



Kimbolton Nursery Group

C/O St James CE school, Leominster Herefordshire HR6 0HQ

Website: www.kimboltonnurserygroup.com to see our full policies

Email: kimboltonnurserygroup@kimbolton-st-james.hereford.sch.uk

Ofsted registration number 223547 Registered Charity Number: 1055842

Tel: 01568 614743/ Facebook messenger: Kimbolton Nursery Group



Welcome to our Nursery



Introduction

At Kimbolton Nursery Group we strive to work in partnership with you and your family to ensure your child reaches their full potential whilst learning through play.

This booklet is designed to help you and your child settle into our nursery. Please read this booklet and keep it as a valuable reference for you to look at from time to time, when you need advice about nursery, or you are unsure what to do if your child is ill.

All about us

Kimbolton Nursery Group was founded in 1980 by local parents. It is held at Kimbolton St James' C of E Primary School and is run by an Early Years Manager. The setting is supported by an established trained team of Early Years Practitioners, and a small committee of parents. What started in 1980 as an experiment in School/Community co-operation has now become established as a most successful and popular Nursery and Pre-School.

We aim to provide a multi-cultural, happy, and safe environment for children between the ages of 2 and 5 years old to develop to their full potential. We believe early childhood is the foundation for a child's journey through life; therefore, each stage of development and learning should be valued and respected in its own right. We strive to work in partnership with parents to help children learn and develop and add to the life and well-being of the local community by offering children and their families a service which promotes equality and values diversity.

We are registered with OFSTED registration Number: **223547**

(Please visit www.ofsted.gov.uk to view our latest report)

Our Contact Details

Kimbolton Nursery Group

St James CE School

Kimbolton

Leominster

Herefordshire

HR6 0HQ

Tel: 01568614743

Email: kimboltonnurserygroup@kimbolton-st-james.hereford.sch.uk

We are on Facebook under Kimbolton Nursery Group. We share information here; reminders and requests and you can message with queries and requests. We usually answer within two hours.

We are a registered Charity registration Number: 10558424

We are a PVI Nursery (Private, Voluntary Independent). We are independent of the school and attendance at the nursery and pre-school does not automatically entitle, a place at the school. However, both are in very close communication with good liaison; therefore, a strong 'Early Years' partnership has been established. As the nursery and pre-

school operate within the school, it provides an excellent opportunity for introducing the children to a 'school' surrounding and as a result helps ease the transition to full-time education. We do have good links with other local schools, and if we do not, we will endeavor to make these links before the transition period begins. A child's key person will support the family with the transition process arranging visits by the new teacher or if necessary, visiting the new school along with the family.

The Nursery and pre-school offer education and care for children after their 2nd birthday, providing there are places available. A space can be formally reserved for a child, a term before they are due to start, although earlier enquiries are welcome.

Currently, all children are funded for 15hrs per week the term after their 3rd birthday. There are also the new extended hours (up to 30 hours total) when both parents are working/eligible and the new expanded hours 15-hour entitlement for working and eligible families. We are happy to help support families to access this new entitlement. Two-year-old Early learning funding is also available subject to eligibility. A fee is only charged for any additional hours required. You are welcome to bring your own nappies and wipes. We are registered for tax-free childcare. No refunds can be given for days missed through illness, in-term holidays, trips, or outings.

Please see the link below for all relevant funding information.

[30 hours childcare - Best Start in Life](#)

Rates

Hourly rate	-	£6.00
Sessions	8.45 – 11.45am	£18.00
	11.45 – 2.45pm	£18.00
	2.45-3.15	£3.00
	3.15-3.45pm	£3.00
Full Day	8.45 – 3.45pm	42.00

Fees are billed and paid monthly in advance by BACS/Childcare vouchers.

Snacks and lunches

We do provide a healthy daily snack, morning and afternoon, which is charged at 25p per session morning and/or afternoon, however this is optional and you are welcome to provide your own healthy snack.

Please refer to our Nutrition Policy on our website.

Lunch box policy and food swaps

Lunch Box Policy

1. Introduction

This Lunch Box Policy outlines expectations for the food children bring from home. Its purpose is to promote healthy eating, ensure safety, and support children's wellbeing in line with EYFS Nutrition statutory Guidance 2025 requirements and UK healthy eating guideline

2. Aims

- Encourage nutritious, balanced packed lunches.
- Ensure all food brought from home meets allergies and safety standards.
- Support parents in understanding healthy food choices.

3. General Guidance for Packed Lunches

Parents are asked to include:

- A healthy main item such as sandwiches, wraps, pasta, rice, or salads.
- At least one portion of fruit.
- At least one portion of vegetables.
- A dairy or dairy alternative item.
- Water is encouraged; milk is permitted.

4. Foods Not Permitted

To keep children safe and healthy, the following items must not be included:

- Nuts or nut-based products (nut-free setting).
- Fizzy drinks or energy drinks.
- Sweets, chocolate bars, and high-sugar snacks.
- Crisps (unless baked or low-salt and only in moderation).
- Whole grapes (unless cut lengthways).

5. Allergy and Safety Requirements

- All packed lunches must be free from nuts.
- Food must be labelled with the child's name if containers are used.
- No food sharing allowed.
- All high-risk choking items must be cut safely.

6. Storage of Lunches

- All lunch boxes are stored safely in the designated area.
- Ice packs should be included by parents if the food requires chilling.

7. Drinks

- Water is available throughout the day.
- Parents may provide milk or water with the lunch.
- No squash, flavoured water, or fruit shoots.

8. Celebrations and Special Occasions

- Parents may bring in food for celebrations only if pre-agreed with staff and checked for allergens.
- Healthier options are encouraged.

9. Support for Parents

The nursery will:

- Provide guidance on healthy lunch ideas.
- Share allergy updates and reminders.
- Communicate concerns if lunches regularly do not meet policy expectations.

10. Monitoring and Review

- Staff will monitor packed lunches discreetly.
- Concerns will be discussed sensitively with parents.
- Policy reviewed annually or sooner if needed.

Thank you for supporting our commitment to children's health and wellbeing.

Lunchbox and lunchtime swaps

When lunchtime rolls around, it's easy to eat more sugar or salt than we might realise.

Try some of our simple swaps, and remember to check out our page for [loads more lunchbox inspiration](#).



Swap from

- ✗ Split pot yoghurts and pudding pots
- ✗ Cake bars and cereal bars
- ✗ Muffins and chocolate
- ✗ Crisps
- ✗ Juice pouches and fizzy drinks
- ✗ Tinned soup
- ✗ Ham and cheese sandwiches



Swap to

- ✓ Lower-sugar fromage frais or plain natural yoghurt
- ✓ Sugar-free jelly
- ✓ A slice of malt loaf or a fruited teacake
- ✓ Fresh or tinned fruit (in juice, not syrup)
- ✓ Plain popcorn, plain rice cakes or raisins
- ✓ No-added-sugar juice drinks, or water with berries and chopped fruit
- ✓ Homemade [spiced chicken and vegetable soup](#) or [harvest vegetable soup](#)
- ✓ Our delicious [beefed up sarnies](#)

All lunchbox recipes



Cheesy coleslaw
with wholemeal
pitta



Creamy hummus
dip with pitta
bread and
vegetable sticks



Egg mayonnaise
and lettuce bap



Hummus and
salad wrap



Salmon and salad
bagel



Soft cheese and
salad sandwich



Spicy chicken and
salad wrap



Tuna and bean
salad



Tuna mayonnaise
and sweetcorn
sandwich

Lunchbox tips



Keep them fuller for longer

Base the main lunchbox item on foods like bread, rice, pasta and potatoes. Choose wholegrain where you can.



Freeze for variety

Keep a small selection of different types of bread in the freezer so you have a variety of options – like bagels, pittas and wraps, granary, wholemeal and multigrain.



DIY lunches

Wraps and pots of fillings can be more exciting for kids when they get to make them. Dipping foods are also fun and a nice change from a sandwich each day.



Cut back on fat

Pick lower-fat fillings – like lean meats (including chicken or turkey), fish (such as tuna or salmon), lower-fat spread, reduced-fat cream cheese and reduced-fat hard cheese. And try to avoid using mayonnaise in sandwiches.

[See more healthier swap ideas](#)



Mix your slices

If your child does not like wholegrain, try making a sandwich from 1 slice of white bread and 1 slice of brown bread.



Always add veg

Cherry tomatoes, or sticks of carrot, cucumber, celery and peppers all count towards their 5 A Day. Adding a small pot of reduced-fat hummus or other dips may help with getting kids to eat vegetables.



Ever green

Always add salad to sandwiches and wraps too – it all counts towards your child's 5 A Day!



Cheesy does it...

Cheese can be high in fat and salt, so choose stronger-tasting ones – and use less of it – or try reduced-fat varieties.



Cut down on crisps

If your child really likes their crisps try reducing the number of times you include them in their lunchbox, and swap for homemade plain popcorn or plain rice cakes instead.



Add bite-sized fruit

Try chopped apple, peeled satsuma segments, strawberries, blueberries, halved grapes or melon slices to make it easier for them to eat. Add a squeeze of lemon juice to stop it from going brown.



Tinned fruit counts too

A small pot of tinned fruit in juice – not syrup – is perfect for a lunchbox and easily stored in the cupboard.



Swap the fruit bars

Dried fruit like raisins, sultanas and dried apricots are not only cheaper than processed fruit bars and snacks but can be healthier too. Just remember to keep dried fruit to mealtimes as it can be bad for teeth.



Switch the sweets

Swap cakes, chocolate, cereal bars and biscuits for malt loaf, fruited teacakes, fruit breads or fruit (fresh, dried or tinned – in juice not syrup).



Yoghurts: go low-fat and lower-sugar

Pop in low-fat and lower-sugar yoghurts or fromage frais and add your own fruit.



Get them involved

Get your kids involved in preparing and choosing what goes in their lunchbox. They are more likely to eat it if they helped make it.



Variety is the spice of lunch!

Be adventurous and get creative to mix up what goes in their lunchbox. Keeping them guessing with healthier ideas will keep them interested and more open to trying things.



Plan to Eatwell

The guide shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet. It can be really useful when thinking about what goes into kids' lunchboxes.

[The Eatwell Guide](#)

Opening Times (Term time only) From September 2025

Days	Times
Monday	8.45am - 3.45pm
Tuesday	8.45am - 3.45pm
Wednesday	8.45am - 3.45pm
Thursday	8.45am - 3.45pm
Friday	8.45am - 3.45pm

Please Note: The Nursery will provide free Nursery Educational Funding forms and support when your child becomes eligible.

When the Nursery is closed for bank holidays you will not be charged. You will still be required to pay the nursery fees if your child does not attend for any reason, such as sickness or holidays. We require 2 weeks' notice in writing if you wish to terminate your contract.

Bad weather

In the event of severe weather Kimbolton Nursery comply with the school's decision whether to close. If it does close an announcement will be made on BBC Herefordshire and Worcestershire and the Herefordshire Council Schools website and on our **Facebook** page.

Absences

The manager or the deputy manager must be informed as soon as possible of any absences or any intended due to holiday for example, so please ring to inform us. Fee's will still need to be paid if your child is absent from nursery. **Please refer to our Attendance and absences policy.**

Collection of children

It is important that the staff know who is collecting your child from the nursery. We will not allow under any circumstances for your child to leave the nursery with any unknown person and someone who is not named on the admissions form.

Late collection

We appreciate unforeseen circumstances can make you late to pick up your child from the nursery. This we fully understand, all we ask is that the parent/carer telephones the nursery as soon as possible to let us know, then we can make comfortable arrangements for your child.

Should a child be left after their session repeatedly, then we will make an extra charge of £6.00 per 15 minutes.

Personal property and valuables

We are happy for children to bring toys/ comforters into the nursery. We do like to encourage the children to share what they have brought in, talk about it to the other children and show them what it can do. They can keep it in their bag afterwards if they wish, but no responsibility can be accepted for loss or damage. Children should not bring money, jewellery, or valuables – nor should they bring sweets and gum and we discourage the use of dummies.

Our Daily Guide

8.45 doors open	Arrival, settling and a 'time to talk' to parents. We focus on fine motor skills with the wiggly fingers table using dough, and clay. The sew and snip mat where we do threading, and cutting. The little thinkers do fun maths activities. The imagine and create table is where we explore being creative. We explore the little kingdom our small world mat where we explore stories, puppets, and small world play, and we are inspired by the peak and ponder table introducing us to new things all linked to a specific time of year or area of learning like the world I live in or a specific concept like dark and light.
9.20	Tidy up time – This provides an opportunity to develop community, sorting and matching as well as noticing skills.
9.30	Registration – All children join in with registration and helper of the session. The Butterflies circle time is a focus on letters and sounds. The caterpillars focus on attention and listening moving, singing, and turn-taking.
10.00	Snack time – the helper of the session gives out cups, and chops fruit and vegetable. We incorporate counting and problem solving into this time as well as a focus on healthy eating.
10.15	Free play -Continuous/Enhanced provision – Where a variety of activities (inside and outside) are available supporting every child's interests/schema within their individual learning stories. It provides the opportunity for children to challenge themselves, take risks and solve problems building resilience and self-esteem.
11.10	Tidy/ Reset the Nursery.
11.15	Maths time -A fun way to explore a set of items in our own way to develop our counting, problem solving, shape, and pattern supported in our own learning style such as 100 buttons, pom poms, a selection of things with dots or a bag of patterned socks.
11.30–11.45	A time to talk/Reflection/Story time. Stories are age and stage appropriate. We encourage the children to talk to your partner about the story or poems.
11.45	Lunch Time – Supervised by staff who provoke discussion around healthy eating, encouraging social interactions and building independence.

12.20	Free play – Wheeled toy/ Games and sports/ free play Continuous/Enhanced provision – Where a variety of activities (inside and outside) are available supporting every child's interest/schema within their individual learning stories. It provides the opportunity for children to challenge themselves, take risks and solve problems building resilience and self-esteem.
1.50	Tidy up/ reset the nursery- The children will develop sorting and positional language and core muscle memory bending and squatting.
2.00	Snack time.
2.15	Hop, skip and sing The children will develop core muscle groups with yoga, mindfulness, dance, exercise, and expression through movement and singing. These support attention and listening development as well as learning to be in tune with our bodies and practice calm.
2.30	A time to talk/Reflection/Story time. Stories are age and stage appropriate. We encourage the children to talk to your partner about the story or poems.
2.45-3.45	Free play.
3.45	End of day

Meet the Nursery Team

Name	Job Title	Qualifications
Nickie Sheers	Nursery Manager/SENCO/ Designated Safeguarding Officer & Equal Opportunities/ Behavior Specialist	NVQ Level 3 in Early Years Care & Education Level 3 SEND award, Elklan level 3 Communication matters Extending and enhancing good Autism practice Forest school leader
Katie McLean	Deputy Manager/Deputy Designated Safeguarding and Welfare Officer	Early Years Professional Status and BA in Early Years
Sarah Symonds	Bank Staff	Level 2 & 3 certificate in supporting, teaching and learning in schools

09.1a About our childcare and early education

Welcome to Kimbolton Nursery Group and thank you for registering your child with us.

We know how important your child is and aim to deliver the highest quality of education and care to help them to achieve their best.

This document aims to provide you with an introduction to Kimbolton Nursery Group, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. This should be read alongside our Childcare and Early Education Terms and Conditions for a full description of our services.

Our setting aims to:

- Provide high quality care and education for children.
- Work in partnership with parents to help children to learn and develop.
- Add to the life and well-being of the local community.
- Offer children and their parents a service that promotes equality and values diversity.

Parents/carers

You are regarded as members of our setting who have full participatory rights. These include a right to be:

- Valued and respected.
- Kept informed.
- Consulted.
- Involved.
- Included at all levels.

Children's development and learning

We aim to ensure that each child:

- Is in a safe and stimulating environment.
- Has a named key person who makes sure each child makes satisfying progress and is your link to our setting.

- Is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers.
- Has the chance to join in with other children and adults to live, play, work and learn together.
- Is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do.
- Is in a setting that sees parents/carers as partners in helping each child to learn and develop.
- Is in a setting in which parents/carers help to shape the service it offers.

The Early Years Foundation Stage

Provision for the development and learning of children from birth to five years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the **Statutory Framework for the Early Years Foundation Stage**:

- **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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between educators, parents and/or carers.

- **Learning and Development**

- Children develop and learn 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 (SEND).

How we provide for learning and development

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Learning and Development comprise:

- **Prime Areas**
 - Personal, social, and emotional development.
 - Physical development.
 - Communication and language.
- **Specific Areas**
 - Literacy.
 - Mathematics.
 - Understanding the world.
 - Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

We refer to non-statutory curriculum guidance to support our professional judgment as we assess each child's progress and level of development as they progress towards the Early Learning Goals. We have regard to these when we assess children and plan for their learning by creating a curriculum that is ambitious and meets every child's needs. Our educational programmes support children to develop the knowledge, skills and understanding they need for:

Personal, social, and emotional development

- self-regulation
- managing self
- building relationships

Physical development

- gross motor skills
- fine motor skills

Communication and language

- listening, attention and understanding
- speaking

Literacy

- comprehension
- word reading
- writing

Mathematics

- number
- numerical patterns

Understanding the world

- past and present
- people, culture and communities
- the natural world

Expressive arts and design

- creating with materials
- being imaginative and expressive

Our approach to learning and development and assessment

Learning through play

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves, and activities planned and led by educators.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- playing and exploring - engagement
- active learning - motivation
- creating and thinking critically - thinking

We aim to provide for the characteristics of effective learning by observing how a child engages with learning and being clear about what we can do and provide to support each child to remain an effective and motivated learner.

Assessment

We assess how young children are learning and developing by observing them. We use information that we gain from observations of the children, to understand their progress and where this may be leading them. We believe that parents know their children best, and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents/carers, are supporting development.

We may make periodic assessment summaries of children's achievement based on our on-going observations. These help us to build a picture of a child's progress during their time with us and form part of children's records of achievement/learning journeys. We undertake these assessment summaries at regular intervals, as well as at times of transition, such as when a child moves into a different group or when they go on to school.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short-written summary of their child's development in the three prime areas of learning and development - personal, social, and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observations carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Records of achievement/learning journeys

We keep a record of achievement/learning journey for each child. Your child's record of achievement/learning journey helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and they will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's progress. Together, we will then decide on how to further support your child's learning and development.

Working together for your children

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We may also have volunteer parent/carers helpers, where possible, to complement these ratios. This helps us to:

- give time and attention to each child
- talk with the children about their interests and activities
- help children to experience and benefit from the activities we provide
- allow the children to explore and be adventurous in safety

The staff who work at our setting are:

What You Need to Bring When Your Child Starts Nursery

Your child will sometimes get paint, food, mud, or glue on their clothes, so please send them in practical clothes, NOT best clothes.

We ask if you could provide the following:

1. A spare set of clothes because we play with water, paint etc.
 2. Lots of spare underwear and trousers if your child is toilet training.
 3. Nappies, wipes, and nappy cream if your child requires them.
 4. A coat for outdoor play. Hats, scarves, and gloves. We do provide wellies, waterproofs.
 5. In warm weather a sun hat.
 6. Red medical book
- (All the above **MUST** be labelled)

If your child happens to borrow some of our clothing, please ensure it is returned to nursery promptly.

About Your Child's Health

If you have any doubts about whether your child should come to nursery, please ring us before you leave home so that our staff can advise. Children who are ill/ have a temperature, cannot attend nursery. Please do not bring your child if they are suffering from any infectious diseases.).

If your child is prescribed antibiotics

We always ask you to keep your child off nursery for the first 48 hours of the antibiotic course, after that we will be more than happy to administer the medicine with written consent from you.

If your child has had sickness or diarrhoea

We always ask that you wait 48 hours since the last bout of sickness or diarrhoea before you bring your child back to nursery.

If your child becomes ill at nursery

We will contact you as soon as possible and ask you to come and pick them up. If we cannot get hold of you, we will contact another emergency number that you have given us permission to contact.

Medication

If your child has been prescribed medicine by the doctor that needs to be taken during the nursery day, you will be asked to sign a medication form. This form authorises staff to administer medicine and states the dosage and time given. All medicines must be in their original bottles and will be stored in accordance with instructions prescribed. At all times it will be kept out of reach of the children, including inhalers.

Accidents or injuries

Unfortunately, accidents and injuries do sometimes occur at home and at nursery. All accidents and injuries are recorded on the appropriate form and signed by a nursery practitioner and parent/carer. We record the date, time, what happened, what injury occurred and what first aid treatment was needed if any. If an injury causes concern, then the parent/carer will be contacted immediately unless the situation is an emergency and the first call will be to the emergency services followed by the parent/carer. If a child is transported to hospital via an ambulance and the parent/carer has not arrived yet then the key person will stay with the child, they will take the child's personal file for reference. If a social worker is working with the family, then they will also be informed.

Head lice

If the nursery has signs of head lice, nursery will inform you and advise you of the appropriate treatment. Please check your child's hair regularly for head lice and inform nursery if your child has head lice.

The role of the Office For Standards in Education, Early Years Directorate (OFSTED)

Parents may approach OFSTED directly at any stage of this complaint's procedure. In addition, where there seems to be a possible breach of our registration requirements it is essential to involve OFSTED as the registering and inspection body.

The address and telephone number of our OFSTED regional centre is:

**COMPLAINTS
OFSTED
National Business Unit
Piccadilly Gate
Stone Street
Manchester
M1 2WD
Tel: 0300 123 1231**

These details are displayed on the nursery notice board.

If a child appears to be at risk, the nursery follows the procedures of the Herefordshire Safeguarding Children's Board.

In these cases, both the parent and the nursery are informed and the nursery manager works with OFSTED or the Herefordshire Safeguarding Children's Board to ensure a proper investigation of the complaint followed by appropriate action.

We will provide Ofsted, on request, with a written record of all complaints made during any specified period and the action which was taken because of each complaint.

Records

A record of complaints against our nursery and or the children and or the adults working in our nursery is kept, including the date, the circumstances of the complaint and how the complaint was managed.

Full policies and procedures are kept in the main entrance in nursery, or on our website, they are there for you to look at and read at your own pleasure.

www.Kimboltonnursery.com

