Authority. Children who become 4 years old between September and the end of August will start primary school the following September. You will be informed when to apply by the school office. The application must be submitted by the closing date in January for all children starting school in the following academic year (September to July).

**We really hope children have enjoyed their time at Maytree and are really pleased if they keep in touch.**

## Maytree Staff Jan 2024

Luke Page	Executive Headteacher
<b>Practitioners</b>	
Melanie Miah	Head of School
Andrea McKay	Special Educational Needs Co-ordinator and Teacher
Wen Shao	Lead Teacher
Mary Adebayo-Oke	Early Years Educator
Nichola Deenoo	Early Years Educator
Melita Lynch	Early Years Educator
Jayne Wink	Early Years Educator
Folashade Olukoga	Early Years Educator
Beverley Brown	Teaching Assistant
Margaret Corcoran	Teaching Assistant
Karen Graffi	Teaching Assistant
Mandy Griffiths	Teaching Assistant
Elena Ocana Yopez	Teaching Assistant
Anna Kozłowska	Teaching Assistant
Nichola Young	Meal Time Supervisor and Teaching Assistant
Kemi Olukoga	Meal Time Supervisor
Angeles Vera Gonzalez	Meal Time Supervisor
Firehiwot Abebe	Practitioner Support Assistant - Childcare (2 yr olds)
Kozeta Celaj	Practitioner Support Assistant - Childcare (2 yr olds)
Diana Gonzalez-Tapia	Practitioner Support Assistant - Childcare (2 yr olds)
Nataschia Andriani	Practitioner Support Assistant - Childcare (2 yr olds)

### Children's Centre

Kelvena Jones	Better Start Area Manager
Julie Reynolds	Deputy Manager (Better Start Services)
Carean Vernon	Deputy Manager (Childcare)
Samantha Muldoon	Better Start Worker
Ann-Marie Lyseight	Better Start Worker
Alex Hunt	Better Start Worker
Gosia Friedl	Senior Early Years and Family Practitioner
Lorna Musonda	Early Years and Family Practitioner
Gosia Czernik	Early Years and Family Practitioner
Gillian Drayton	Early Years and Family Practitioner
Vanessa Harry	Senior Administrator
Aliza Sheikh	Senior Administrator
Ruby Pope	Children's Centre Administrator
Tania Friel	Children's Centre Administrator

### Bank Staff

Nighat Khan	Practitioner Support Assistant
Violet Rosling	Practitioner Support Assistant
Veronique Poulain	Practitioner Support Assistant
Fatuma Saleh	Practitioner Support Assistant
Ephragie Sangi	Practitioner Support Assistant
Mary Idiahoke	Practitioner Support Assistant

### Office

Hilda McNamara	Federation Business Manager
Clare Kramo	School Admin Officer
Liz Fitzpatrick	Finance Officer
Monika Kopanicakova	Federation Admin Assistant + Volunteer Coordinator

### Premises

Tosin Ademuyiwa	Premises Officer
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## **LNSF Governors Jan 2024**

Chair	Siobhan Turner	Co-opted governor
Vice Chair	Umar Mahmood Qureshi	Co-opted governor
	Luke Page	Ex-officio
	Anna Joyce	Parent governor
	Daniel Burton	Parent governor
	Emily Patterson	Staff governor
	Kelvena Jones	Co-opted governor
	Aneita Foley	Co-opted governor
	Anna Jones	Co-opted governor
	Marc Newall	Co-opted governor
	Isla Farotto	Co-opted governor
	Paris James	Co-opted governor
	Katie Fyrth	Co-opted governor
	Vacancy	Co-opted governor
	Vacancy	Co-opted governor
	Frances Gilson	Clerk to the governors