



We are delighted to have you and your child as part of our Nursery. This booklet contains a summary of our educational philosophy, details of our curriculum and other practical information that you may need. If you have any queries about these or other matters, please do not hesitate to ask Didi.

**SUNRISE EDUCATION TRUST
1 CAZENOVE ROAD,
LONDON N16 6PA**

sunriseeducationtrust@gmail.com

Charity number 284833

AN INTRODUCTION TO SUNRISE NURSERIES

OUR AIMS, APPROACH AND PHILOSOPHY

Sunrise Nurseries are an international, non-profit making educational trust. Their aim is to develop every child towards his or her highest potential by caring for and educating all aspects of their being: physical, emotional, intellectual, creative, intuitional and spiritual.

Our educational philosophy is known as Neo-Humanism, and was developed by the Universalist spiritual teacher and activist P.R. Sarkar. In 1955, Sarkar founded “Ananda Marga” (Sanskrit for “The Path of Bliss”) as a socio-spiritual organisation in West Bengal, India. Since then, through the efforts of its many voluntary workers, Ananda Marga has become a global organisation, offering instruction of yoga and meditation techniques and running social projects such as Sunrise Nurseries.

Neo-Humanism goes beyond traditional humanisms by taking into account the welfare of the animate and inanimate worlds, as well as that of our fellow human beings. It is based upon the universal values of individual growth – through education, creativity and spirituality – and loving service to humanity and the created world.

Thus, according to our aims and our philosophy, Sunrise Nurseries approach education on many levels. To develop children’s physical well-being, suppleness and mental balance we teach them specially adapted yoga and breathing exercises in addition to traditional sports and games. In order to encourage exploration and refinement of their senses, our classrooms are stimulating environments full of different shapes, colours, textures and smells. We follow the Montessori method of teaching, which uses special materials and practical life exercises to develop the children’s sensory-motor skills, laying the foundations for later intellectual development.



To foster an ecological consciousness we study nature and care for plants and animals, encouraging awareness that human beings are part of a world and a universe that deserves care.

Our unique curriculum consist of a series of themes from the “cycle of creation”, and ranges through the elements of space, air, water, fire and earth, to plants, insects, fish, reptiles, birds and animals, and from there to oneself, our family, other people, universal family and God or Supreme Consciousness. This provides a unifying framework for the whole range of our activities throughout the term, whether creative visualisation and fantasy, lively educational stories, drama, dance, yoga postures or arts and crafts. These themes thus stimulate the child’s intellect but are taught in a holistic way, ensuring that knowledge is not fragmented and compartmentalised but related to, and interlinked with, the elements, experiences and activities of children’s everyday lives.

CIRCLE TIME

Great importance is given to the daily circle. Circle time creates a family feeling of togetherness, a chance to share and listen, to sing and dance joyfully. It is a special morning time celebration where the magic and the true heartbeat of the nursery can be experienced by all from the youngest nursery child to the oldest children and by the teachers as well.



Practising this meditation in circle time each morning develops the children's concentration and awareness and most importantly, gives them a direct experience of their own inner life. The children learn to be still and feel love 'above and below, around and inside them.

Before meditation, we dance and sing Kiirtan with our eyes closed and our arms reaching upwards in a gesture of openness, a willingness to receive positive energy from the universe.

Kiirtan is sung using the powerful Sanskrit mantra "Bába Nám Kevalám", which means "Everything is love; everything is one." Whilst meditating, the children are encouraged to concentrate upon the meaning of this mantra and the feeling of love in their own hearts. Such meditation and ideation develop in the children a sense of security and peace within themselves and a feeling of love for the universe to which to they belong.

After this quiet time the children can listen to a story, enact a drama or have a learning moment. Circle time helps to develop each child's intuitive, creative and spiritual capacity.

FOUNDATION STAGE CURRICULUM

The early years foundation framework set the standards for learning, development and care for children from birth to age five. The four themes of the EYFS are: A Unique Child Positive Relationship, Enabling Environments and Learning

OUR TEACHERS

Children flourish in an atmosphere of love and trust between them and the adults who care for them. Sunrise teachers create this in small class settings, where children can comfortably absorb knowledge and positive character traits.

Our core group of teachers are experienced and trained in a variety of different methods. They implement the National Curriculum in their classrooms and may be practitioners of Yoga and meditation themselves. We hold regular training days when they can build up more understanding of Neo Humanism and its practical application in the classroom.

We strongly believe that if children are to grow into kind, responsible adults, who respect others and their environment, they need to see these qualities in the adults who love and guide them.

Principal/Nursery Teacher	Didi Ananda Manika	NVQ Level 3.
Nursery Teacher /Deputy	Christine Marie	Montessori Diploma Level 4
Nursery Teacher	Leah Kyprianou	NVQ Level 3
Nursery Teacher	Sunita Kaur	NVQ Level 3
Nursery Teacher	Saadet Mengi	NVQ Level 3
Nursery Teacher	Clare (Karmeshana) Huza	NVQ Level 3 PGCE
Assistant	Maimuna Patel	Childminder Level 2
Assistant Apprentice	Elisha Campbell	Studying Level 2
Cook:	Saba Getachew	Health & Hygiene Level 2

ORGANISATION OF OUR TRUST

Our Structure:

Sunrise has four bodies, which contribute to the organisation and running of the nurseries in Britain.

1. Sunrise Education Trust

The trustees oversee Sunrise's property and land transactions, along with its loans and mortgages. They also ensure that the nurseries are being run in accordance with the aims and ideals of NeoHumanistic education.

The trustees are: Govinda Lovage
 Pippa Robins
 Yogeshwari Ramaswamy

2. Management Committee.

The management committee meets every two months and is responsible for making and implementing decisions regarding:

- Staff conditions
- The upkeep and renovation of the buildings
- Finance (monthly reviews and budgets)
- Enrolment policy
- Nursery policy
- Administration
- Curriculum

Management committee structure:

Chairperson: Meeta Lovage
Secretary: Didi Ananda Manika

Three sitting members are:

Govinda Lovage,
Saradadevii Hull-Jurkovic,
Yvonne Byrd, Piera Freccero

Address;
1 Cazenove Rd
London N16 6PA



PRACTICAL INFORMATION

PLACEMENT

The first week of attendance is seen as a settling in period, therefore the children will attend only half days from 9.00 am to 1pm during this time. For at least the first half-day, we would like the parent to remain for the entire morning session. This enables your child to explore and experience the programme in the comfort of your presence.

Children may be present from 8.30am to 5 pm .We would ask that all children arrive by 9.30pm at the latest, so they can participate in circle time.

ARRIVING & LEAVING

For the first few mornings, parents are very welcome to sit with their children in the classroom, encouraging them to feel comfortable in their new surroundings.

After this time, however, we have observed that children settle more easily and happily if they are handed over to their teacher and the parent leaves immediately.

Although this may initially cause some tears (on both sides), we have found it to be the best method in the long term, enabling the child to develop a good relationship with their teacher, and a sense of their own independence.

At the end of the day only custodial parents or authorised individuals may collect a child from the nursery. Should it be necessary for your child to be collected by someone unknown to the nursery staff, please advise us beforehand, preferably in writing, and ensure that your replacement can produce some form of identification. We take the issue of child safety very seriously, so please help us by following this procedure. Without direct conformation, either written or oral, from you we cannot release a child from the nursery.

MEALS

We are a vegetarian nursery, and we can also cater for a vegan diet. A wholesome lunch is provided each day, which includes a hot meal and a salad. A snack of fresh fruits is provided in the morning and the afternoon.

The children are discouraged from bringing sweets to the nursery, and no highly processed or sugary foods are served. We also cater for children suffering from allergies – particularly dairy and wheat intolerances. Please let us know of any special dietary requirements when you fill in the application form.



In addition to being a vegetarian nursery, all food served follows the Yogic sentient diet. This excludes eggs, onion, garlic, mushroom and anything pertaining to these families (eg leeks and shallots), as these foods are detrimental to concentration and meditation.

On children's birthdays, parents are welcome to bring healthy cake or healthy party food (not full of colours or additives). We usually plan some games or activities to celebrate this special day.

NECESSITIES

Each child should be equipped with the following:

- A complete change of clothing
- Wellington boots
- Nappies and baby wipes (if used)
- Slippers
- A raincoat
- A bag to hold all of these (not plastic if possible)

Please label all your child's clothing



COMMUNICATION

The Parents committee, to which all parents automatically belong, holds regular meetings with the principal and teachers as a forum for general communication. It also produces a regular newsletter with the latest news. Please check the front door and the hallway pin board for details of meetings, copies of the newsletter and other notices.

COMPLAINTS PROCEDURE

These procedures are in our policy folder available for parents in our office.

Safe-Guarding Children Policy

You will receive a copy of the policy at your registration. They are also in our policy folder.

Reporting System

Teachers issue formal reports on the progress of the children once a year, in which they comment on each subject the child studies. These reports are designed to be non-competitive, instead, giving information on the levels of skill each child has developed in and the different area and how they relate to the standards of achievement expected in Neo-Humanistic and by the National Curriculum.

In addition to written reports there is a parent-teacher interview held during the spring term and folios of the children's work (which are sent home each term).

HOLIDAYS

We have three main holidays each year.

- Two weeks at Christmas
- One week at Easter
- Three weeks during the summer
- 2 days each half term.

The nursery is also closed on Bank Holidays and for 1 day each term for Teacher Training days.

PERSONAL TOYS, JEWELLERY AND MONEY

We would ask that children do not bring personal toys, jewellery and money to nursery. These items often become a source of distress rather than comfort when other children wish to play with them, they get lost or broken.



FEE STRUCTURE

Opening hours: 8 am – 6 pm

We kindly ask everyone who joins us to accept our 46-week academic year which is longer than the standard 38 week nursery year.

Days at Nursery	1	2	3	4	5
<i>Cost per month for 12 months</i>	£346	£693	£1038	£1170	£1379 for 12 Months

The Government provides 15 or 30 hours of free childcare (depending of circumstances) per child for 38 weeks a year from the term after they turn 3 years old. We will deduct the amount provided to us by the local authority from the full fee if parents need childcare over their funded hours.

Parents who are eligible can apply for the 30 hours for 3-5 year olds funding from the government.

Parents who are eligible can apply for 15 hours free childcare for two year olds.

For more information, please go to the following link: <https://www.childcarechoices.gov.uk/>

Our 46-week year includes 2 days each term when the nursery is closed for half term holiday and 1 day per term for teacher training. The major holidays have been included in the calculations of our 12 months payment plan: 2 weeks at Christmas, 1 week at Easter and 3 weeks for summer holidays.

We ask that fees are paid by regular monthly direct debit in advance instead of by term. The term accounts will be broken down pro rata for ease of monthly payment. You will not pay for major holidays, but payments will be continuous during those periods. On enrolment, you will be given a payment plan for the year.

An initial deposit of 1 month is payable on enrolment and this will cover the last 3 weeks of your child's attendance.

The nursery term consists of 46 Weeks. Any absence due to illness or extra holidays during term time still requires parents to pay for the child's absence.

OUR BANK DETAILS:

Payments by direct debit or standing order can be made to:

Sunrise Education Trust Nursery (London)

Cooperative Bank

Sort Code: 08-92-99 Account Number: 65979493

Please ensure that your child's name is entered into the account records when setting up the standing order mandate with the bank. Please confirm with Didi your payment start date.

WITHDRAWALS

Should it be necessary to withdraw your child from the nursery, we ask that you provide us with 1 months' notice. This period is covered by your initial deposit, which without sufficient notice we are unable to return. A final invoice will be issued to balance the monthly payments.

COMPLAINTS POLICY / PROCEDURE

1. In a situation where there is a complaint from a member of staff or a parent, an attempt should first be made to resolve the situation verbally. Parents should speak directly to the child's key worker and staff to their line manager. If this does not resolve the issue, they should then put the complaint in writing where it becomes a formal complaint to be investigated by senior management.
2. Management should be made aware of all minor complaints that are made to key workers via the Managers log of concerns into which staff log all verbal complaints.
3. Those making a formal complaint will be informed that they will receive a written response within 28 days.
4. Managers will investigate all formal complaints and make every effort to reach a satisfactory resolution, with the help of the Management Committee if necessary. Contact numbers are:
 - our Principal, DidiAnandaManika, 02088066279
 - in her absence, Meeta Lovage on 07717220697
5. Where a complaint has been made, a copy of the findings will be sent by email or otherwise to the complainant and to the person complained about, and also be available on the nursery premises.
6. All allegations against staff or volunteers should be immediately brought to the attention of the Manager. Children's Social Care can also be informed. You can contact them on 02084891192.
7. Where a complaint has been made against a member of staff or volunteers concerning an issue of Child Protection, suspension will be considered when:
 - there is a cause to suspect a child is at risk of significant harm or
 - The allegation warrants investigation by the police or
 - The allegation is so serious that it might be grounds for dismissal
8. Any disciplinary investigation should be carried out once the child protection investigation has been completed
9. If you have a complaint on a matter of child protection concerning the Manager/ Head teacher, you should contact Children's' Social Care directly on 02084891192.

Sunrise Early Years Behaviour Management.

PRINCIPLES OF SUNRISE'S BEHAVIOUR POLICY

At Sunrise Nursery we believe that children and adults flourish best in an environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear.

These principles can be summarized as follows:

- Sunrise promotes mutual respect and encouragement between all adults and children in the nursery community.
- Sunrise wants to inspire children with a spiritual vision of their lives helping them to know that they are not just their bodies and mind but an eternal and precious part of creation.
- Sunrise promotes individual welfare motivated by the spirit of promoting collective welfare.
- Sunrise promotes teachers to become themselves the personification of the qualities and behaviour expected from their students.
- To develop physical, mental and academic capabilities through yoga, meditation, sports, play and through the Early Years Foundation Stage (EYFS).
- To facilitate personal growth in areas such as morality, integrity, self-confidence, self-discipline, co-operation, teamwork leadership ability through planned and spontaneous activities, circle times, role play, story times and by adults acting as role models for the children.
- To awaken a thirst for knowledge and love of life-long learning.
- To equip students with academic and practical skills necessary for life and for higher education.
- To develop a sense of aesthetics and appreciation of culture and to infuse the curriculum with literature, art, drama, music and dance.
- To encourage a universal outlook, free from discrimination based on religion, race, creed or sex, and to foster a respect for all cultures through our curriculum and planned activities.
- To develop independent problem solving skills and a benevolent rational intellect supporting the development of characteristics of effective learning. An awareness of schemas amongst staff helps with observations and planning relevant to the child's interests.
- To promote an awareness of ecology in its broadest sense - the realization of the inter-relatedness of all things - and to encourage respect, care and universal love for all.
- To apply what is learned to practical life and to encourage students to become active and responsible members of society.

Our behaviour policy is read by all new staff. Parents are informed of it through the prospectus and the time of enrolment.

PROMOTION OF GOOD AND POSITIVE BEHAVIOUR

Sunrise nursery encourages personal growth in areas such as morality, integrity, self-confidence, self-discipline, co-operation, teamwork, leadership ability.

Good behaviour as defined by the Nursery Class Rules (see Appendix), is encouraged and acknowledged throughout the nursery by verbal acknowledgment and praise for developing intrinsic motivation and sometimes, for extrinsic motivation we reward them with:

- ◆ Certificates, Prizes, Mystery bags
- ◆ Treats
- ◆ Books
- ◆ Collective stars in night sky
- ◆ Trips

Children are encouraged to develop, discuss and review the nursery class rules thereby having a sense of ownership and co-operative participation.

Promotion of Good Standards of Behaviour

1. Undertaking annual review of the behaviour policy and provide regular training for staff in effective behaviour management.
2. Developing our focus on promoting positive behaviour by evaluating and developing our use of incentives and rewards
3. Using Circle time, meditation and yoga time daily as a forum to work together with positive songs, sharing of ideas, and a time to encourage personal and collective positive reflection in age / stage appropriate way. We adapt what we do with older group to ensure it is effective and enjoyable for the younger ones.
4. Adults are trained / experienced in child development in order to have realistic expectations of young children's behaviour and Personal, Social and Emotional Development.
5. Adults plan and provide interesting and engaging activities based on accurate observations of children's interests and development stages, to minimise potential times of boredom or conflict
6. Adults ensure there are sufficient recourse and toys / activities for all children to take part without over long waiting times leading to conflict – they use language / explanations to support children waiting their turn as well as visual and auditory aids (e.g. sand timers / cooker timers)
7. Adults are models for children, remembering to say please/ thanks you & sorry
8. Activities that support key social skills such as turn taking or sharing, are planned and provided in age / stage appropriate ways, e.g. VERY small groups with VERY short waiting times.

BEHAVIOUR MANAGEMENT POLICY

We all know how difficult it can be knowing how to deal with a child's challenging actions and behaviour effectively. As carers, we strive to support our children and their families in a positive way.

1. We won't label the children as 'naughty'; it is their behaviour we are not pleased with, not them.
2. We will deal with all inappropriate behaviour with consistency, so the children know they have boundaries.
3. We will not shout at the children or use threats as a way to deal with challenging behaviour.
4. We will praise and encourage good behaviour and kindness.
5. We will discourage negative behaviour and try to intervene before an incident occurs, if possible to distract their attention to another activity.
6. When dealing with tantrums or challenging behaviour we aim to be consistent in supporting our collective approach. E.g. High Scope Conflict Resolution, thinking time.
7. We will talk to the children on their level; we will not shout or speak harshly to them but try to explain why their action or behaviour is unacceptable.
8. We will encourage the children to have respect for one another as well as the toys and equipment. Adults will equally show respect for children and equipment
9. We will discourage the children from throwing or being destructive with the toys and from pushing, hitting or being unkind to one another in a physical or an emotional way.
10. Should the child continue to behave disruptively, we will remove them from the situation for a 'thinking time' period to calm down, then we will acknowledge their feelings and talk about why their actions were unacceptable.

Possible Behaviour Concerns

- Physically aggressive behaviour towards staff, parents/carers or other children
- Failure to co-operate/unwilling to share, depending on child's age / stage of development.
- Non-compliance with nursery rules (see appendix) depending on age / stage of development
- Deliberate spoiling of materials/equipment
- Verbal abuse (e.g. swearing), temper tantrums that are not age appropriate
- Difficult behaviour at meal times depending on age/stage of development with careful regards as to adult expectation.
- Sexual awareness inappropriate to the age (also, see our child protection policy)

Every Child is Unique.

We aim to be realistic in our expectations of children in our care taking into account the child's age and stage of development and also aim to be aware at all times of any underlying reasons or causes that might explain the behaviour concern.

DISCIPLINE GUIDELINES

- We aim to promote positive behaviour in children, we do this through:
- Talking to children and explaining activities, rules and routines beforehand so that children aren't reprimanded for something they had no awareness of
- Planning activities and routines that are age / stage appropriate and ensuring that all children have opportunities to take part without excessive waiting times
- Playing with the children, being on hand to intervene early, should it be necessary to avoid potential conflict
- Encouraging children to verbalize how they feel and verbalize their requests....narrating and naming for pre-verbal / non-verbal children
- Through this we reduce the need to implement any discipline

No child will be smacked, roughly treated or verbally or emotionally belittled. All behaviour will be dealt with by:

- Speaking directly to the child and explain why their behaviour is unacceptable.
- Listening to children to find out why they are upset / angry and giving them the opportunity to say how they feel, why they acted in the way they did.
- Distracting child's attention.
- Removing the child from the source of disruption and involving them in an alternative activity.
- Giving the child/children concerned the opportunity to talk about their behaviour, why they thought it happened and give ideas and opinions on how to solve their problems/manage their behaviour.
- Giving them the time and space to calm down and reflect on their behaviour.
- Offering the opportunity of a physical outlet of their aggression by means of physical play.
- Asking them to choose what they would like to do as an alternative.
- Pointing out examples of positive behaviour, sharing and kindness by other children on a 'walk about' with the teacher
- Encourage them to play a part by apologizing to the person they have hurt/offended as appropriate for their stage of development
- Following that, encourage the child that has been hurt to speak to the offender and say what they would like to see happen.

In the case of an emergency risk assessment to prevent personal injury or serious damage to property, a physical action may be required. We will ALWAYS tell parents in these cases and record any physical intervention we have made

By liaising closely with the staff team, manager and parents/carers, we would hope to be able to overcome any problem. However, if we feel it necessary, we will seek advice, with parental permission, from outside agencies, such as speech therapists, educational psychologists, etc and implement any plan of action they recommend.

In extreme cases of serious disruptive behaviour and where all efforts made have failed to overcome the problem, we aim to support parents / families to find more appropriate childcare that can best meet their child's needs.

POLICY ON VERBAL BEHAVIOUR MANAGEMENT

It is central to our philosophy that all staff members should act as positive role models at all times towards the children, their colleagues, parents and the nursery. Any issues or problems arising with the children, other members of staff or parents should be discussed in private with the manager of the nursery. The passing of negative comments about parents, other staff or children is not acceptable.

We recognize that children will occasionally pick up an unacceptable word or phrase from a variety of sources e.g. older family member, TV, public spaces etc.

We work alongside parents and carers to support the child in using more acceptable phrases and discouraging those inappropriate words used such as swear words, racial comments, aggressive words e.g. 'shut-up'. We recognise that often children are just repeating what they have heard and do not understand its meaning. If this happens, parents will be informed and the circumstances explained. We do not single out individual children in these cases, we will use group / circle times to talk generally to children about feelings, appropriate or inappropriate comments. They will be asked to work alongside staff, with the nursery policy to encourage alternative words e.g. 'be quiet please'.

The incident may be written down and recorded in the incident book for monitoring purposes. If the issue is not resolved, we will follow the discipline guidelines procedure as stated above.

PARENTS BEHAVIOUR POLICY

Parents are subject to appropriate behaviour towards their child or other children in our care. Please also refer to our Child Protection Policy.

We do not find any of the following acceptable examples of a parent's actions and could ask the parents to leave the premises immediately or on a permanent basis if they were to:

1. Smack their child in the nursery or threaten them physically
2. Threaten to smack or hit another child on our premises
3. Encourage their child to smack, push or physically attack another child.
4. Use foul language or threatening behaviour towards staff, children or any other parents on the premises
5. The usage of a mobile phone is strictly prohibited while in the nursery premises.
6. Should any parent have a concern about the behaviour of any staff member, they should in the first instance speak to the manager

POSITIVE POINTS FOR BEHAVIOUR MANAGEMENT FOR STAFF

Be fair: Don't make any child feel picked on or suffer for your bad mood.

Be clear: Think ahead, state the rule clearly and in advance and keep them simple.

Be firm: But friendly, make sure children keep to the rules – look them in the eye, repeat the request once, and then stay quiet, don't raise your voice.

Be trusting: Use positive affirmations

Be positive: Praise and rewards work better than punishments. Describe what it is you see and like, and praise the process and effort rather than the product.

Be creative: A confrontation avoided is better than a battle won. Use humour, distraction and compromise wherever appropriate.

Be sensitive: Consider individuals' feelings and moods. Don't ask for more than each child can deliver at the moment.

Be honest: Let children know what they have done, and how it makes you feel.

Give time: Don't let bad behaviour be the only way to gain attention. Attention seeking behaviour is attention needing, so respond to this need at another, but at the earliest opportunity.

APPENDIX

NURSERY CLASS RULES

- ✧ Being Kind
- ✧ Sharing
- ✧ Listening
- ✧ Talking turns
- ✧ Respecting others
- ✧ Respecting toys

MOBILE PHONES

Mobiles phones have recently become a common possession, and many people view them as an essential of modern life. There are however many issues that relate to mobile phone use, in nursery such as:

- Adults talking on the phone and not giving their full attention to the children in their care.
- Disturbance of lessons and loss of concentration in class.
- Microwave radiation.
- Personal conversations being overheard.

Procedure

No mobile phones are to be used on the nursery premises except by staff on breaks and away from the children, or in emergency situations.

Settling In at Sunrise – Notes for Parents

Starting nursery is a big step. We allow settling in to take the time that your child needs. Taking more time at the start leads to the child settling more securely. We appreciate that the well-being and development of the child must come first before learning can start to happen. Some children find separation easier than others. Indeed some people cope with change better than others.

The following is a list of things you can do to help your child settle in quickly:

- Make at least one trip together to Sunrise before your child starts. Allow them to stay for an hour to play with or alongside the other children. (please call before coming)
- Talk to your child about starting Sunrise and the fun things that they will do,.
- Familiarise your child with their spare clothes bag, their water bottle, coat, slippers and wellies (please remember to label them)
- Help your child learn to play with new children and get used to sharing toys : in a park or at a library children's group, local playgroup or activity centre.
- Please bring in 2 photos of your child for their peg and their group picture board, and a photo of you and your child for the parents' notice board
- Stay a while in the first few days or weeks to help your child get used to Sunrise quicker
- Speak to your child's key worker to decide whether you need to stay longer
- Allow your child to bring in a comforter or favourite toy: something that they are used to from home
- Try to remain cheerful and positive in front of your child at goodbye time
- Encourage them to talk to you about what happened in their day but don't push them to
- Show interest in anything that they have done and the things that they bring home and where possible display them to see and feel proud about
- If you or your child have any worries at Sunrise please talk to their key person and sort them out before they become problems.
- Please speak to a member of staff if you or your child are experiencing any difficulties at home so that we can plan how to support you and your child through them
- Your child's key person will arrange for an Initial assessment meeting in the first month to discuss your child's development and possible next learning steps and to familiarise you with your child's development folder and special book.
- Strong links between home and Sunrise are important for your child's well-being, learning and development, particularly during settling in time.

KEY-PERSON

The nursery has a key-person system in operation.

Your child will be given a member of staff who will be responsible for the initial settling-in period. This will enable your child to form a bond with his/her key-person and yourself as the parent. Your child's key-person will also be responsible for keeping a developmental record and writing out your child's reports.

All staff carry out observations and your key person will be responsible for collating these and using them to plan appropriate activities as a result.

In the first instance they are the person you should exchange information and talk to about your child. However, please note that the key-person does not have sole charge of your child throughout the day and at times they will not be the person giving you feedback at the end of each day.