



Information About Osborne Nursery School



and Featherstone Nursery School

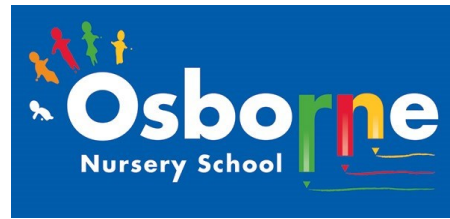


Federation of
Osborne and Featherstone
Nursery Schools





Featherstone Nursery School



Osborne Nursery School

Introduction

Osborne Nursery School and Featherstone Nursery School are situated in Erdington in the north area of Birmingham. Both schools are committed to the Safeguarding and welfare of children and young people and expects all staff and volunteers to share this commitment.

Both schools are part of the Federation of Osborne and Featherstone Nursery Schools and have worked closely together for many years. They are led by one Head Teacher and one Deputy Head Teacher across the two schools. We also have a SENCo and an Admin Assistant who work across both schools.

The Nursery Schools are LA Maintained Nurseries each with their own fully delegated budget. They are 78 place Nursery Schools presently offering a mix of full and part time places. Children are generally admitted after their third birthday, however we also have limited places for children after their second birthday if they meet the two year old criteria. The Nursery School opens term time only. They have one Federated Governing Board made up of staff representatives, an LA representative, co-opted and parent Governors.

Osborne Nursery School has two areas. Explorers caters for our 3-4 year olds, whilst Little Learners (with their own outside area) caters for our 2 year olds. Children from both areas access our on-site Forest School throughout the year.

Featherstone Nursery School has three classrooms and three outside areas. One that caters for children aged 2 years and the other two for our 3-4 year olds. Featherstone also has an on-site Forest School area.

Both schools are judged good by Ofsted. The last Ofsted inspection for Osborne was in May 2023 and for Featherstone was in September 2021. The reports are available on the Ofsted website.

We hope this pack will provide all of the information you require at this time.

Any candidates applying for a post with us are welcome to contact either office on 0121 675 1123 (Osborne) or 0121 675 3408 (Featherstone) to book an informal visit.

Sharon Eeles
Head teacher
Osborne & Featherstone Nursery Schools



Child Protection Regulations/Safeguarding

Under procedures laid down by the Local Authority, the Headteacher is responsible for child protection and has a legal obligation to take appropriate action where non-accidental injury or abuse of any kind is suspected.

It is the duty of every adult coming into contact with the children to refer any concerns regarding a child's welfare to the Designated Safeguarding Lead (DSL). The Designated Safeguarding Lead is Sharon Eeles, Headteacher and the deputy DSLs are Amy Rogerson, the Deputy Headteacher and Alison Hollins, SENCo. There are additional deputy DSLs at each school.

All recruitment procedures follow the guidance in place for Safer Recruitment in Schools.

Special Educational Needs

We believe that the early identification of children with additional or special learning needs is crucial if children are to be given an appropriately differentiated curriculum and support to develop their self-esteem and realise their potential.

The knowledge, views and experiences of parents, who are their child's first educators, are vital in the identification, assessment and support process. Parents are our partners in the education process, and this partnership is essential if the children are to make progress.

The Special Needs Co-Ordinator (SENCO) has overall responsibility for special needs in the nurseries and we have a special needs policy, which is available on request.



Equal Opportunities

- * Both schools follow the Birmingham Education Services Equal Opportunity Statement which contains the following principles:
- * Equal Opportunities is an important aspect of raising aspirations, self-esteem and educational standards.
- * Everyone has the right to receive information, views and guidance in order to effectively make important decisions for themselves.
- * Racism, sexism and other discriminatory practices are demeaning for all and must be challenged.
- * The richness of cultural diversity must be recognised and celebrated.
- * Provision must be made for particular needs of all regards to ethnic, cultural, historical, linguistic and religious backgrounds.
- * Everyone is entitled to access a range of high quality educational opportunities and career choices.
- * Everyone must have experience of appropriate role models of different groups to encourage them to have high expectations of themselves and each other.
- * Positive attitudes towards Equal Opportunities for all must be developed.
- * Inclusive education will benefit everyone by increasing understand and appreciation of other peoples lives.
- * We aim to promote equal opportunities for all children, staff and volunteers irrespective of age, disability, gender, race and nationality, religion or belief, pregnancy, marriage, gender identity, sexual orientation



Governing Board

Chair & LA Governor	Abigail Cartmale (LA)
Vice Chair & Co-opted Governor	Jo Sartori
Head Teacher	Sharon Eeles
Staff Governor	Julie Attwood
Parent Governor	Justin McDougall
Parent Governor	Angelika Nowakowska
Co-opted Governor	Anna Farrelly
Co-opted Governor	Samantha Carter
Co-Opted Governor	Richard Hammett
Co-Opted Governor	Anna Krzyzanowska
Co-opted Governor	Vacancy

Governing Boards are expected to play three key roles

1. Working strategically to help to define the school's values, visions and aims to discuss and agree plans and policies.
2. Acting as critical friends, supporting the Head and staff, as well as constructively challenging and building on their expectations, to ensure that the possible outcomes for the children are achieved.
3. Ensuring accountability – Governors answer for their decision and the school's performance to parents, teachers, pupils, staff and others with an interest in the school. They are required to present a report to parents annually about the school's performance.

The Nolan Principles of Public Life:

Governors and senior leaders must carry out their roles in accordance with the seven principles of public life as set out by Lord Nolan:

To act selflessly, with integrity, objectively and be accountable, open and honest and demonstrate leadership skills.

Parents in School

Education is a partnership with children, parents and school working together to achieve the best we can for each child. We are committed to this principle and we offer many opportunities for parents and carers to share in the life of the school.

We value parents as their child's first educators and hope to work in partnership with parents for the benefit of all our children. Parents will be invited to participate in trips and outings, Play and Learn with your Child Days, celebration days and family learning opportunities.

We also welcome parent volunteers to work in nursery alongside our staff and encourage parents to use their child's online Tapestry Learning Journal

Information for parents

Information is presented to carers and parents in our Nursery Schools in many ways:

In newsletters, via our website, displays in school, special invitations, and when appropriate through informal contact with staff.



Our Principles and aims are integral to all that we do throughout both the Nursery Schools

Principles

Our principles are guided by the principles of the EYFS:

- **A unique Child: Every child is a unique learner from birth who can be resilient, capable, confident and self-assured.**
 - The development of confidence and positive self-esteem are integral to learning.
- **Positive Relationships: Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.**
 - Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage, it is vitally important in itself.
 - The relationships which children establish with adults and other children are of central importance to their development.
- **Enabling Environments: The environment plays a key role in supporting and extending children's development and learning.**
 - Children learn more effectively when they are actively involved and interested.
 - Independence is promoted through a process of sustained shared thinking with adults and other children.
- **Learning and Developing: Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.**
 - Children develop emotionally, intellectually, morally, physically socially and spiritually and at different rates. All aspects of development are equally important and are interwoven.
 - What children can do rather than what they cannot do, are the starting points in their learning.
 - There are many forms of intelligence and at this setting we recognize, value and celebrate all of them.

Our Vision and Aims

Our vision is that:

Our children at Nursery School will all reach their full potential, have well developed social skills and be ready for the next stage of their learning journey.

We will aim to achieve this through:

- Creating a safe, welcoming environment where learning is fun, stimulating and inclusive.
- Ensuring that our children experience a broad, balanced and rich curriculum that values, respects and celebrates our whole community and creates a sense of belonging.
- Ensuring that all children have the opportunity to fulfil their individual potential, encouraging them to become independent, confident and resilient lifelong learners.
- Developing effective and supportive partnerships with parents and the wider community that ensure all our children develop the qualities and skills they need to thrive in Britain today.
- Employing well trained, dedicated and encouraging staff who are passionate about learning and supporting our young children