



New to Nursery 2025 Parents' Information Pack

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Deadline for all forms is Friday 27th June

1. Label everything: shoes, socks, water bottles, uniform, forest school clothes and book bags please.
2. Complete [Admissions Google Form](#)
3. Complete and return the [Parent Funding Form](#) (If you have not already done so)
4. Complete ['Getting to Know Your Child' Google Form](#)
5. If your child is staying for lunch, for the first half term please provide a packed lunch. Further information in relation to school lunches will follow before the end of the first half term.
6. Read the [Home School Agreement](#)
7. Read the [Parent Communication Policy](#)
8. Any concerns or questions please contact the office by email (office@maldenparochial.school) or 0208 3374804





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Welcome To Malden Parochial - Mrs McMullan, Headteacher

I am very excited to welcome you to our school. This is the most wonderful place to learn, grow and work. I do not doubt that your child will be extremely happy here and as a family you will love being a part of our extraordinary community.

Welcome to Nursery - Mrs Taylor, Head of Early Years

Children thrive when they are loved and well cared for. We look forward to welcoming your child into our nursery and understand that for some children attending nursery for the first time will be a big step. To make the process as smooth as possible we like to learn as much as we can about your child and use a range of strategies to help them settle in, including:

- Talking with you about your child's likes and dislikes, family and home environment, childcare history and routines, and child's health, medical and development needs.
- Visiting them either at home or in their current setting before they start.
- Inviting you and your child to visit the nursery together for a short session. This will give your child a chance to familiarise themselves with the environment and meet some of the other children.
- Using a variety of small group and whole class activities to help the children build friendships and to get to know each other.

Our History Our Values

In the 1860s, the Rev'd William Chetwynd-Stapylton was the Vicar of St. John's Old Malden, a time of rapid growth following the newly built railway, joining Worcester Park to London. He wanted to ensure education was not just a privilege for the sons of the rich and Malden Parochial opened in 1864 on the site of the present school. "Parochial" means 'of the Parish', and there are strong links between the parish and the school today. As a Church of England Primary school we are rooted in the Christian belief that we are made in the image and love of God. This school was built for the children in the community and we welcome children of all faiths and none. Father Michael leads weekly collective worship in church and school, pupils celebrate the Eucharist and we facilitate church visits where pupils lead worship.

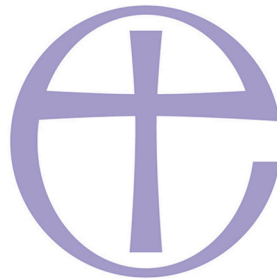
Love Wisdom Joy Peace



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Our Values

Church of England schools have a long and rich history of serving local communities through the provision of a broad education, shaped by the Christian faith which is explained here: [Church of England Vision for Education](#). Having a clear Christian vision for education at Malden Parochial enables the translation of a school's original foundation and purpose into its present-day policies and practices, thereby enabling children and all people to flourish. We are Reflecting the Kingdom of God by Enriching and Transforming Lives by adhering to four Christian Values: Love, Wisdom, Joy and Peace.



In Summary: The Christian foundation shapes the decisions that leaders make. **All** are welcome and diversity is celebrated.

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Liaison before joining our school

During the Summer Term we will be visiting the local nurseries to see your children in their current settings. In September the starting arrangements can be seen below. You will be notified shortly of the group that your child is in for their start date. Please note that all children currently attending our Nursery and returning in September will be in Group A.

Monday 1st September - School INSET Day

Tuesday 2nd September - School INSET Day (EYFS Conference)

Wednesday 3rd September - Home Visits for some children (You will be contacted directly if this applies to you)

Thursday 4th September - Home Visits for some children (You will be contacted directly if this applies to you)

Friday 5th September - Children who attended our Nursery as a Rising 3 start Nursery

Monday 8th September - Children in Group A start Nursery

Tuesday 9th September - Children in Group B start Nursery

Please note - If your child is finding the transition into school life tricky we may contact you to discuss how we can personalise it for them.

How school is structured and school routines

The main gates open at 8.30am and by **8.40am** all children should be in class. Children can be walked across to the blue gates that lead to the Early Years setting. At the end of the day the school gate will be opened at **3.10pm**, please come into the playground to meet your child, once your teacher sees that you're there your child can walk to you at **3.15pm**. Please let a member of staff at the Early Years gate know if someone else will be picking up your child.

What can we do this summer in preparation for Nursery in September?

- Put on and remove their own coat
- Hang up their coat
- Use buttons and zips on their clothing
- Put on their shoes
- Wipe themselves independently having been to the toilet, flush, wash and dry their hands
- Feed themselves and be able to use cutlery and an open cup





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- Use a tissue to blow their nose
- Share toys and be prepared to take turns
- Read with your child
- Play games like Snakes and ladders to introduce counting, turn-taking and verbal interaction

For more ideas of how you can help your child prepare for school please follow the link below. This is government advice that applies to both Nursery and Reception.

<https://startingreception.co.uk/wp-content/uploads/2025/03/Starting-Reception.pdf>

In Summary: Please be on time to drop off and collect.



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Uniform, clearly named

Uniform

Navy joggers or leggings

Pale blue polo shirt

Grey white, blue, black socks

Navy sweatshirt with school logo

Black shoes with velcro

Logo book bag (optional)

Shoes

Children need comfortable, waterproof shoes, no open-toed sandals, trainers may be worn on PE days.

Forest School

Children need a long-sleeved top, long comfortable trousers, waterproof trousers and a jacket or an all-in-one puddle suit, all of which needs to be named and in a separate bag, please. Wellingtons or sturdy walking boots also in a bag.

P.E. Kit

Children in Nursery do not wear a PE kit but they do need to wear plimsolls or velcro trainers into school on the days they have PE.

Second hand uniforms are available from Uniformerly, click here to go to the site: [2ndHand](#)



In summary: Label **everything**, wear PE kit on Tuesday our PE day.

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What your child will learn

We follow the Early Years Foundation Stage (EYFS) statutory framework, providing an ambitious curriculum driven by the children's interests and carefully sequenced to help children to build their learning over time. We provide a well-planned learning environment informed by how young children learn, what they like and what they need. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development:

- Personal, social and emotional development
- Physical development
- Communication & language
- Literacy
- Mathematics
- Understanding the world
- Expressive arts & design

Children in our nursery get an excellent introduction to life at school, helping to prepare them for the transition to Reception. Please note that families need to apply online through their local council for a Reception place.

Early Reading and Maths

At Malden Parochial nursery, children will get an early introduction to reading and maths. We help children to develop a love of reading and storytelling through:

- Daily phonics lesson and phonics challenges
- Daily story time sessions in which we encourage the children to answer questions about the text
- Acting out the stories we have read and making up our own stories and sharing them with the class
- Singing nursery rhymes, reading rhyming books and playing rhyming games
- Playing games
- Vibrant book corner full of good quality books and manipulatives to aid mathematical understanding
- Story books to share with parents at home

We follow the Little Wandle Phonics programme, helping children to develop an early grasp of letters and sounds. We also work with children on number and letter recognition and help them prepare to write by developing their pencil control and fine motor skills.



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Our Day

8.40am -11.30am Adult-directed tasks and free-flow

During the morning, children will be provided with a fruit snack and milk/water

11.35am Nursery morning session finishes

11.35am -12.15pm Nursery lunch and play

12.15pm - 3pm Adult-directed tasks and free-flow

3pm – 3.15pm Story Time

3.15pm Nursery Home Time



Updates from teachers are posted on Google Classroom

In Summary: [Read to and with your child every day, access Google Classroom daily.](#)



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Other aspects of school life

Our Governing Body

Take an active interest in the life of the school and are responsible for the fabric of the building. They are involved in strategic planning, monitoring standards of education, the delivery of the curriculum and issues surrounding staffing and personnel. As schools are responsible for their own budget a Governors' Resources Committee monitors the use of this public money and reports to the Governing Body twice a term. This helps to ensure the school gives value for money. Committees and the Governing Body meet twice a term. Governor training is planned on an annual basis and visits to the school, during the school day, are considered essential for this role. Parent Governors are elected by the parents/carers and hold office for four years. Copies of minutes, reports and Governor Policies can be requested via the School Office.

Governors' Fund

Our school is special in many ways, one of which is that being a Voluntary Aided Church School we have a status and freedom which other state schools do not have. However, as a Voluntary Aided School, the Governing Body must meet 10% of the cost of repairs, maintenance, improvements and building works. We cover the other 90% of the cost of any building works or maintenance by contributing to a central Diocesan Board of Education Fund so the cost of large-scale works to the building are paid for through the Board of Education. A voluntary contribution to the Malden Parochial Governors' Fund is requested from each child as we focus on upgrading the facilities and resources for all our children.

[School Fund Gift Aid Form](#)

How to pay: <https://checkout.justgiving.com/12bpwvyq3u>

Parent Teacher Association (PTA)

The PTA was formed in 1938 at the Annual AGM, a committee is elected to represent the school and to organise activities for the year. If you would like to help with PTA events then please contact the Chair via the PTA email

(ptamaldenparochial@gmail.com) or through the 'Malden Parochial PTA' Facebook page.



In summary: Please support the PTA and give monthly to the Governors' Fund.

Love Wisdom Joy Peace



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Behaviour Policy

We encourage positive behaviour through our 4 Christian values and ask children to reflect on whether they have shown love, wisdom, joy or peace in their interactions with one another and in how they approach their school work.

VALUE	So we...	Because the New Testament says ..
Love	<ul style="list-style-type: none"> • use kind words and do acts of kindness • respect each other • apologise when we need to • are a Rights Respecting School 	Love your neighbour as yourself Matthew 22 34-40
Wisdom	<ul style="list-style-type: none"> • keep safe and share our worries • read every day, complete homework • listen, make wise choices, use our time well • protect our environment 	If you lack wisdom...ask God, who gives generously James 1:5
Joy	<ul style="list-style-type: none"> • celebrate achievements • smile at one another • open doors, know and use people's names • have fun and are positive 	Joy is a gift of the holy spirit. Galatians 5:22
Peace	<ul style="list-style-type: none"> • challenge injustice and inequality • walk peacefully around school • think before we speak • use kind hands 	Aim at those things that bring peace. Romans 14:19

Effort is rewarded and celebrated with certificates, trophies, medals etc. Children are given stickers, blessing bees and good work bags to highlight achievements and progress. Children belong to a house and have regular fun days and competitions to develop a sense of identity and belonging.

In Summary: Effort achievement and the school values are celebrated regularly.

Love Wisdom Joy Peace



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Absences

The DfE requires schools to keep details of authorised and unauthorised absences. Requests for leave of absence must be made on a Google Form, available on the website entitled 'Application for Leave of Absence for Exceptional Circumstances'. For all absences due to sickness, please notify the school before 8.50am by leaving a message on the office telephone. We need to keep a record of absences and the reasons given for these absences. Please **do not** send your child to school if they have a temperature during the night and/or if they have had sickness or diarrhoea within the previous 48 hours.

If a child is taken out of school for an extended period of time, they will be reported to the Education Welfare Service.

What happens if my child is sick?

While your child starts school they will come into contact with large numbers of children for the first time. This may put them in contact with infectious diseases such as chicken pox, please notify us of any infectious diseases as a period of exclusion may be required. It is important to let the school know about any illness or other reason for absence.

Medicine

School staff can administer medication prescribed by a doctor. Parents/carers will be asked to sign a medication permission form which will be kept during the time that the medicine is required. Antibiotics can be prescribed for 3 doses (every 8 hours) for children **which does remove** the necessity for staff to administer this medicine during school time. Parents/carers are welcome to come into school to administer medication if needed. If your child is ill they must be kept at home.

Calpol can be administered by the office staff on a case by case basis, providing an up-to-date medication form has been completed.



In summary: Call the school office before 8.50am if your child will not be in school.



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Lunch

If your child is staying for lunch, for the first half term please provide a packed lunch. Further information in relation to school lunches will follow before the end of the first half term. After the Autumn half term, full-time children can bring a packed lunch to school or order a hot lunch by confirming menu choices and sending these into the school office. For children in Nursery in receipt of a 30 hour code a voluntary contribution to the cost of lunch is requested.

Caterlink provides hot 'cooked from fresh on the premises' meals which we hope most children will eat. Parents/carers who believe they may be eligible for Free School Meals should refer to the following guidance: [Kingston Free School Meals](#)

If you are providing a packed lunch, please note that we are a **Nut Free School**, so please ensure that foods do not contain nuts. The lunchbox must be marked clearly named. Harmful microorganisms multiply to levels that can be a danger to health in some foods that are prepared and then kept at room temperature. During the summer months this is of particular concern as lunchboxes cannot be kept cool.

For this reason, the following foods are recommended for packed lunches: Suitable sandwiches or rolls, dried fruit, fresh fruit/vegetables, long-life yogurt, cereal/oat bars, jelly. A small ice pack in the lunch box retains freshness.

Special diets can also be catered to, where the kitchen staff will alter the menu to accommodate medical/dietary restrictions. More information and how to apply can be found below:

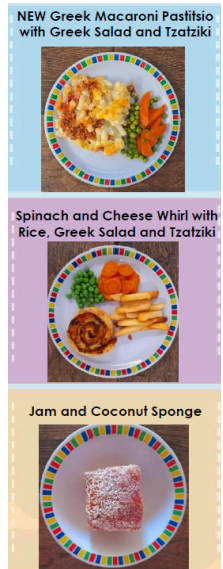
[Allergen Parent Information](#)

[Special Dietary Form](#)

Our Teaching Assistants and Nursery Nurses care for the children during the lunch break and supervise them eating their lunch at tables in the hall.

During break time Infant children are provided with a piece of fruit by the Local Authority every school day – please advise the office of any fruit or vegetable that your child is allergic to and ensure that this information is recorded on your child's admission form. Also available is a cup of milk which is free to all children under 5 years. Should you wish your child to have milk – [Click here to be directed to the CoolMilk website](#).

In Summary: Circle your child's lunch choices on the menu and return to the school office.





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Wrap Around Care

Our early morning breakfast club, Early Birds opens at 7.30am, Monday to Friday during term time. The children are served a variety of cereals and toast with spreads (jam, butter, marmalade) as well as alternating crumpets/English muffins/bagels each week. A cooked breakfast is also offered once a week on a rotating basis. Milk and water, as well as fresh fruit, is also available. The last breakfast is served at 8.15pm. At 8.30am children are taken to their classrooms, the day begins at 8.40am.



Night Owls, our after school club, runs from the end of the school day until 6pm. Parents can choose from 3 sessions: 3:15pm - 6pm, 3.15pm - 4.30pm or 4.30pm - 6pm. The Night Owls coordinators organise various activities such as painting, outdoor games and creative arts. Children have the option of choosing from the large range of board and card games on offer also. At the start of Night Owls, children are provided with a snack. Those who are booked in for a full session will be provided with a hot meal also such as carbonara pasta, pizza bagels and more. Bookings for both Night Owls and Early Birds can be made via the ParentMail app. If you are intending on paying through childcare vouchers/tax free national savings account, please contact the school office with the dates and sessions you require and the office staff will book them on your behalf.

To ensure we can continue to meet provision needs, we are reaching out to discuss your interest ahead of bookings.

By sharing your interest that you wish for your child to attend Early Birds/Night Owls provision with us in advance, we can proactively manage future bookings and avoid any potential disruptions. Please [register here](#) if you would like to book Early Birds/Night Owls provision from September 2025.

To drop your child off for Early Birds will need to call the number to open the gate, similarly when you pick up from Night Owls call the staff to let them know you are here to pick up, both Early Birds and Night Owls have the same phone number telephone: **07435 624 211**

Fun Fest holiday club runs during all holidays except Christmas. There is now an easy booking system, details of which are on the website.



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Worries or concerns

Please do not hesitate to discuss any queries you have regarding your child. It is better to come and enquire than to say nothing and worry. We are always available to see parents/carers, but teaching commitments mean that an appointment will have to be made for the earliest possible occasion. Please contact the school office if you wish to make an appointment.

There is an opportunity to discuss progress, attitude and achievement at our face to face meetings in October, March and an annual report is sent home in July and a mid-year report is sent in February.

Communication expectations

Teachers will give updates via Google Classroom, please check this regularly.

Catch the adults at drop off with any information they may need, e.g. a change to pick up arrangements.

Each class has a class representative who shares information via WhatsApp, please do not use this means of communication as an opportunity to voice complaints, if you have a question or an issue that needs resolving, please speak to the teacher, support staff, the office or the Headteacher, who is on the gate each morning.

Dates of events and dress up days are published on the website and on the newsletter which comes out weekly on ParentMail.

Your child may have been to a different setting before starting our school nursery and you may be used to a different system, where you have 3 daily updates about what your child has done that day, please be aware this is not to be expected in a school nursery.

[In Summary: Book Early Birds and Night Owls and use the website for information.](#)



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Special Educational Needs

What is meant by Special Educational Needs and Disability (SEND)?

A child has special educational needs if they have a learning difficulty or disability which requires special educational provision to be made. This could be to do with behaviour or ability to play with other children, academic progress, ability to understand, ability to concentrate or perhaps their physical ability is affected in a way that makes it difficult for them to learn.

What is SEND Support?

SEND Support is when we assess the needs of children, and then provide appropriate support. The system follows four stages, often referred to as a 'cycle': Assess, Plan, Do, Review. For further information about this cycle, often referred to as the 'graduated approach', see Chapter 6 of the [SEND Code of Practice \(2015\)](#). This cycle should not be considered a single process. There may be more than one cycle at a time, each addressing different areas e.g. literacy, social skills, attention and/or behaviour. After the Review, a second or third cycle might start, each aiming to improve the support for the child.

Assess

The class teacher, working with the SENCo, discusses the child's needs and creates a baseline assessment by which progress will be measured, in consultation with parents. The assessment should be reviewed regularly, with specific dates set for the next review.

Plan

A plan of additional support is drawn up for a pupil, a record must be kept and the parents are informed. The school and parents should agree what progress they hope will be made (outcomes), and by what date (deadlines).

Do

The pupil is given extra support, undertaken under the supervision of the class teacher.

Review

The SEND Code of Practice (2015) is not specific about the frequency of reviews, but termly would fit in with the requirement to meet parents three times per year. Parents should be fully involved.



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Who is involved?

We consult with specialists to advise us on assessing SEND, especially in the early stages, we involve a specialist when a pupil makes little or no progress, or when their work is significantly behind (usually 2 years) that of other typically developing pupils of the same age. Progress should not be compared to other pupils who may also have SEND. We involve parents if we are considering involving specialists. The graduated approach covers all ages and stages of education (nursery, school and post-16).

Waves of Intervention

Is a term used for additional support for children with special educational needs which is expected to be delivered through three successive levels or 'waves':

- **Wave 1** is the expectation of 'Quality First' teaching, where good quality teaching includes all learners and there are high expectations for all pupils.
- **Wave 2** is more targeted at pupils with SEND specifically. There could be access to specialist resources such as identified interventions and some 1:1 support. This can be for general 'catch-up' or the start of the graduated approach cycles of Assess, Plan, Do, Review.
- **Wave 3** is usually where an external specialist may be asked to advise on more specialised support, generally where a child has not progressed as well as expected with the current additional support. This would form part of subsequent cycles of the graduated approach.

The SEN Information Report

As a maintained school we publish a document on our website called a 'SEND Information Report' which includes a range of information including how we identify children with SEND and the expertise and training of staff to support children with SEND, including how specialist expertise will be obtained. For further information, please see paragraphs 6:79 - 6:83 of the [SEND Code of Practice \(2015\)](#).



In Summary: speak to your class teacher about any concerns.