building blocks
nursery

Table of Contents

ADMISSIONS POLICY 2
DAILY ARRIVAL AND DEPARTURE OF CHILDREN POLICY 5
NON-COLLECTION OF CHILD POLICY 6
CURRICULUM POLICY 7
WELLBEING POLICY 11
HEALTH AND SAFETY POLICY 16
SAFEGUARDING POLICY 22
INCLUSIVE EDUCATION POLICY 25
INTIMATE AND PERSONAL CARE POLICY 30
NAPPY CHANGING AND TOILETING POLICY 32
PARTNERSHIPS WITH PARENTS POLICY 34
POSITIVE BEHAVIOUR POLICY 36
TEACHING, LEARNING, ASSESSMENT AND PROGRESS TRACKING POLICY 39
GOVERNANCE POLICY 49
GOVERNANCE STRUCTURE: A WELL-ORGANIZED FRAMEWORK FOR EFFECTIVE LEADERSHIP: 50
ANNUAL SCHEDULE TOPICS 69
ANNUAL SCHEDULE ACTIVITIES 71

Building Blocks Nursery LLC
G10 Apex Atrium Building, Motor City, P.O Box 2945 Dubai, UAE
T: 9714 453 4363 | E: hello@building-blocks.ae | W: building-blocks.ae

building blocks
nursery

Admissions Policy

At Building blocks Nursery ECC, we are committed to providing a nurturing and inclusive environment where every child can thrive and reach their full potential. Our admissions policy aims to ensure fairness, transparency, and equal opportunities for all families seeking to enroll their children in our Nursery ECC.

Age Criteria:

Children must meet the minimum age requirement set by KHDA in Dubai to be eligible for admission. We accept children for admissions from 45 days to 5 years and 11 months.

Enrolment Process:

Admissions are conducted on a rolling basis, subject to availability of spaces. Parents are encouraged to submit applications well in advance to secure a seat for their child.

Non-Discrimination:

Building blocks is an all-inclusive ECC, we do not discriminate based on race, colour, nationality, religion, gender, or disability. All applicants are treated fairly and equally.

Priority Consideration:

Priority is given to siblings of current or former students, UAE nationals as well as children of staff members. This fosters a sense of community and continuity within our Nursery ECC.

Admission Criteria:

We are an inclusive Nursery ECC and accept all children within the age bracket, regardless of their developmental readiness, social skills, or specific needs.

We request information such as;

previous Nursery ECC records, medical records
Signage of KHDA contract
Additional assessments
Authorized person to pick up and drop off
Bus requirement form (if required for children over the age of two years)
Nursey terms and conditions
Indemnity form

To better understand the child's needs and provide appropriate support. We require these documents to be submitted at least two working days prior to the child's joining date.

building blocks
nursery

Parental Involvement:
We value a strong partnership between parents and the Nursery ECC. Parents are encouraged to actively participate in their child's education and engage in open communication with our team.

Capacity and Class Sizes:
Our Nursery ECC has a limited capacity to ensure individual attention and quality education. Class sizes are kept small to facilitate personalized learning experiences.

Waiting List:
In the event that all available spots are filled, applicants will be placed on a waiting list. Families will be contacted in the order of their application submission as vacancies arise.
Please note that meeting the admission criteria does not guarantee enrolment, as availability is subject to space limitations. We strive to maintain a diverse and balanced student body, fostering a rich and inclusive learning environment.

Procedure:
a. Parent Visit: Parents are encouraged to visit our Nursery ECC to learn more about our setting, meet the staff, and explore the facilities. During the visit, parents can ask questions, discuss their child's needs, and gain a better understanding of our educational approach.

b. **Age Verification:** Parents must provide official documentation proving the child meets the minimum age requirement set by the KHDA in Dubai.
c. **Deposit Payment:** Upon deciding to enroll their child, parents are required to pay a registration fee of 500AED , facility fee of 1,000AED, 150AED for the Nursery ECC application and a minimum of two uniform sets priced at 115AED to secure a seat.
d. **Student Application Collection:** Parents are provided with a checklist of required documents and information to be included in the student file. This includes birth certificates, health records, emergency contact details, terms and conditions and any relevant assessments or reports.
A valid Emirates ID is required for child enrolment. This includes EID for the child and for parents. An application will only be considered completed with the submission of the EID.
e. **Application Completion:** Parents are responsible for completing the required forms and gathering all necessary documents as per the provided checklist. Our

management team will guide parents through this process and answer any questions they may have.

f. **Application Submission:** Once the student file is complete, parents are required to submit it to our reception. This can be done in person or through electronic means, as specified by our admissions team.

g. **Nursery ECC Start:** Upon receiving the completed student file, our management team will review it to ensure all necessary information is provided. Once the file is approved, parents will be notified of their child's start date and any additional information they need to know.

h. **Waiting List Management:** Applicants placed on the waiting list will be contacted in the order of their application submission as vacancies arise. Parents will be given a reasonable timeframe to respond and confirm their interest in the available seat.

We strive to make the enrolment process as smooth and convenient as possible for parents. Our management team is available to assist throughout the process and address any concerns or queries that may arise.

Written by: Reena Dhamecha	Approved by: Reena Dhamecha
Date updated: 7th June 2026	Review date: 7th July 2026

building blocks
nursery

Daily Arrival and Departure of Children Policy

At Building blocks Nursery ECC, we prioritize the safety and security of our children. The objective of this policy is to establish a smooth drop off and collection process that ensures the well-being of each child at all times.
We have two points of entry and exit which are magnetically locked to prevent unauthorized access onto the premises.
Parent/carers have access cards/badges to enter the facility and it is a shared responsibility between parents and Nursery ECC staff to close entry doors completely upon arrival and exiting the Nursery ECC. visitors must ring the bell at the main entrance and wait to be admitted by a staff member.

Procedure:

Arrival and Departure: Parents/carers must inform a staff member upon arrival and departure. Notify the Nursery ECC of any changes to authorized individuals for collection.

Timeliness: Early drop off or late pickup can be arranged with prior notice (subject to availability).

Important Information: Inform teachers/managers of any relevant details, such as existing bumps/bruises.

Drop off: Nursery ECC Drop Off: Parents should drop off children directly at the Nursery ECC reception where our DHA licensed nurse checks and tracks temperatures.

Pick up: Only authorized persons are allowed to collect children from the Nursery ECC. parents have been informed to submit changes prior to pick up time of names and emirates ID's of any new person collecting the child.

Early Arrival: In case of early arrivals parents are requested to wait at reception. Until the child is ready for collection.

Prompt Collection: Parents are encouraged to collect their child at the designated pick-up time.

Late Collection: If more than 20 minutes late, the reception will contact the parent and if unreachable, the emergency contact will be contacted.

Additional Charges: Late collection may incur additional charges.

Nursery ECC Closing Time: The Nursery ECC closes at 6:00 p.m.

In case of non-collection: For children not collected, reception will reach out to the emergency contact and Nursery ECC management. Staff members are not authorized to search for parents or take the child home with them. They will remain at the Nursery ECC until further instructions from management.

This policy ensures a safe and efficient drop off and collection process. For further information, please contact our Nursery ECC administration.

Written by: Reena Dhamecha	Approved by: Reena Dhamecha
Date updated: 7th June 2026	Review date: 7th July 2026

building blocks
nursery

Non-Collection of Child Policy

If a child is not collected by an authorized adult, Building blocks Nursery takes immediate action to ensure the child's safety and minimize any distress. We have established procedures to inform parents and reassure them that their child will be properly cared for in unavoidable delays.

Procedure:

- Parents are requested to provide specific contact information on the Registration form to facilitate communication in case of non-collection.
- We make constant and regular attempts to contact the parents, designated carer, or emergency contact listed on the Registration Form. Detailed records of all communication attempts are documented.
- If the parents cannot be reached, we will contact the emergency contact provided.
- Under no circumstances will a child leave the nursery unless collected by an authorized person or the parents themselves. Our staff will ensure the child's care and well-being while they remain in the nursery.

Failure to Make Contact:

If all attempts to contact authorized adults fail, the following steps will be taken:

- The nursery will immediately inform senior management.
- With approval from the senior management team, the local authorities, such as the police, will be contacted (emergency number 999) / child protection services.
- The child will remain at the nursery in the care of two staff members until the parents, or the police arrive to collect the child.
- Staff members will not search for the parent or take the child home with them.
- A detailed record of the incident will be placed on the child's file.
- Any necessary follow-up actions will be taken on the next working day.
- All actions taken will be thoroughly documented.

At Building blocks Nursery, we prioritize the safety and well-being of every child in our care. These procedures ensure that in the rare event of non-collection, appropriate measures are taken to protect the child and maintain open communication with parents.

Written by: Reena Dhamecha	Approved by: Reena Dhamecha
Date updated: 7th June 2026	Review date: 7th July 2026

building blocks
nursery

Curriculum Policy

At Building blocks Nursery ECC, we are committed to providing a high-quality curriculum that promotes the holistic development of each child. Our curriculum is based on the British Early Years Foundation Stage (EYFS) framework, which guides our teaching and learning practices. We strive to create a nurturing and stimulating environment where children can explore, discover, and grow.

Early Years Foundation Stage EYFS Curriculum:

Building blocks Nursery ECC follows the British EYFS curriculum, which provides a comprehensive framework for early childhood education. Our classrooms and resources are designed to align with the EYFS principles and support children's learning and development across all seven areas.

Prime areas:

- Communication and language
- Physical development
- Personal, social & emotional development

Specific areas:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Additional areas:

- Happiness
- Well-being
- Resilience
- Arabic
- Current events & celebrations

Building Blocks Nursery LLC
G10 Apex Atrium Building, Motor City, P.O Box 2945 Dubai, UAE
T: 9714 453 4363 | E: hello@building-blocks.ae | W: building-blocks.ae

building blocks
nursery

Staff Training and Development:

Qualifications:

Every single teacher at building blocks Nursery ECC is a qualified early years practitioner. Qualifications can include bachelor's in education, CACHE level 3 or an equivalent diploma.
Our personal preference during recruitment for teachers is CACHE level 3 to ensure the teachers have studied the EYFS curriculum.

Staff induction:

All new recruits are inducted to the Building blocks Nursery ECC values assigned an internal mentor to ensure standard across the Building blocks Nursery ECC brand.

Training:

Internal trainings are conducted based on, building blocks Nursery ECC curriculum, planning, observation tools, assessments, child tracking and partnership with parents. External trainings are planned based on the candidate's requirements, experience, industry updates and government regulations.
Continuous professional development opportunities are provided to ensure staff stay updated with the latest best practices in early childhood education.

Holistic Approach:

Our curriculum focuses on the holistic development of each child, encompassing their physical, cognitive, social, emotional, and creative aspects. Activities and experiences are carefully planned to promote learning in all areas of development.

Setting:

Classrooms:

Each class is designed to have a minimum of five learning areas in alignment with the EYFS framework, to provide a rich and diverse learning environment for the children; construction area, role-play area, reading corner, cozy corner for relaxation and reflection, a numeracy area, a literacy area, and a mark-making corner, among others.
The classrooms create an enabling environment designed to stimulate children's curiosity, creativity, and exploration across different areas of learning, fostering their holistic development.
We ensure that children's individual needs and interests are met. For example, procedures are put in place to promote language development through activities such as storytelling, singing, and group discussions. Similarly, procedures encourage physical development through outdoor play, dance, and movement activities.

Other areas of development:

Our entire facility is designed to maximize learning outcomes for our children, multiple areas outside classrooms provide learning experiences: MasterChef kitchen, library, atelier, dance studio, indoor play area, water and sand play and outdoor play area.

Building Blocks Nursery LLC
G10 Apex Atrium Building, Motor City, P.O Box 2945 Dubai, UAE
T: 9714 453 4363 | E: hello@building-blocks.ae | W: building-blocks.ae

building blocks
nursery

Nursery ECC pet:
To achieve our core values, we adopt a Nursery ECC pet for children's happiness, well-being and to build resilience. With a Nursery ECC pet comes responsibility, it brings them joy and is good for their well-being.
Children learn about feeding healthy food to the pet, build resilience in making the pet feel comfortable in the class and acts as a great aid to support children in settling in.

Arabic Language:
Building blocks Nursery ECC employs native Arabic speakers and/or assistants. We provide Arabic A and Arabic B. Arabic A is for native Arabic speakers and these classes are conducted by Arabic teachers or assistants who deliver the British EYFS curriculum in Arabic.
Arabic B is for children whom Arabic is a second language. These classes are set for a duration of 30 minutes twice a week.

Current Events and Celebrations:
Being an inclusive Nursery ECC, we incorporate current events and celebrations into our lesson play for the week. For example: expo 2020 was a lesson plan for one week, Dubai fitness challenge is in our yearly Calander and Ramadan is a topic in our curriculum along with 30 days of good deeds and moral education etc.

Individual Education Plans:
We recognize that each child is unique and has different learning needs and interests. Our curriculum is tailored to accommodate individual learning styles and abilities, ensuring that each child can progress at their own pace and rate of development.

Development Matters:
We utilize the Development Matters guidance to track and monitor children's progress. Observations, assessments, and evaluations are conducted regularly to gain insights into each child's development and plan appropriate next steps.

Play-Based Learning:
Play is a fundamental part of our curriculum, as it fosters creativity, imagination, problem-solving, and social skills. We provide a wide range of play opportunities, both indoors and outdoors, to encourage active exploration and hands-on learning.

Parent Involvement:
We value the partnership between parents and educators in supporting children's learning and development. Regular communication, parent-teacher meetings, events and workshops are organized to share progress, discuss goals, and involve parents in their child's learning journey.

Weekly Curriculum Updates for Parents:
We believe in transparent and open communication with parents. The curriculum for the upcoming week is shared with parents through our Nursery ECC app, providing them with insights into the learning experiences their child will engage in.

Call a Day Approach:

To foster strong parent-teacher partnerships, we follow a "Call a Day" approach. Each teacher allocates 30 minutes every day to make a phone call to one parent, discussing their child's progress and addressing any concerns or questions.

This personalized communication ensures parents are regularly updated and have the opportunity to engage in private, meaningful conversations about their child's development.

Differentiation and Flexibility:

The management provides the curriculum framework to teachers, who have the flexibility to differentiate and tailor activities based on the needs and interests of individual children. Teachers are provided with templates and resources to support them in planning and delivering engaging and age-appropriate activities.

Child-Led and Adult-Led Activities:

Our curriculum strikes a balance between child-led and adult-led activities. Child-led activities encourage children to explore their interests, make choices, and take ownership of their learning.

Adult-led activities provide structured learning experiences and guidance to support children's development in specific areas. We understand the benefits of both methods and encourage them accordingly.

At Building blocks Nursery ECC we believe in a collaborative approach to curriculum implementation, involving teachers, parents, and children. By providing flexibility, regular updates, and opportunities for parent-teacher communication, we strive to create a holistic learning environment that nurtures each child's potential.

Written by: Reena Dhamecha	Approved by: Reena Dhamecha
Date updated: 7th June 2026	Review date: 7th July 2026

building blocks
nursery

Wellbeing Policy

Well-being is a big part of early years and falls under PSED.
At Building blocks Nursery ECC, we prioritize the well-being of our children, staff, and families. Our well-being policy encompasses a holistic approach to ensure a nurturing and supportive environment for all.
Well-being is a broad term that covers how you feel about yourself and your life. It encompasses the physical, emotional (and mental), social and spiritual areas of a person. Under the Early Years Foundations Stage (EYFS) this is covered in the children's personal, social, emotional development and physical development, both of which are prime areas of learning and development.

Physical well-being covers everything physical to do with the body:

- Growth and development
- Moving and keeping physically fit
- Caring for personal health (e.g. washing, cleaning teeth, etc.)
- Eating a balanced and nutritious diet
- Rest and appropriate sleep patterns.

Mental and emotional well-being includes:

- Acknowledging, expressing, and coping with feelings and emotions
- Thought processes.
- Reducing stress and anxiety.

Social well-being includes:

- Relationships
- Family (close and extended)
- Friends
- The feeling of belonging and acceptance
- Compassion and caring approaches.

Spiritual well-being can cover the following:

- Value and beliefs held
- Personal identity and self-awareness.

Children's physical well-being is supported through our carefully planned curriculum programme which supports all types of gross and fine motor play both inside and outside. We encourage nutritionally balanced meals for the children and support our staff to make healthy choices regarding their physical health.

Personal hygiene is supported in children of all ages, explaining the reasons for hand washing, tooth brushing and other routines.

Children are provided with quiet and calming areas for rest, sleep, and relaxation. This supports both their physical and mental well-being. We support children to make strong attachments with their key person as well as forge relationships with their peers to support their social well-being. We offer opportunities and resources for children to play singly, in pairs, small groups and large groups to support this area of development.

Children's mental and emotional well-being is supported. We provide a safe environment that allows for caregiver to child co-regulation. This practice supports the process of children building the capacity for self-regulation, through providing activities in which children can recognise and express their emotions, including emotional literacy. This enables us to provide support for children who may be experiencing big emotions they cannot cope with just yet, including sadness and over-excitement. We support children's self-regulation through carefully planned activities and resources, modelling calming strategies and naming and talking about feelings and by providing opportunities for children to practise their self-regulation skills.

Staff use the Promoting positive behaviour policy to ensure a consistent approach.

Staff can recognise when a child may need support with their emotions and will provide this one-to-one or in a small group, whichever is more appropriate. Teaching children to recognise and manage their emotions at a young age helps support foundations for doing this throughout their life.

Procedures:
Well-being Begins with happy staff: *Happy staff = happy children = happy parents*
During the recruitment process, we prioritize not only qualifications and experience but also nurturing personalities that are patient and kind.
We believe that happy staff leads to a positive work environment, which in turn improves their performance and emotional commitment.
To support staff well-being, we provide regular staff motivation meetings, team-building activities, and frequent group chats through WhatsApp to keep communication open and close between the team.

Promoting Happiness and Well-being: The Foundation of Our Curriculum
At Building blocks Nursery ECC, happiness and well-being are not just important aspects of our curriculum; they are at the very core of how we implement our educational approach.
We believe that a child's emotional well-being and happiness are essential foundations for their overall development and learning. Our curriculum is designed to create a nurturing and supportive environment where children feel safe, valued, and encouraged to explore and express themselves. We prioritize activities and experiences that promote positive relationships, self-confidence, and emotional resilience.
Through play, creative expression, and meaningful interactions, we aim to foster a sense of joy, curiosity, and a love for learning in each child. By prioritizing happiness and well-being, we

strive to create an environment where children can thrive and develop into confident, resilient, and happy individuals.

Well-being Starts with Settling in:
Settling in is an emotional time for both children and parents.
Settling in at building blocks nursery is a gradual process, we implement staggered days and timings of attendance which helps parents feel more comfortable and confident in leaving their child; as well as for the child to get familiar with the new surroundings, schedule, and people. This minimizes separation anxiety.
Daily Routines and Mindfulness:
Our daily routines begin with moments of mindfulness/yoga to help children relax and start the day positively.
During circle time we sing songs that promote confidence and self-esteem, emphasizing that each child is unique and special. We greet each child lovingly daily to make them feel valued and provide positive reinforcement.
Children excel in routine, our nursery tameable has a daily routine to support transitions.
Nurturing Well-being and Empathy with our Nursery ECC Pet:
At Building blocks Nursery ECC, we understand the importance of well-being in the holistic development of children. As part of our commitment to fostering well-being, we have introduced a unique addition to our ECC - a pet. Our pet has been adopted into our ECC community to provide numerous benefits for the children. Interacting with a pet helps children develop feelings of empathy, responsibility, and friendship. Caring for a pet teaches children about nurture and compassion, as they learn to feed, groom, and play with him/her.
This experience not only enhances their emotional well-being but also promotes social skills and a sense of connection with other living beings. Additionally, having a ECC pet reduces stress and anxiety, as children find comfort and joy in their presence.
Children are allowed to bring the pet home over the weekend as part of a reward program to attain their learning goals.
Emotional Support and Friendship:
We prioritize emotional support for children.
Our ECC follows our own age-appropriate teaching practise which we have named 'heart rules" the heart rules are; be kind, use gentle hands, inside voices, put on your listening ears and use your walking feet. This teaches them how to be a good friend while role-playing positive behaviours. We encourage children to express their feelings and provide guidance on managing emotions in a healthy way.
We foster an inclusive environment that celebrates diversity and promotes equality, ensuring that all children feel included and respected.
Nutrition and Healthy Eating:
At Building blocks Nursery ECC, we understand the importance of nutrition in supporting children's well-being and development.
We promote healthy eating habits by educating parents on balanced diets and portion sizes for each age group. We provide the option of catered nutritious meals and snacks that meet

the dietary requirements of young children, incorporating a variety of fruits, vegetables, whole grains, and lean proteins.
We accommodate special dietary needs or restrictions, working closely with parents to ensure that each child's nutritional needs are met. We encourage children to try new foods and provide a positive dining experience, fostering a healthy relationship with food.
We educate parents by conducting coffee mornings and zoom seminars. Our nursery teachers encourage parents by praising their efforts.

Outdoor Play and Physical Activity:

We start the day with mindfulness yoga and end the day with a dance.
We recognize the importance of physical development and outdoor play in promoting children's well-being. We provide ample opportunities for outdoor play, allowing children to engage in active play, explore nature, and develop gross and fine motor skills.
We incorporate physical activities into daily routines, such as structured games, dance, and movement exercises, to promote physical fitness and overall well-being. We also offer ECA's to promote physical development.

Health, Safety, and Hygiene:

We maintain a clean and safe environment, adhering to health and safety regulations and conducting regular cleaning and sanitization.
We promote proper hygiene practices among children, including handwashing and personal cleanliness. We have protocols in place for emergencies and illness management, ensuring the well-being of all children.
**Please see health and safety policy*

Parent and Community Engagement:

It's essential for the ECC and parents to have a positive partnership. A positive relationship between us leads to positive well-being for the child.
We value partnerships with parents and actively involve them in their child's well-being and development. We maintain regular communication with parents, providing updates on their child's progress and sharing resources for supporting well-being at home.
We follow an open-door policy and our Building blocks Nursery ECC managers are front and centre throughout the day connecting with parents.
We offer parent workshops and opportunities for parental involvement in ECC activities.
To foster strong parent-teacher partnerships, we follow a "Call a Day" approach. Each teacher allocates 30 minutes every day to make a phone call to one parent, discussing their child's progress and addressing any concerns or questions.
This personalized communication ensures parents are regularly updated and can engage in private, meaningful conversations about their child's development.
By implementing this well-being policy, Building blocks Nursery ECC aims to create a nurturing and supportive environment that promotes the overall well-being of our children, staff, and families. We believe that by prioritizing happiness, we can help each child excel in all areas of learning and development and create a positive and fulfilling experience for everyone involved.

building blocks
nursery

"At Building blocks Nursery ECC,
happiness is not just a value, but a way of life."
- Uknown Author

Written by: Reena Dhamecha	Approved by: Reena Dhamecha
Date updated: 7th June 2026	Review date: 7th July 2026

Building Blocks Nursery LLC
G10 Apex Atrium Building, Motor City, P.O Box 2945 Dubai, UAE
T: 9714 453 4363 | E: hello@building-blocks.ae | W: building-blocks.ae

building blocks
nursery

Health and Safety Policy

"The safety of our children is not just a responsibility, it's a sacred duty".
-Unknown

At Building blocks Nursery ECC we provide and maintain safe and healthy working conditions, equipment, and systems of work for all our employees and a safe early learning environment in which children learn and are cared for. To develop and promote a strong health and safety culture within the nursery for the benefit of all staff, children, and parents, we provide information, training and supervision. We accept our responsibility for the health and safety of other people who may be affected by our activities.

The allocation of duties for safety matters and the arrangements which we will make to implement our health and safety procedures are set out within this policy and we make sufficient resources available to provide a safe environment.

Legal framework
We follow all relevant legislation and associated guidance relating to health and safety within the nursery including:

- The requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) 2017
- The regulations of the Federal Law No: 3 of 2016 (Wadeema's Law)
- Any guidance provided by KHDA, Dubai Municipality, Dubai Civil Defence & Dubai Health Authority

Aims and objectives.
The aim of this policy statement is to ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises.

To achieve this, we will actively work towards the following objectives:

- Establish and maintain a safe and healthy environment throughout the nursery including outdoor spaces.
- Establish and maintain safe working practices amongst staff and children.
- Plan for ensuring safety and the minimising of risks to health in connection with the use, handling, storage and transport of hazardous articles and substances.
- Ensure the provision of sufficient information, instruction, and supervision to enable all people working in or using the nursery to avoid hazards and contribute positively to their own health and safety and to ensure that staff have access to regular health and safety training.
- Maintain a healthy and safe nursery with safe entry and exit routes.

- Formulate effective procedures for use in case of fire and other emergencies and for evacuating the nursery premises. Practice this procedure on a regular basis to enable the safe and speedy evacuation of the nursery.
- Maintain a safe working environment for pregnant workers or for workers who have recently given birth, including undertaking appropriate risk assessments.
- Maintain a safe environment for those with special educational needs and disabilities and ensure all areas of the nursery are accessible (wherever practicable)
- Provide a safe environment for students or trainees to learn in
- Encourage all staff, visitors, and parents to report any unsafe working practices or areas to ensure immediate response by the management.

We believe the risks in the nursery environment are low and we will maintain the maximum protection for children, staff, and parents. The nursery will:

- Ensure all entrances and exits from the building, including fire exits are clearly identifiable and always remain clear.
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action.
- Ensure that all staff, visitors, parents, and children are aware of the fire procedures and regular fire drills are carried out.
- Have the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order.
- Ensure that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors, and children.
- Ensure that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate.
- Ensure there are suitable hygienic changing facilities.
- Prohibit smoking on the nursery premises.
- Prohibit any contractor from working on the premises without prior discussion with the officer in charge.
- Encourage children to manage risks safely and prohibit running inside the premises unless in designated areas.
- Risk assesses all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the nursery.
- Ensure all cleaning materials are DM approved & placed out of the reach of children and kept in their original containers.
- Wear protective clothing when cooking or serving food.
- Prohibit certain foods that may relate to children's allergies, e.g. peanuts are not allowed in the nursery
- Follow the allergies and allergic reactions policy for children who have allergies.
- Ensure risk assessments are undertaken on the storage and preparation of food produce within the nursery.

- Familiarise all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are.
- Provide appropriately stocked first aid boxes and check their contents regularly.
- Ensure children are supervised at all times.
- Ensure no student or volunteer is left unsupervised at any time.
- Ensure staff paediatric first aid certificates are on display (or made available to parents).

Responsibilities
The nursery will employ a designated Health and Safety Officer.
The employer has overall and final responsibility for this policy being carried out at: **Building blocks Nursery ECC**

The nursery manager/deputy nursery manager will be responsible in her absence.

All employees have the responsibility to cooperate with senior staff and the manager to achieve a healthy and safe nursery and to take reasonable care of themselves and others. Neglect of health and safety regulations/duties will be regarded as a disciplinary matter.

Whenever a member of staff notices a health or safety problem which they are not able to rectify, they must immediately report it to the appropriate person named above. Parents and visitors are requested to report any concerns they may have to the *senior member of staff in the area/*deputy manager/*manager.

Daily contact, monthly staff meetings and health and safety meetings provide consultation between management and employees. This will include health and safety matters.

Health and safety training
Person responsible for monitoring staff training is the designated HSO.
Health and safety is covered in all induction training for new staff.

Training table (example):

Area	**Training required**	**Who**
Paediatric First aid	Course	50% of staff + DHA licensed nurse.
Dealing with blood	In house training/course	DHA licensed nurse.
Safeguarding/Child protection	In house training/course	All staff
Care of babies	In house training/course	All staff working with under 2's
Risk assessment	In house training/course	All staff

Fire safety procedures	In house training	All staff
Use of fire extinguisher	In house training/course	All staff where possible
Food hygiene	Food safety and Person- in – Charge Training	Nurse
Allergy awareness	In house training/course	All staff
Manual handling	In house training/course	All staff
Stress awareness and management	In house training/course	All staff
Changing of nappies	In house training	All staff
Fire warden duties	External course	Nurse or Deputy Manager
Medication requiring technical or medical knowledge e.g. Epi Pen	External course	Nurse
SENCO	External course	SENCO
Supervision and appraisal	External course	Manager, deputy and room supervisor

Health and safety arrangements

- All staff are responsible for general health and safety in the nursery.
- Risk assessments will be conducted on all areas of the nursery, including rooms, activities, outdoor areas, resources, and cleaning equipment.
- These are reviewed at regular intervals and when arrangements change.
- All field trips from the nursery (however short) will include a prior risk assessment.
- All equipment, rooms and outdoor areas will be checked thoroughly by staff before children access them or the area. These checks will be recorded and initialled by the staff responsible. Unsafe areas will be made safe/removed from the area by this member of staff to promote the safety of children. If this cannot be achieved the manager will be notified immediately.
- We provide appropriate facilities for all children, staff, parents and visitors to receive a warm welcome and provide for their basic care needs, e.g. easy to access toilet area and fresh drinking water.
- **The nursery will adhere to the Dubai Municipality approved list for chemicals and cleaning products.** to ensure all children, staff, parents, and visitors are safe in relation to any chemicals we may use on the premises.
- All staff will receive appropriate training in all areas of health and safety which will include risk assessments, manual handling, and fire safety. We may also use benefit risk assessments for activities and resources for children.

- We have a concise accident and incident form.
- We have a clear fire safety policy and procedure which supports the prevention of fire and the safe evacuation of all persons in the nursery. This is to be shared with all staff, parents and visitors to the nursery
- We review accident and incident records to identify any patterns/hazardous areas.
- All health and safety matters are reviewed informally on an ongoing basis and formally every summer or when something changes. Staff and parents will receive these updates, as with all policy changes, as and when they happen.
- Staff and parents can contribute to any policy through the suggestion scheme and during the regular meetings held at nursery.

The policy is kept up to date and reviewed especially when the nursery changes in nature and size. It is revised annually, or as and when required. We therefore welcome any useful comments from members of staff, parents, and visitors regarding this policy.

Procedure:
Supervision: All children are always under the supervision of adults.
Daily risk assessments are conducted to ensure the nursery is safe for children.

Allergies and Illnesses:
Parents must complete the medical form prior to the child joining nursery and inform the nursery of any allergies and/or medical conditions.
If a child has any illnesses the parent must inform the nursery and keep their child at home and follow the minimum exclusion period as outlined in the parent handbook. Children can resume nursery with a doctors note.
Equipment Safety:
Regular checks are conducted on all equipment and furniture that could be broken or damaged and not safe for children. The layout and space ratios allow children and adults to move safely and freely between activities. Indoor and outdoor play areas are baby-proofed and completely secure at all times.

Child Protection Training:
All staff receive training on child protection as part of their induction training and staff are instructed on the specific procedures for dealing with disclosures and suspicions of child abuse.

First Aid and Accident Procedures:
All staff receive first aid training as part of their induction training. Accidents and incidents are documented in separate folders, and procedures are followed for dealing with them.

Emergency Procedure and Fire Drills:
Staff are trained in the emergency procedure, and fire drill evacuations take place once per term.

Medication Administration:
All administration of medications is strictly controlled and provided by the DHA licensed nurse. Parents must fill a medical consent form for medicine to be administered.

Illness:
At drop off, if children demonstrate signs of illnesses, they are not allowed to attend nursery. If a child is unwell while they are at nursery, we ensure that they are comfortable and do not pose a risk to others while we wait for them to be collected by parents or caregivers.

Regular Inspections and Checks:
Staff check the premises every morning to ensure there are no risks or hazards compromising health and safety. Again at the end of each day, staff ensure that the premises are left clean, safe, and tidy.

Building blocks Nursery is committed to maintaining high standards of safety, security, and well-being for all children, parents, and staff. We adhere to strict policies and procedures to create a safe and nurturing environment where children can thrive.

Written by: Reena Dhamecha	Approved by: Reena Dhamecha
Date updated: 7th June 2026	Review date: 7th July 2026

building blocks
nursery

Safeguarding Policy

Safeguarding is the action that is taken to promote the welfare of children and **protect** them from harm.
Safeguarding means:

- **protecting** children from abuse and maltreatment
- **preventing** harm to children's health or development
- **ensuring** children grow up with the provision of safe and effective care.
- **taking action** to enable all children and young people to have the best outcomes.

Building blocks Nursery ECC is committed to providing a safe and secure environment for all children in our care. We recognize the importance of safeguarding and promoting the welfare of children our safeguarding policy and procedures are designed to ensure the protection and well-being of all children, in accordance with the relevant laws and regulations in Dubai.

Procedures:
Safeguarding starts with Recruitment:
We follow a recruitment process that includes background checks, including verification of identity, qualifications, medical information such as OHC's and employment history. We obtain written references from previous employers to ensure the suitability of potential staff members. All staff members are required to provide valid identification documents and undergo a police check.

Staff Training and Induction:
All staff members receive regular training on safeguarding procedures; confidentiality, data protection, nappy changing, verbal and non-verbal communication, child protection, food safety, infection control and safeguarding children with special needs.
New staff members undergo police clearance and reference checks and are provided with safeguarding induction training before commencing their roles.
Supervision: Supporting and ensuring our staff are knowledgeable and confident.

Day to day work with children:

- Nappy changing and toileting, food and drink/feeding, physical contact, adult behaviour and responsibilities, child behaviour, layout of the Building blocks Nursery ECC, photographs, and video recordings.
- Equal opportunities for all including those with special needs or disabilities.
- Relationships with parents/carers
- Liaise with local Ministries; KHDA, DM, Civil defence, DHA
- Working with other agencies such as, medical, nutritionist, therapists etc.
- Data Protection, parent and child information and the storing and handling of records.

Recognizing and Responding to Concerns:
All staff members are trained to recognize signs of abuse, neglect, and safeguarding concerns. Staff members are encouraged to report any concerns they may have to the branch manager. We maintain a culture of openness and transparency, ensuring that all staff members feel confident in reporting concerns without fear.

Data Protection, Privacy, and Confidentiality:
Building blocks Building blocks Nursery ECC is committed to protecting the privacy and confidentiality of all children, parents, and staff members. We adhere to data protection regulations and handle personal information in accordance with the law.
Personal data is collected and stored securely, and access is restricted to authorized personnel only. We have clear policies and procedures in place to ensure the secure handling, storage, and disposal of personal data.
Confidentiality is always maintained, and information is shared on a need-to-know basis and in line with data protection regulations. Staff members are trained on the importance of confidentiality and the proper handling of personal and sensitive information.
Parents and carers are informed about how their child's information will be handled and have the right to access and update their child's records. Any breaches of data protection or confidentiality are taken seriously and will be promptly investigated and addressed.
All safeguarding concerns are treated with the utmost confidentiality and shared only with relevant individuals on a need-to-know basis. Information is shared in line with data protection regulations and the principles of confidentiality.
The Building blocks Nursery ECC collects personal data in a fair and transparent way and is only use data for reason initially obtained. We do not collect more data than necessary and ensure that the data is accurate, and procedures are in place to ensure it remains up to date. For example, at the beginning of each academic year we ask parents to update their EID, home and contact details.

Record-Keeping:
Accurate and detailed records are maintained for all safeguarding concerns, including dates, times, individuals involved, and actions taken. Records are securely stored and accessible only to authorized personnel.
The data is not kept longer than 3 years after exiting Building blocks Nursery ECC and all personal data is protected by storing it in password protected soft files and key lock drawers with authorized people having access to these.

Working in Partnership:
We work in partnership with parents, carers, and external agencies to ensure the safety and well-being of all children. We maintain open lines of communication and encourage parents and carers to share any concerns they may have regarding their child's welfare.
At the time enrolment we get parents consent on photos being captured for learning journeys and social media.

Staff Code of Conduct:
We have a clear staff code of conduct that outlines expectations for professional behaviour, appropriate boundaries, and interactions with children. Staff members are aware of the consequences of breaching the code of conduct and the disciplinary procedures that will be followed.

Whistleblowing Policy:
Building blocks Nursery ECC encourages all staff members to raise concerns about any behaviour or practices that are not acceptable within the Building blocks Nursery ECC or in alignment with the Building blocks Nursery ECC's values.
We have a dedicated whistleblowing policy in place to provide a safe and confidential mechanism for staff to report concerns. Staff members are assured that they will not face any adverse consequences or victimization for reporting concerns in good faith.
The branch manager is responsible for receiving and investigating whistleblowing reports, ensuring that they are handled with sensitivity and confidentiality. All concerns raised through the whistleblowing policy will be taken seriously and promptly investigated.
Regular communication and training are provided to staff members to raise awareness of the whistleblowing policy and the importance of reporting concerns.

Regular Review:
Our safeguarding policy and procedures are regularly reviewed and updated to reflect changes in legislation, best practices, and the evolving needs of the children in our care.

By implementing these safeguarding procedures, Building blocks Nursery ECC aims to create a safe and nurturing environment where all children can thrive, free from harm or abuse. We are committed to working collaboratively with staff, parents, and external agencies to promote the welfare and well-being of every child in our care. By implementing a whistleblowing policy, Building blocks Building blocks Nursery ECC creates a culture of accountability and transparency, where staff members feel empowered to speak up and report any behaviour, observations or practices that are not in line with the Building blocks Nursery ECC's values and standards. This policy ensures that concerns are addressed promptly and appropriately, contributing to the overall safety and well-being of the children in our care.

Written by: Reena Dhamecha	Approved by: Reena Dhamecha
Date updated: 7th June 2026	Review date: 7th July 2026

building blocks
nursery

Inclusive Education Policy

"An educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment." – KHDA

At Building blocks Nursery ECC, we wholeheartedly embrace the vision of inclusive education as directed by the KHDA. We believe that every child, regardless of their abilities, background, or circumstances, deserves the opportunity to thrive and grow in a nurturing and inclusive environment. Our inclusion policy aligns with the principles of diversity, personalization, equity, respect, acceptance, and enrichment set forth by the KHDA. We are committed to providing a safe and supportive space where children of all abilities can learn, play, and develop together, in accordance with the KHDA's guidelines. Through our inclusive practices, we aim to create an atmosphere that celebrates differences, fosters empathy, and promotes a sense of belonging for all our students, in line with the KHDA's vision. By prioritizing inclusion, we are not only improving the quality of education but also nurturing a generation of compassionate and inclusive individuals who will contribute positively to society, as encouraged by the KHDA.

Procedure:

Enrolment:

Building blocks Nursery ECC is an inclusive nursery that welcomes children from diverse backgrounds, nationalities, races, religions, and abilities. We understand the importance of effective communication with parents and supporting our families. To facilitate this, our enrolment forms are provided in both English and Arabic, ensuring that parents can easily understand and complete the necessary paperwork.

We also recognize the significance of addressing individual needs and interests to ensure a smooth transition for children and their families. Prior to starting at our nursery, we offer pre-nursery visits where parents and children can meet with our staff to discuss specific requirements, interests, and concerns. This personalized approach allows us to better understand each child's unique needs and create an inclusive environment that supports their development.

Once the initial tour is complete the ECC will contact you for a formal assessment for your child to participate in. The function of this assessment process for Students of Determination is to help the school plan effectively for the child's successful enrolment into the ECC.

In case of enrolment of person of determination, if the outcome of the entry assessment may indicate that a child requires additional services in order to enable appropriate access to the curriculum. If these services require payment in addition to the basic tuition fee, then the ECC will establish an Individualised Service Agreement with the parent and then submit this to KHDA.

At Building blocks Nursery ECC, we value and celebrate the diversity of our student body. We believe that by enrolling children from various backgrounds, we create an enriching and inclusive educational experience for all. Our admissions process is designed to be inclusive, ensuring that every child has an equal opportunity to join our nursery and benefit from our nurturing and supportive environment.

We are committed to providing an inclusive education that respects and values the uniqueness of each child. By fostering a sense of belonging and promoting acceptance, we create a community where all children can thrive and reach their full potential. Our admissions policy reflects our dedication to creating an inclusive nursery that embraces diversity and provides a welcoming space for children from all walks of life.
Priority admissions are provided for siblings and UAE Nationals. Along with flexible timings to suit local family's needs.

Early Identification and Intervention:

At Building blocks Nursery ECC, we prioritize the early identification and support of developmental delays in children. To achieve this, we utilize observation tools such as the Ages and Stages Questionnaires (ASQ) and Looksee, which enable us to identify any potential delays and plan appropriate next steps. Additionally, we offer free screenings for children, with parent consent, conducted by specialists who can further assess and identify developmental delays. This allows us to develop tailored intervention plans to support each child's unique needs.
For children with special educational needs, we believe in providing individualized support through the use of Individualized Education Plans (IEPs). These plans are developed collaboratively with parents, teachers, and specialists, focusing on the student's strengths, challenges, and learning goals. We regularly review and update these plans to ensure progress and address any evolving needs, ensuring that every child receives the necessary support to reach their full potential.
Creating a safe, respectful, and inclusive atmosphere is a fundamental aspect of our inclusion policy at Building blocks Nursery ECC. We implement positive behaviour support strategies to foster a positive learning environment for all children. This includes teaching and reinforcing positive behaviours, providing clear expectations, and addressing any challenging behaviours through proactive and supportive approaches. By promoting a culture of understanding, empathy, and respect, we aim to create an inclusive community where all children feel valued and supported.
In addition to the above, we believe in fostering a culture of acceptance and celebrating diversity. We incorporate inclusive activities and experiences into our curriculum to promote social-emotional skills, cultural awareness, and empathy among our children. We also encourage open communication and collaboration with parents, recognizing the importance of their involvement in their child's education and ensuring that their perspectives and insights are valued.

Monitoring, Evaluating, and Reporting:

At Building blocks Nursery ECC, we prioritize the individualized support and progress monitoring of all our children, including those with special educational needs (SEN). To ensure effective tracking and monitoring, we utilize Individual Education Plans (IEPs) to set specific goals and objectives for each child. These plans allow us to regularly assess and monitor their progress, providing targeted interventions and support as needed.
In order to gain a comprehensive understanding of each child's developmental stage, we employ the use of Development Matters, a framework that outlines the expected milestones and skills for early years education. This framework helps us tailor our teaching strategies and

plan differentiated activities that are appropriate for each child's abilities and developmental needs.
To ensure a holistic approach to supporting our SEN children, we work closely with third-party specialists who provide additional expertise and guidance. These specialists collaborate with our staff to monitor and track the progress of our SEN students, ensuring that their individual needs are met and that appropriate interventions are implemented. We maintain detailed records of each child's development and regularly report to parents and caregivers, providing them with comprehensive updates on their child's progress and any necessary adjustments to their support plan.
Regular assessment and monitoring are integral to our inclusive approach. We continuously assess and monitor the progress and well-being of all our children, using a variety of assessment methods that are inclusive and fair. We take into consideration each child's individual strengths and needs, ensuring that our assessments accurately reflect their abilities and provide valuable insights for their ongoing development.

Inclusive Resources:

The nursery provides a welcoming environment suitable for all children, including those with disabilities and special educational needs. For example we provide ramp access, handicapped toilets, we have insulated ceilings to support children with auditory sensitivity, our daily routines and lesson plans have sensory activities, the nursery environment has more natural colours and elements which promote a calm atmosphere and do not over stimulate children.
We provide visual aids for children who do not understand English or Arabic such as a photo of books for the reading corner, photos of food for mealtimes etc.

Professional Development:

Building blocks Nursery ECC, provides professional development through ongoing training and professional development opportunities for teachers and staff to enhance their understanding of inclusive practices, differentiated instruction, and strategies for supporting diverse learners.
We foster collaboration among teachers, parents, specialists, and support staff to create a cohesive and inclusive learning environment. We Encourage regular communication, information sharing, and collaboration to ensure that every child's needs are addressed effectively.

Language and culture :

The nursery celebrates all cultures special occasions, we have resources around the nursery celebrating special events, such as having all flags displayed during national day.
We have different books in our reading corners with different languages and different puppets depicting nationalities from all around the world, we listen to different cultural age-appropriate music, so everyone feels included.
We celebrate UAE national day, Ramadan, Eid, UAE flag day, Haq Al Laila and other occasions to celebrate our local Emirati families.

Inclusive Employment:

By hiring staff from diverse backgrounds, religions, nationalities, and cultures, the nursery demonstrates a commitment to creating an inclusive and enriching environment for children.

This approach aligns with the Early Years Foundation Stage (EYFS) framework's goal of promoting knowledge and understanding of the world.
Inclusive employment enables staff members to bring their unique skills, knowledge, and cultural practices to the nursery, enriching the learning environment and providing children with a broader understanding of the world. This can include incorporating diverse languages, traditions, and celebrations into the curriculum, promoting a sense of belonging and cultural pride among children.
We specifically recruit native Arabic teachers and/or teaching assistants to support our local Emirati families enrolled at nursery.

Accountability

We have a designated SENCO for the nursery group.
She is in charge to develop and implement a strategic Individual Education Plan across all our locations. The supervision process is time sensitive and teachers are identifying, monitoring, and tracking progress with the provided timelines.
The SENCO coordinates with the senior leadership team to ensure staff are receiving relevant trainings and updates.
Our lead SENCO ensures no discrimination is present within the setting and if it is suspected it is resolved in mediation. The manager and SENCO ensure that our SEN students have school placements in environments that suit them. We achieve this by partnering with schools and institutions.

Partnerships

We hold meetings with parents, teachers, and the nursery manager to explore options for progression and inclusion when additional support is identified and required. For example, we partner with external occupational therapists, speech and language therapists and behaviour specialists.
We welcome parents' input and involvement in their child's education and development and arrange private discussions at mutually convenient times to address concerns. We meet privately with parents to discuss necessary actions if concerns arise and keep parents informed about their child's progress and involve them in setting specific targets.
We initiate the Staged Approach procedures if concerns are noted, involving parents/carers at every stage. We seek support from external specialists and undertake appropriate training to effectively support the child.

Complaints Resolution:

Report concerns about provision for children with special educational needs to the SENCO or manager and address urgent matters by involving the teacher in meetings, discussions, and complaints resolution.

Confidentiality:

Building blocks adheres to a strict confidentiality policy, sharing information on a need-to-know basis to support children's development and seek parental permission when involving outside professionals for help and advice.

By implementing these strategies, we ensure that our inclusion policy aligns with the KHDA requirements and effectively supports the diverse needs of all children at Building blocks Nursery.

Written by: Reena Dhamecha	Approved by: Reena Dhamecha
Date updated: 7th June 2026	Review date: 7th July 2026

.

building blocks
nursery

Intimate and Personal Care Policy

The aim of this policy is to ensure that intimate and personal care is provided in a respectful, sensitive, and dignified manner, while maintaining the health, safety, and well-being of the children at Building blocks Nursery ECC. This policy applies to all staff members involved in providing intimate and personal care to children.

Procedure:

Consent and Communication:

Verbal consent is obtained from parents/guardians for intimate and personal care activities and open and clear communication is maintained with parents/guardians regarding their child's specific needs and preferences.

Staff Training and Support:

We provide training to all staff members involved in intimate and personal care, including proper techniques, hygiene practices, and maintaining confidentiality. Nappy changing step by step techniques are displayed in each bathroom.

Additional training or support is offered as needed for specific medical conditions or disabilities.

Privacy and Dignity:

The privacy and dignity of each child is respected during intimate and personal care activities, and we ensure that children are provided with a private and comfortable space for changing or toileting.

Girls and boys are taken separately to the washroom and have their own designated areas.

Individualized Care:

Each child's individual needs, preferences, and abilities are taken into consideration when providing intimate and personal care. We follow any specific care plans or instructions provided by parents/guardians or healthcare professionals. For example: parents prefer fresh water over wipes.

Hygiene and Safety:

We adhere to strict hygiene practices, including handwashing before and after intimate and personal care activities. appropriate personal protective equipment (e.g., gloves, aprons) when necessary while maintaining a clean and sanitized environment, including changing tables, toilets, and bathroom facilities.

Toileting Assistance:

Our staff provide assistance to children who require help with toileting, ensuring their safety and comfort. They are trained to follow the established toileting procedure outlined in the Building blocks Nursery ECC's policy.

Please see nappy changing and toileting policy

Nappy Changing:

We follow the nappy changing procedure outlined in the Building blocks Nursery ECC's policy, ensuring the safety and hygiene of each child and use items provided by parents/guardians for cleaning during nappy changes.

Intimate Care for Older Children:
Support is provided for older children who require assistance with intimate care activities. We respect each child's privacy and autonomy as much as possible while ensuring their safety and hygiene.

Reporting and Monitoring:
Any concerns, incidents, or changes in a child's condition are reported to the Building blocks Nursery ECC manager who is responsible for safeguarding. We regularly review and monitor the effectiveness of the intimate and personal care procedures, adjusting as necessary. For example: teaching assistants would notify the manager if any nappy rashes occur.

Confidentiality:
We maintain strict confidentiality regarding all intimate and personal care information related to the children and share information on a need-to-know basis with staff members directly involved in the child's care.

Complaints and Feedback:
A clear and accessible process for parents/guardians to raise any concerns or provide feedback regarding intimate and personal care is available. We address and resolve complaints promptly and effectively, ensuring the well-being of the child and maintaining open communication with parents/guardians.

Written by: Reena Dhamecha	Approved by: Reena Dhamecha
Date updated: 7th June 2026	Review date: 7th July 2026

building blocks
nursery

Nappy Changing and Toileting Policy

Aim:
The aim of this policy is to ensure that nappy changing and toileting activities are conducted in a safe and hygienic manner, in accordance with guidelines provided to all relevant staff at Building blocks Nursery ECC. Our objective is to always maintain high health and hygiene standards.

Policy:
At Building blocks Nursery ECC, we are committed to providing a safe and clean environment for nappy changing and toileting. We have established a nappy changing schedule that is documented for each day, but nappy's are changed as needed throughout the day. We use items provided by parents for cleaning during nappy changes.

Procedure:
To uphold the policy, we must ensure the following:
Nappy Changing Procedure:
1. Each staff member should attend to one child at a time during nappy changes.
2. Nappy's must be changed in the designated nappy changing area within the toilets.
3. Ensure that all necessary items are within reach before starting the nappy change.
4. Never leave a child unattended on the changing table.
5. Place disposable paper towels (couch roll) on the changing table for hygiene purposes.
6. If available, securely fasten the baby using the harness on the changing table.
7. Wear a new pair of disposable gloves for each child.
8. Remove the nappy and clean the child's bottom using disposable wipes provided by the parents.
9. during nappy changing we are trained to clean from front to back.
10. Place the used nappy in a nappy sack and securely seal it.
11. Dispose of the used nappy and wipes in the designated nappy bin only.
12. If applying cream, change into a new pair of gloves before doing so.
13. Remove gloves before touching the child's clean clothes.
14. Dress the child in new nappy and clean clothes.
15. Wash hands thoroughly after each nappy change.

Toileting Procedure:
1. Maintain the appropriate staff-to-child ratio while assisting older children with toileting.
2. Respond promptly to the child's cues and be sensitive to their individual needs.
3. Allow only one child per toilet cubicle at a time.
4. Provide assistance to the child with their toileting needs.
5. Wash hands properly before helping the child dress again.
6. Ensure that both the child and staff member wash their hands after toileting.
7. Help the child dry their hands using interfold towels.
8. Safely escort the children back to their classroom after toileting.

building blocks
nursery

Toilet Training Policy:

1. We do not force children into toilet training.
2. Toilet training is not initiated within the first six weeks of a child's enrolment at the Building blocks Nursery ECC, or until the teacher feels that the child has settled well.
3. Toilet training begins when both the parent and teacher agree that the child is ready, and a plan is established for consistent reinforcement at home and at the Building blocks Nursery ECC.
4. Parents are required to provide at least two sets of extra clothing while toilet training is ongoing.
5. Staff members take the child to the toilet every 30 minutes, even without cues from the child.
6. Toilet training may be temporarily put on hold if the teacher feels the child is not ready or not comfortable with the process.

Toilet Cleaning:

1. Bathrooms are thoroughly cleaned in the morning and afternoon.
2. Toilets and sinks are cleaned using disinfectant approved by Dubai Municipality.
3. Soaps are replaced when necessary.
4. Toilet rolls are replaced when required.
5. Floors are cleaned using disinfectant, using a dedicated bathroom mop only, in the morning and afternoon.
6. Bins are emptied daily.
7. Mirrors are polished daily.
8. Windows are kept clean and tidy.
9. Toilets are flushed after every use.
10. Gloves and aprons must be worn when cleaning the bathroom.

Written by: Reena Dhamecha	Approved by: Reena Dhamecha
Date updated: 7th June 2026	Review date: 7th July 2026

building blocks
nursery

Partnerships with Parents Policy

At Building blocks Nursery, we believe that parents are our partners in their child's education and well-being. We have outlined the following roles and responsibilities to ensure effective collaboration and provide the best care for each child.

Policy:
Building blocks Nursery operates under an "open-door" policy, encouraging parents to discuss any concerns or issues they may have regarding their child. We are committed to working together to resolve problems and provide a nurturing environment for each child.

Procedure: To uphold the policy, we expect parents to fulfil the following roles and responsibilities:

Communication:
Parents are encouraged to ask questions and engage in constant communication with the nursery staff to ensure a better understanding of their child's individual needs.
Any concerns about a child should be addressed to their assigned key person. Other issues related to the nursery should be brought to the attention of the nursery manager, who can organize a meeting if necessary.
If a parent is unsatisfied with the outcome of a concern or feels it has not been successfully resolved, they should follow the nursery's complaints procedure.

Punctuality:
Parents should be punctual when dropping off and picking up their child from the nursery.

Uniform and Valuables:
Parents should ensure that their child wears the nursery's uniform daily, except on special or themed days and valuable items and jewellery should not be sent with the child to the nursery to avoid loss or damage.

Snack Box:
Parents should not include junk food, chips, nuts, fizzy drinks, or pork in their child's snack box, promoting a healthy and balanced diet.

Labelling:
Parents are expected to clearly label their child's bag, snack box, and water bottle to avoid mix-ups.

Diapers and Extra Clothing:
Parents should provide diapers, extra clothing, and wet wipes in their child's bag to ensure their comfort and hygiene.

Absence and Illness:

Parents should notify the nursery management if their child will be absent from the nursery and children should not be sent to the nursery if they are ill or contagious to prevent the spread of diseases.
If a child falls sick while in the nursery, parents should promptly pick them up.

Collection of Child:
Parents must inform the nursery management if someone other than the authorized person will be collecting their child.

Allergies:
Parents should clearly mention any allergies their child has in the medical form and inform the class teacher and nurse to ensure appropriate care and precautions are taken.

Nursey App:
Parents should regularly check the nursery application, which contains important updates and information.

Communication Channels:
Parents should regularly check the nursery application and email to receive updates on their child's activities throughout the week.

Respect:
Parents must respect and cooperate with the teachers and staff members of the nursery, fostering a positive and supportive environment.

Parent Involvement:
Parents are encouraged to attend and participate in the events and activities hosted by the nursery. This involvement helps foster relationships between parents, staff, and other families, creating a sense of community and support for all children at Building blocks Nursery.

Written by: Reena Dhamecha	Approved by: Reena Dhamecha
Date updated: 7th June 2026	Review date: 7th July 2026

building blocks
nursery

Positive Behaviour Policy

At Building blocks Nursery, we believe in creating a nurturing and inclusive learning environment that promotes positive behaviour and healthy relationships among children. This policy aims to establish clear expectations, provide support, and encourage self-discipline, cooperation, and respect. We work closely with parents to understand the root causes of behaviour and provide comprehensive support both at home and in the nursery.

Procedure:

Development of Acceptable Behaviour:

- We actively promote & model positive behaviour to create a safe and respectful environment.
- Our Practitioners receive training on behaviour management to effectively implement this policy.
- We plan and organize the learning environment to maximize positive behaviour, ensuring adequate space, access, and a variety of engaging activities.

Recognition of Unacceptable Behaviour:

- We clearly define and communicate the limits of acceptable behaviour to all children through stories, puppet shows, and role play activities.
- All incidents relating to behaviour are recorded to ensure a thorough understanding and appropriate action.

Response to Unacceptable Behaviour:

- Physical punishment of any kind is strictly forbidden in all circumstances.
- We manage behaviour issues in ways appropriate to the child's stage of development and understanding.
- We protect children's self-esteem while teaching them about acceptable behaviour and its positive impact on themselves and others.
- The impact of difficult behaviour on others and themselves is discussed with the child to ensure understanding of consequences.
- We implement strategies that encourage positive behaviour and provide support to children willing to make positive changes.
- Parents, teaching assistants, and teachers will be involved from the outset to ensure a collaborative approach.

Encouraging Positive Behaviour:

- Practitioners recognize their responsibility for implementing this policy.
- Praise and positive reinforcement are used to acknowledge and reinforce positive actions or behaviours.
- Inappropriate behaviour is redirected towards alternative activities.
- Activities and routines are designed to encourage sharing, negotiation, and cooperation.
- Children are encouraged to take responsibility for caring for others and the environment.
- Personal, Social, and Emotional Development – we provide opportunities for children to develop self-awareness, self-confidence, and self-regulation through activities that encourage reflection,

emotional expression, and problem-solving. We also foster positive relationships between children and practitioners, promoting empathy, respect, and understanding.

We encourage children to manage their own feelings and behaviour by providing them with strategies such as deep breathing exercises or a designated calm-down area.

- **Communication and Language Development**- at building blocks we promote effective communication skills by encouraging children to express their needs, feelings, and thoughts in a respectful and constructive manner. Our curriculum provides opportunities for children to actively listen and respond to others, fostering positive interactions and understanding. When children are unable to communicate verbally, we have clam down spays and strategies to redirect negative behaviour.
- **Understanding the World-** we incorporate activities that promote cultural diversity, inclusivity, and respect for others' backgrounds and beliefs. We provide opportunities for children to explore and understand different perspectives, encouraging empathy and tolerance.
- **Physical Development** we encourage physical activities that encourage cooperation, teamwork, and turn-taking, such as group games and collaborative construction projects. During these projects we teach children about personal space, boundaries, and the importance of respecting others' physical well-being.
- **Literacy and Mathematics-** we use stories, books, and role-play to explore themes of positive behaviour, kindness, and empathy while integrating mathematical concepts such as sharing, counting, and problem-solving into activities that promote positive behaviour and cooperation.
- **Expressive Arts and Design** – we offer creative outlets for children to express their emotions, such as art, music, or drama activities. We also celebrate and display children's artwork and creations, reinforcing their value and boosting self-esteem.
- **Continuous assessment and monitoring-** we regularly observe and assess children's behaviour, identifying any patterns or triggers for challenging behaviour. We collaborate with parents to share information and develop strategies that support positive behaviour both at home and in the nursery.

Dealing with Difficult Behaviour:

- Individual behaviour support plan: we develop individual behaviour support plans for children with persistent or challenging behaviour, in collaboration with parents and relevant professionals.
- We monitor and identify specific triggers, strategies, and interventions tailored to the child's needs, ensuring consistency.
- **Visual support:** our teachers use visual cues, such as visual schedules, behaviour charts, or social stories, to help children understand expectations and manage their behaviour.
- We provide visual reminders of positive behaviour and consequences to reinforce learning and encourage self-regulation.
- **Social skills training:** we implement structured social skills training sessions to teach children appropriate ways to interact, share, take turns, and resolve conflicts. We offer role-play scenarios and provide opportunities for guided practice to reinforce positive social behaviours.
- **Restorative practices:** we introduce restorative practices to help children understand the impact of their behaviour on others and encourage them to take responsibility for their actions

we facilitate discussions and problem-solving sessions where children can express their feelings, apologize, and make amends.

- **Emotional regulation strategies:** we teach children age-appropriate strategies for managing their emotions, such as deep breathing exercises, counting to ten, or using a designated calm-down area. We provide sensory tools and activities, such as stress balls or quiet corners, to help children self-regulate and regain control.
- **Positive reinforcement:** we offer a system of positive reinforcement, such as stickers to acknowledge and reward desired behaviours consistently. We offer praise, encouragement, and small incentives to motivate children to make positive choices.
- **Parental involvement and support:** we value and welcome open and regular communication with parents, sharing information about their child's behaviour, progress, and strategies used. We provide resources, workshops, and parent support to equip parents with strategies for managing difficult behaviour at home.
- **Staff training and support:** we provide ongoing training and professional development opportunities for staff to enhance their understanding of behaviour management techniques and strategies. We offer a supportive environment where staff can seek guidance, share experiences, and collaborate on effective approaches.

At Building blocks Nursery, we believe in the importance of involving parents in establishing rules for appropriate behaviour. We recognize that a child's value is not determined solely by their behaviour and will continue to support them even when their behaviour is challenging. We encourage open expression of feelings, support children's self-esteem through successful play experiences, and help them understand the consequences of their behaviour on others. Through positive behaviour modelling and conflict resolution support, we aim to create a harmonious and respectful nursery environment.
Please note that this policy is subject to regular review and improvement to ensure its effectiveness in promoting positive behaviour and maintaining a safe and inclusive learning environment.

Written by: Reena Dhamecha	Approved by: Reena Dhamecha
Date updated: 7th June 2026	Review date: 7th July 2026

building blocks
nursery

Teaching, Learning, Assessment and Progress Tracking Policy

At Building blocks Nursery ECC we prioritize the individual learning journeys of our children. Our policy on teaching, learning, assessment, and progress tracking is designed to ensure the highest quality of education.
Following the British Early Years Foundation Stage (EYFS) curriculum, we use EYFS tools to assess children's progress and development across seven key areas. We understand that progress is not always linear, and our tracking system allows us to provide personalized support when needed.
We believe in the importance of involving parents and guardians in their child's education, maintaining open communication, and sharing strategies for continued learning at home.
At Building blocks Nursery, our policy reflects our commitment to creating a safe, inclusive, and inspiring environment where children can reach their highest potential.

Procedure:
The Early Years Foundation Stage Curriculum:
The curriculum consists of seven Areas of Learning,

Seven areas of EYFS
1. Communication and Language
2. Physical Education
3. Personal, Social and Emotional Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Designs

Including:
Three Prime Areas:

1. Communication and Language
2. Physical Development
3. Personal, Social, and Emotional Development

These prime areas lay the foundation for all future learning and are implemented through planned, purposeful play and a mix of child-initiated and adult-led activities.

Additionally, we focus on **four Specific Areas:**

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design.

building blocks
nursery

These areas are designed to expand children's knowledge, skills, and understanding across various domains, fostering their intellectual, creative, and social development.
The Early Years Education that we offer our children is based on the following principles:

- It builds on what our children already know and can do
- It ensures that no child is excluded
- It caters to the needs of young children, and provide activities that give opportunities for learning both indoors and outdoors
- It provides a rich and stimulating environment
- It builds on the physical development of the children
- It encourages the children to be innovative and creative learners

We are committed to providing a high-quality education for young children through our Early Years Foundation Stage Curriculum. Our policy is centred around the belief that children learn best when they actively engage with their experiences and make meaning out of them. We recognize that learning is not confined to subject areas and should be approached holistically. From the moment they are born, babies and young children are naturally inclined to communicate, explore their surroundings, and learn through their senses. We value and support this innate curiosity by creating an environment that fosters their motivation to learn. We believe that learning is most effective when it is a social experience, where children can make meaning through language and interact with others.
To ensure optimal learning experiences, we prioritize the following principles:
Respect and Care: We believe that children thrive when they are respected, cherished, and cared for by attentive adults. We create an environment that values their individuality and provides a nurturing atmosphere for their growth and development.
Individual Pace and rate of development: We recognize that each child has their own unique pace of development. We provide them with the freedom to progress at their own speed, ensuring that they are not rushed or held back in their learning journey.
Play and Exploration: We understand the power of play in a child's learning process. We provide ample opportunities for children to engage in play and exploration, as we believe it is through these experiences that they develop important life skills, creativity, and a solid foundation for future success.
First hand Experiences: We encourage children to actively participate in firsthand experiences, allowing them to try things out for themselves. By engaging in hands-on activities, children develop a deeper understanding of concepts and build essential problem-solving skills.
Safe and Stimulating Environment: We strive to create an environment that is interesting, stimulating, and safe for children to investigate. We provide resources, materials, and learning spaces that encourage their curiosity and support their exploration.
Interaction and Communication: We believe that social interaction is crucial for a child's learning and development. We encourage children to interact with their peers and adults, fostering effective communication skills, empathy, and the ability to build meaningful relationships.
Valuing Individual Interests: We take children's interests seriously and incorporate them into their learning experiences. By recognizing and nurturing their passions, we enhance their motivation to learn and encourage their active participation in the curriculum.

Physical Activity: We understand the importance of physical activity in a child's overall development. We provide opportunities for children to be physically active, promoting their physical well-being and the development of motor skills.
Our Early Years Foundation Stage Curriculum provides a comprehensive educational framework that specifies the knowledge and skills to be taught in each curriculum area. We also set standards to measure each child's progress, ensuring that they are supported and challenged appropriately.
At Building blocks Nursery ECC, we are dedicated to providing a nurturing and inclusive environment where children can thrive, grow, and reach their full potential. Our policy ensures that every child is at the centre of our planning, considering their previous learning experiences and identifying the next steps in their educational journey.

Curriculum Implementation:
At Building blocks Nursery ECC, we proudly adhere to the British Early Years Foundation Stage (EYFS) curriculum, which forms the foundation of our teaching approach. This curriculum is designed to ensure that children aged 0-6 years receive the best possible start in life.
We place great importance on the effective implementation of the British Early Years Foundation Stage (EYFS) curriculum. To ensure a consistent and high-quality delivery, we have a dedicated staff member qualified in EYFS who creates age-appropriate lesson plans for different age groups. These plans are shared with our teachers and discussed in weekly meetings, providing an opportunity to collaborate on curriculum implementation and activity planning for the upcoming week. This support from management ensures a smooth delivery of the curriculum across all branches of Building blocks Nursery ECC, maintaining a standardized framework and structure. Additionally, we provide teachers with differentiation plan templates, allowing them to tailor activities based on the unique needs and interests of the children in their classrooms. By fostering flexibility and adaptability within the curriculum, we strive to create a dynamic and engaging learning environment that meets the diverse needs of our children.
Our curriculum at Building blocks Nursery ECC is designed to keep children engaged and interested in various topics and experiences. To achieve this, we have structured our curriculum into weekly themes, which include a letter of the week, a colour of the week, and an animal of the week. This approach ensures that children are exposed to a wide range of academic concepts while also fostering their curiosity and love for learning.
In addition to academic goals, our curriculum places special emphasis on student-focused learning, character development, and moral education. We believe in nurturing the whole child, and our curriculum reflects this by incorporating activities and lessons that promote social-emotional skills, empathy, and ethical values.
By integrating these elements into our curriculum, we aim to provide a well-rounded education that not only focuses on academic achievement but also fosters the development of essential life skills and values. Our goal is to prepare children for future success, both academically and personally, by instilling in them a strong foundation of knowledge, character, and moral values.

Learning Environments Implementing the Seven Areas of EYFS:

At Building blocks Nursery, we are committed to implementing the seven areas of the EYFS curriculum through thoughtful classroom layouts and the provision of resources to our teachers. Each classroom is designed with a minimum of five corners/areas that directly promote learning in the different areas mentioned in the EYFS curriculum.
For example, we have a cosy area that encourages social and emotional development, where children can relax, read books, and engage in quiet activities. In our mathematics corner, we provide hands-on manipulatives, puzzles, and games that promote numeracy skills and problem-solving abilities.
We also have a literacy corner, equipped with a wide range of books, storytelling props, and writing materials, to foster language development, reading comprehension, and communication skills. Additionally, our sensory corner offers various sensory experiences, such as sand and water play, sensory bins, and tactile materials, to stimulate children's senses and support their understanding of the world around them.
To further enhance the delivery of the seven areas of the EYFS curriculum, we have additional corners and areas in our classrooms. These include a creative corner, where children can explore their artistic abilities through painting, drawing, and crafting, promoting their creativity and self-expression. We also have a construction corner, filled with building blocks, construction sets, and STEM toys, to encourage problem-solving, spatial awareness, and fine motor skills.
Furthermore, we have a role-play corner, stocked with costumes, props, and playsets, which facilitates imaginative play, social interaction, and language development. Lastly, we provide a nature corner, where children can explore and learn about the natural world through plants, insects, and nature-inspired activities, fostering their understanding of the environment and promoting curiosity and scientific thinking.
By incorporating these various corners and areas into our classrooms, we ensure that children have diverse opportunities to engage with and develop skills across all seven areas of the EYFS curriculum. Our aim is to create an enriching learning environment that supports holistic development and prepares children for a successful transition to primary school and beyond.

Age-Appropriate Learning: Catering to the Developmental Needs of Each Age Group at Building blocks Nursery ECC:
At Building blocks Nursery ECC, we understand the importance of providing age-appropriate learning experiences for children at different stages of development. We have carefully designed our programs to cater to the specific needs of each age group, ensuring that they receive the support and stimulation necessary for their growth and learning.
For our youngest learners, aged 0 to 12 months, we offer a nurturing and safe environment where they can explore and develop their senses. Our dedicated caregivers provide individualized attention, engaging in gentle play, sensory activities, and promoting early communication and motor skills.
Toddlers, aged 1 to 2 years, are at a stage of rapid development and exploration. Our program for this age group focuses on encouraging independence, language development, and social skills through engaging activities, such as story time, music and movement, and sensory play.

Preschoolers, aged 2 to 3 years, are eager to learn and discover the world around them. Our curriculum for this age group emphasizes early literacy and numeracy skills, as well as fostering creativity, problem-solving, and social interaction through a range of play-based activities and structured learning experiences.
For children aged 3 to 4 years, our FS1 program provides a stimulating environment that encourages independence, critical thinking, and self-expression. We focus on developing early literacy and numeracy skills, as well as promoting social and emotional development through group activities, imaginative play, and hands-on learning.
Finally, our FS2 program, designed for children aged 4 to 5 years, prepares them for the transition to big school. We provide a structured curriculum that further develops their literacy, numeracy, and problem-solving skills, while also fostering their creativity, independence, and social skills through project-based learning, collaborative activities, and outdoor exploration.

The Foundation Stage Learning Journey:
Our primary objective in the Foundation Stage Learning Journey is to cultivate a curriculum that empowers all young students to become:
• Successful learners who derive joy from the learning process, make steady progress, and achieve their full potential.
• Confident learners who possess the skills and knowledge to lead safe, healthy, and fulfilling lives.
• Respectful individuals who demonstrate kindness and care for their surroundings, fostering a sense of responsibility and empathy.
In Foundation Stage 1, we place a strong emphasis on the development of speaking and listening skills, socialization, and the establishment of rules and routines.
Throughout Term one, our approach incorporates extensive communication and discussions with the children, seamlessly integrated into a play-based curriculum within our daily environment. We actively strive to understand each child's unique learning style and actively engage with their individual interests, fostering a sense of ownership and enthusiasm for their own learning journey.
Throughout the academic year, we facilitate various engaging sessions to enhance the learning experience in our Foundation Stage. These include Rhyme Time and DEAR (Drop Everything and Read) Time sessions, which promote language development and a love for reading. Additionally, we introduce the Phase 1 Aspects of the Letters and Sounds program in both Term 1 and Term 2. In Term 3, we gradually introduce two letter sounds per week, following the structured Letters and Sounds program. Story Time sessions are an integral part of our daily routine, fostering a love for storytelling and nurturing children's imagination.
To further enrich the curriculum in Foundation Stage 2, we incorporate two additional programs. The Letters and Sounds program are implemented to teach letters, sounds, and early literacy skills through a multisensory approach. Each week, we introduce letter sounds, encouraging children to blend sounds together to form words and develop their reading abilities. The Reading program complements this by emphasizing vocabulary development and introducing sounds using the Letters and Sounds program. As children progress, they gain a deeper understanding of the sounds in the English language and actively participate in

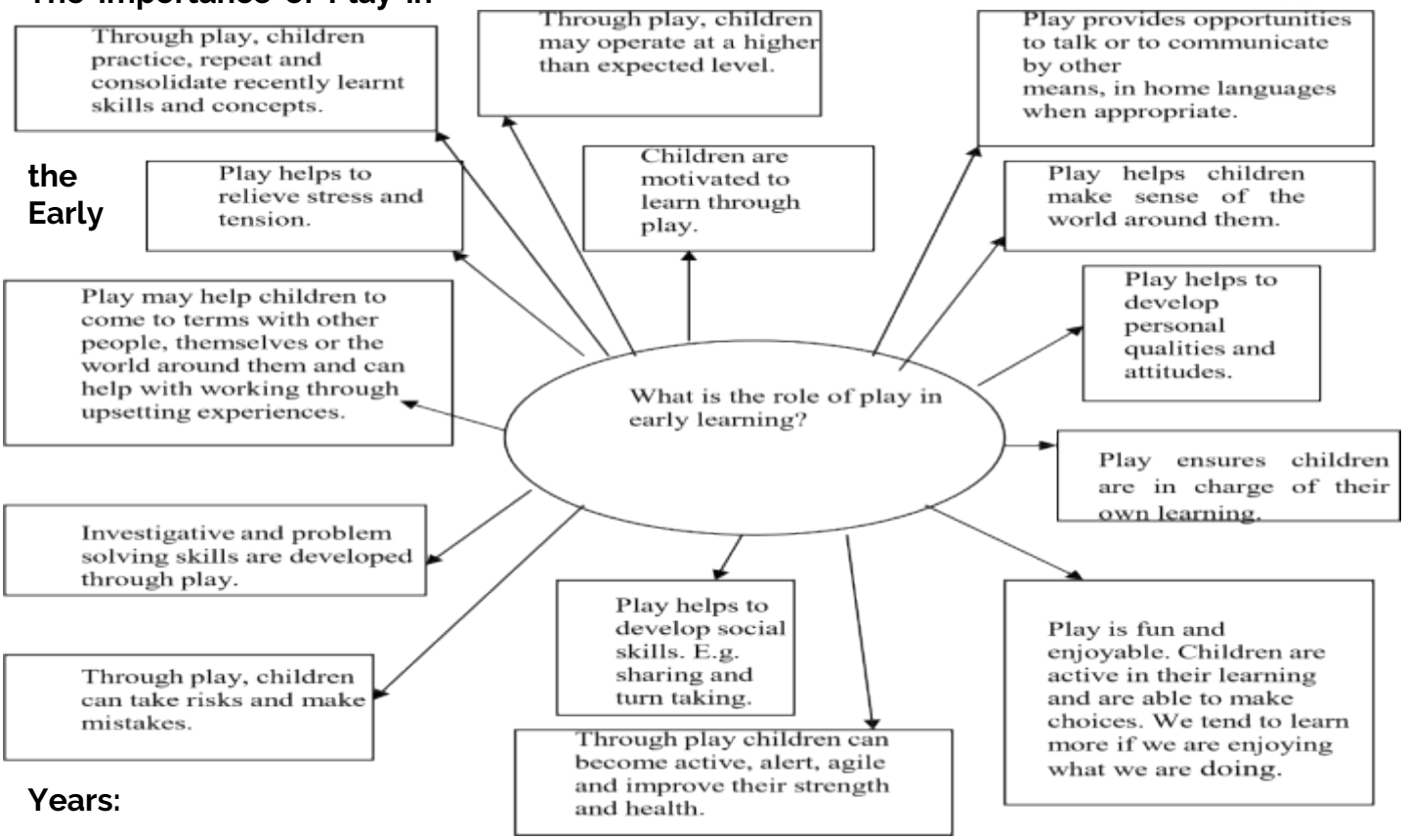
rhymes, songs, and stories. This knowledge enables them to recognize and match sounds to letters, facilitating reading and writing skills.
At Building blocks Nursery ECC, we provide a range of resources and learning environments that support all seven areas of learning. These include:

- Role play
- Outdoor play
- Sand and water play
- Construction areas
- Creative areas
- Malleable activities (such as play dough and cooking)
- Writing areas
- Math areas
- Reading materials
- Investigation areas
- Biking tracks

Through play, our children actively explore and develop their understanding of the world. They engage in imaginative thinking, problem-solving, and self-regulation while interacting with their peers. Play also provides a safe space for children to express their emotions and process any anxieties they may have.
By offering a diverse range of activities and learning opportunities, we aim to foster a love for learning, promote holistic development, and empower our young students to become confident, successful, and respectful individuals.

building blocks
nursery

The Importance of Play in the Early Years:



Embracing Cultural Diversity: Arabic Language Enrichment:

At Building blocks Nursery ECC, we celebrate cultural diversity and recognize the importance of providing a comprehensive educational experience for our students. In addition to the EYFS curriculum, we offer Arabic language delivered by native Arabic speakers who are also qualified EYFS teachers. This ensures that our children receive a full curriculum delivery in Arabic, promoting language development and cultural understanding.

We offer two options for Arabic language learning at Building blocks Nursery ECC. Firstly, Arabic is conducted three times a week on Monday, Wednesday, and Friday for all children over the age of 2 years. This integrated approach allows children to learn Arabic alongside their regular curriculum, fostering a sense of inclusivity and appreciation for different languages and cultures.

Furthermore, we understand that some parents may wish to further their child's Arabic language skills. To cater to this, we provide Arabic as an extracurricular activity after Nursery hours. This option allows parents to enroll their children in smaller learning groups, providing more focused attention and tailored instruction to enhance their Arabic language proficiency.

At Building blocks Nursery ECC, we believe that language is a gateway to understanding and appreciating different cultures. By offering Arabic language instruction, we aim to empower

our students with the ability to communicate effectively in multiple languages and foster a deep appreciation for the Arabic culture.

Emirati Families and UAE Context

The appreciation of National identify of UAE will not be a standalone activity but is evidently integrated throughout our practices. The program though based on the framework of EYFS, and. To make sure Building blocks Nursery ECC brings in the hopes, aspiration, culture, and heritage of UAE, we have invited our Emiratis parents to work closely with the Arabic teacher who will consistently add to bring elements of the same and monitor the progress towards this goal of ours.

The UAE identity will be displayed respectfully, and the values/links of UAE will be established in all seven key learning areas. For Emirati children the links to their own family traditions, values are established with the partnership of the parent and will be reflected in the settings. Special days of "Majlis mornings" with Emirati parents to promote partnership.

All our learning resources are selected to be consistent with UAE habits, dress, and Islamic religion rules. There will be trips for students linking their understanding of the world in with the UAE community. Singing the National Anthem and Community outreach programs like visit by local police on child's safety, to fire-station, medical facilities etc will be conducted.

By adhering to this policy, Building blocks Nursery ECC aims to create a nurturing and stimulating environment that supports children's learning, assesses their progress, and ensures their overall development. We continuously strive to provide the best possible educational experience for our children, preparing them for future success.

Working with Parents:

Parents have a unique understanding of their child and play a crucial role in their early development. By engaging in conversations and playful activities with their child, they can introduce simple skills and set the stage for their future growth.

Talking and listening is essential during their early years, as their brain undergoes rapid development. Parents can enhance their learning by incorporating a few learning games into their daily routines and encouraging exploration of their environment. Whether in English or home language, opportunities can be provided for each child to:

- Look at interesting things in the garden or home.
- Touch a variety of objects.
- Listen to a range of sounds, such as songs, rhymes, stories, and music.
- Taste a variety of flavors.
- Investigate objects that open, close, float, sink, twist, and turn.
- Explore objects like large boxes, noisy objects, and moving objects.
- Play for uninterrupted periods, alone or with others, with assistance from adults & in their own way.
- Talk to other children and adults.

Spending quality time together without the distractions of television or computers creates valuable learning opportunities. Activities such as gardening together can teach children about

plant life, insects, and animals. Simple kitchen tasks, like spreading jam on sandwiches, can improve motor skills. Playing games together promotes fair play and cooperative behaviour. Family and holiday photos can provide lessons on family history and geography.
Developing personal and social skills is crucial for each child's independence and growth. By encouraging them to dress and undress independently, use the toilet on their own, and tidy away their toys. Maintain interest and concentration by talking to them about their activities. Teaching and encouraging them to ask for help when needed and emphasize the importance of sharing as they prepare for school. Engaging in simple turn-taking games can reinforce this concept.
Number skills can be developed by incorporating counting and shape recognition into everyday activities. Counting items around the home, singing counting songs and rhymes, and pointing out numbers in daily life can strengthen children's counting abilities. Measuring objects, comparing lengths and weights, and engaging in cooking activities can introduce basic measurement skills.
Shape recognition can be fostered by comparing the shapes of street signs, describing everyday objects, and identifying squares, circles, triangles, and rectangles in their surroundings.
Reading together is a valuable way to develop reading and writing skills. Pointing out words in the environment and reading stories together for just 10 minutes a day can build important skills and cultivate a love for books. Encouraging children to spot letters they recognize, sing nursery rhymes while pointing to the words, and play games that involve sounds and letters. Supporting their early writing skills can be done by helping them make marks on paper, engaging in activities that develop motor skills, and encouraging them to "write" labels, cards, and invitations.
By actively participating in each child's learning journey and incorporating these activities into their daily routines, a strong foundation for future academic success can be built.

EYFS Models of Observations:
Assessment is an integral part of Teaching and Learning and is required to optimize children's learning and teachers' teaching by providing a picture of progress and achievements and to identify the next steps to success.

We use various EYFS models of observations to assess and monitor children's progress.
Baseline assessments, learning journeys, wow moments, child trackers, and narrative observations are employed to gain a comprehensive understanding of each child's development.
These observations help inform planning and provide valuable insights into children's strengths, interests, and areas for further support.
Assessment serves three main purposes: assessment for learning, assessment of learning, and assessment as learning. Assessment for learning focuses on the day-to-day process of teaching and learning, providing ongoing feedback and identifying areas for improvement (formative assessment). Assessment of learning is used to measure performance and determine children's level of achievement against specific criteria, often at the end of a

learning period (summative assessment). Assessment as learning involves using assessment tasks or activities to allow students to further extend their own learning.
Summative assessment, or assessment of learning, is primarily used to measure performance and identify a standard of attainment against given criteria. Examples include Baseline/Progress assessments.
Formative assessment, or assessment for learning, is an ongoing process that provides evidence of and supports progression in learning. It helps identify difficulties, provide feedback, and diagnose future learning priorities. This can include weekly focus, classwork, and group activities like project work.
Reporting is an important aspect of assessment and serves several aims. Reports provide parents with an accurate picture of their child's achievements and progress in clear and accessible language, reflecting attainment and achievement within the Early Years Foundation Stage (EYFS). Reports are based on evidence from formative assessment and recording, manageable for teachers to produce, and have a positive effect on children's attitudes and motivation.
In the Foundation Stage, assessments are primarily based on teachers' observations. These assessments provide information for parents and teachers to support children's learning and development. It is important to note that each child develops at their own rate and in their own way, and they do not need to achieve every part of each Early Learning Goal (ELG) to be considered at the expected level of development. Teaching in the Foundation Stage is done through play, where children learn about subjects and other people through games.
The implementation of the Assessment Policy is the responsibility of all teachers and is monitored and evaluated by the nursery manager.

Parent Involvement in Observations:

Parents are invited to discuss and contribute to the observations made on their child. Frequent meetings are scheduled to review observations, share progress, and discuss strategies for supporting children's learning and development.
This collaborative approach ensures that parents are actively involved in understanding and supporting their child's growth.

Written by: Reena Dhamecha	Approved by: Reena Dhamecha
Date updated: 7th June 2026	Review date: 7th July 2026

building blocks
nursery

Governance Policy

Ensuring Excellence and Accountability

Governance is the process that directs and controls our Service, ensuring accountability, and supporting decision making. The governance policy provides the direction, effectiveness, supervision, and accountability of the nursery. Management is responsible for guiding the direction of the team, ensuring that its goals and objectives are met in alignment with the vision, mission, and all legal and regulatory requirements in UAE.

Management Team are responsible for guiding the direction of the service, ensuring that its goals and objectives are met in line with the philosophy, and all legal and regulatory requirements governing the operation of the service. Under the Dubai laws and requirements, early childhood centres are required to have policies and procedures in place relating to the governance and management of the service according to the following government agencies;

KHDA – The Knowledge and Human Development Authority is the educational quality assurance and regulatory authority of the Government of Dubai, United Arab Emirates. It oversees the private education sector in Dubai, including early childhood education centres, schools, higher education providers, and training institutes
Dubai Municipality – Dubai Municipality is the municipal body with jurisdiction over city services and the upkeep of facilities in the Dubai.
Dubai Health Authority - Dubai Health Authority (DHA) provides a quality healthcare system in Dubai by setting and ensuring policies and strategies for healthcare in public and private hospitals and clinics in Dubai.
The Early Years Foundation Stage (EYFS) governs our curriculum, planning and assessment. The EYFS framework:
• sets the standards that all early years providers must meet to ensure that children learn and develop well
• ensures children are kept healthy and safe
• ensures that children have the knowledge and skills they need to start school

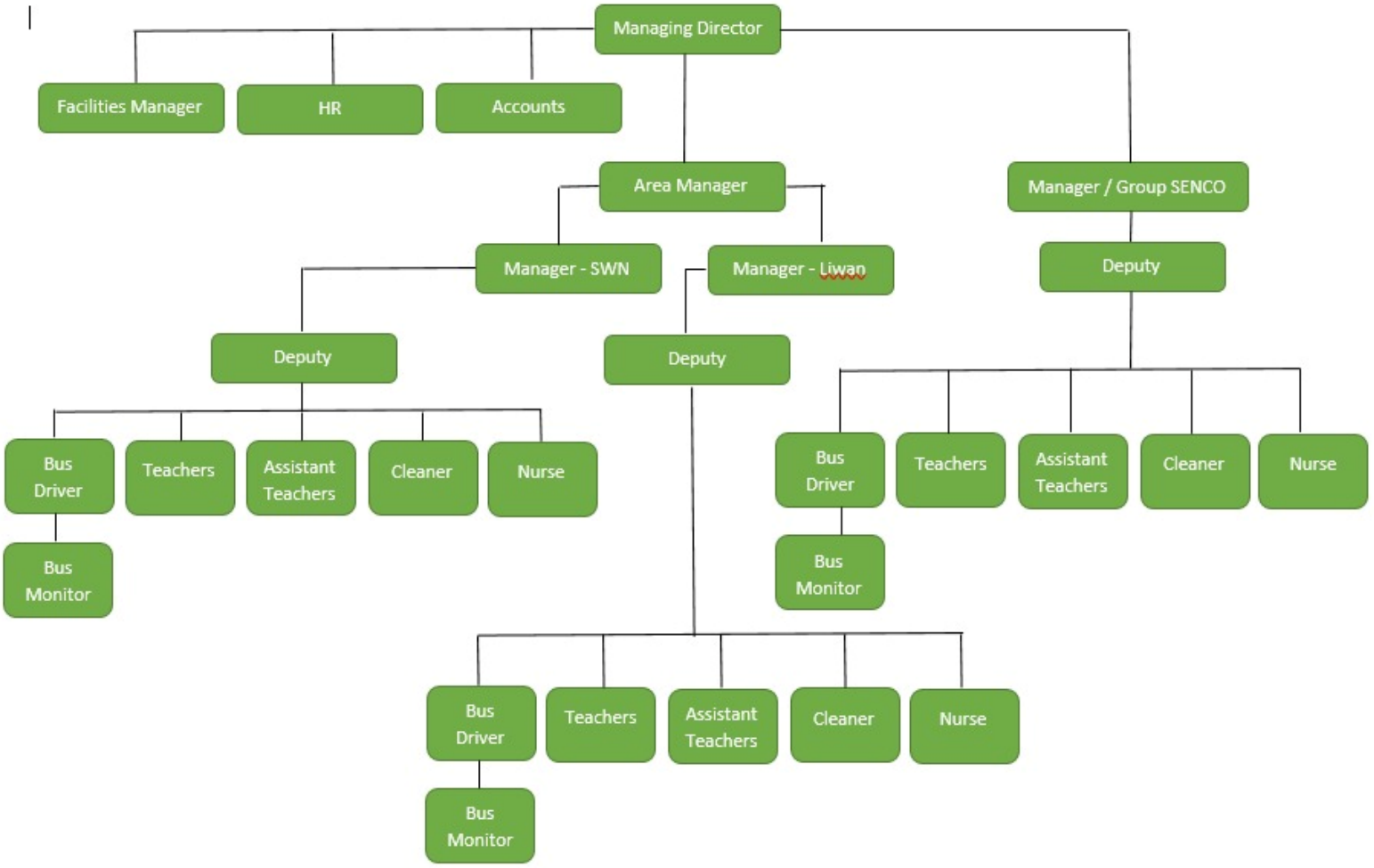
Vision
Our vision at Small World Nursery is to be an inclusive Early Childhood Centre (ECC) that provides quality, affordable Early Years Foundation Stage (EYFS) education for children aged 45 days to 5.11 years. Focusing on happiness, well-being, and resilience using children's unique interests to instil a love for lifelong learning.

Mission:
Our mission is to create a nurturing and stimulating environment where children can thrive and reach their full potential. Through a play-based curriculum, we foster curiosity, creativity, and critical thinking skills. We continuously improve our practices to stay at the forefront in early childhood education.

building blocks
nursery

Governance Structure: A Well-Organized Framework for Effective Leadership:

Small World Nursery ECC is committed to providing quality education and childcare services



in Dubai. Our short-term goal is to expand our reach by opening multiple nurseries across the city, ensuring that families have access to our exceptional educational programs.
In the medium term, we aim to extend our presence beyond Dubai and establish nurseries in the other six emirates of the United Arab Emirates. By doing so, we strive to make quality, affordable education accessible to children across all seven emirates, fostering a positive impact on early childhood development throughout the nation.
Looking towards the long-term, Small World Nursery ECC aspires to grow and develop in the Gulf Cooperation Council (GCC) region. We aim to leverage our expertise and success in Dubai to expand our operations and contribute to the advancement of early childhood education in the broader GCCE community.

With a steadfast commitment to excellence, Small World Nursery ECC is dedicated to realizing these goals and making a lasting impact on the educational landscape of the United Arab Emirates and beyond.

Our governance team comprises of the Managing Director, Accounts, Human Resources, an Area Manager and a Nursery Manager. We take pride in our commitment to diversity and inclusivity. Our management team is composed of individuals from various nationalities, backgrounds, and perspectives, reflecting the inclusive nature of our nursery. During our recruitment process, we actively seek candidates from diverse backgrounds, valuing their unique experiences, qualifications, and beliefs.
We believe that diversity within our team brings a wealth of knowledge, creativity, and different perspectives, enabling us to provide a well-rounded and inclusive environment for our children and families. Our recruitment efforts are guided by a scale that ensures equal opportunities for all applicants, regardless of their nationality.
In addition to promoting diversity, we also encourage dual roles within our management team. For example, our area manager possesses a background in early years training, while our nursery manager is a qualified SENCO (Special Educational Needs Coordinator). This cross-functional expertise allows for a comprehensive understanding of both operational and educational aspects within our nursery. Our Human Resource manager doubles up as a Facilities Manager who has a plethora of experience in operations from Gems School.
Furthermore, our managing director brings a unique blend of skills and knowledge to the team. With a background in finance and performing arts, coupled with a detailed understanding of early education and the Early Years Foundation Stage (EYFS), our managing director provides a well-rounded leadership approach that encompasses both business acumen and educational expertise.
By embracing diversity, encouraging dual roles, and leveraging the varied skills and experiences of our management team, Small World Nursery ECC can create a nurturing and inclusive environment that celebrates and respects the uniqueness of every child and staff member.
In Governance, it is vital to maintain a positive relationship between the management and faculty. To foster and maintain positive relationships between the management and the In order to achieve this, Small World Nursery ECC employs a range of strategies and procedures. These include teambuilding activities, frequent meetings, and daily communication channels such as phone calls, emails, and WhatsApp.
Teambuilding activities are organized to enhance collaboration, trust, and rapport among the management team. These activities provide opportunities for team members to engage in shared experiences, strengthen relationships, and promote a cohesive and supportive work environment.
Regular meetings are held to facilitate open and transparent communication between the management team and the managing director. These meetings serve as platforms for discussing progress, addressing challenges, sharing ideas, and aligning goals. By fostering a culture of frequent and meaningful dialogue, Small World Nursery ECC ensures that all stakeholders are involved and informed.

Additionally, daily communication channels, including phone calls, emails, and WhatsApp, enable the managing director to provide timely support and guidance to all managers. This ensures that any concerns or issues are promptly addressed, fostering a sense of trust, collaboration, and effective decision-making.
By implementing these strategies and procedures, Small World Nursery emphasizes the importance of positive relationships between management and the managing director. This approach promotes a harmonious and productive work environment, ultimately contributing to the success and growth of the nursery.
Positivity is not without conflict and **conflict management** becomes a large part of governance. We recognize the importance of managing conflicts effectively and maintaining a harmonious work environment. To achieve this, we have established clear procedures and conflict resolution policies that are readily available to all team members.
Our conflict resolution policies serve as a guide and support system for our staff during challenging times. They outline the steps to be taken when conflicts arise and provide strategies for resolving them in a fair and respectful manner. These policies are designed to promote open communication, active listening, and empathy among team members.
In line with our nursery's culture, we foster an atmosphere of calmness and respect, where all individuals are valued, and their opinions are heard. We believe that addressing conflicts discreetly and respectfully is essential for maintaining a positive work environment. Our management team plays a crucial role in upholding this culture by acting as role models for the rest of the staff members.
By adhering to these professional procedures and conflict resolution policies, Small World Nursery ECC ensures that conflicts are addressed promptly and effectively, fostering a supportive and collaborative work environment for all team members.

Another key factor in efficient governance is **Performance Appraisals**.
At Small World Nursery ECC, performance appraisals are conducted by the managing director for various key positions, including the facilities manager, HR manager, head of accounts, area manager, group SENCO, and branch managers. These appraisals serve as a comprehensive evaluation of individual performance, providing valuable feedback and identifying areas for improvement.
To ensure compliance with the brand's policies, procedures, and standards, internal inspections are carried out by the managing director. These inspections are designed to maintain the highest level of quality and consistency across all aspects of the organization.
To facilitate effective communication and address concerns, the contact number of the managing director is readily available in the escalation policy. This allows both staff members and parents to easily access the contact information if they wish to escalate their concerns or seek resolution.
Group manager meetings are held regularly to discuss performance and identify opportunities for improvement. These meetings provide a platform for managers to collaborate, share best practices, and collectively enhance the quality of service provided.
Recognizing the importance of continuous professional development, Small World Nursery ECC actively plans and organizes CPD (Continuing Professional Development) opportunities

for managers. These CPD sessions are designed to broaden their knowledge, enhance their skills, and keep them up to date with the latest developments in the field.
By implementing these practices, Small World Nursery ECC demonstrates its commitment to maintaining high standards, fostering effective communication, and promoting professional growth among its management team.
With regards to self-appraisal, the managing director at Small World Nursery ECC evaluates performance based on a set of Key Performance Indicators (KPIs). These KPIs serve as measurable benchmarks to assess the effectiveness and efficiency of staff members. Additionally, staff retention rates are closely monitored as an indicator of overall employee satisfaction and engagement.
To gather valuable insights and feedback from staff, anonymous surveys are conducted to encourage honest responses. This enables employees to freely express their opinions, suggestions, and concerns, contributing to a culture of open communication and continuous improvement.
Critical reflection is also employed as a means of evaluating performance. This involves self-assessment and introspection, allowing individuals to identify areas for growth and development. By encouraging critical reflection, Small World Nursery ECC fosters a culture of self-improvement and personal accountability.
Furthermore, the managing director maintains communication with other nursery owners within the UAE. This exchange of ideas, best practices, and experiences enables Small World Nursery ECC to stay informed about industry trends and benchmarks, ensuring that the organization remains competitive and up to date.
Feedback from governing bodies, obtained through inspections, is another valuable source of performance evaluation. By adhering to regulatory standards and guidelines, Small World Nursery ECC ensures compliance and continuously strives for excellence in all aspects of its operations.
By utilizing these professional evaluation methods, Small World Nursery ECC demonstrates its commitment to maintaining high standards, fostering a culture of continuous improvement, and providing the best possible care and education to its children and families.
At Small World Nursery ECC, we prioritize knowledge transfer and professional development within our management team. To facilitate this, we have implemented several initiatives, including handovers, a mentorship program, and an exiting program.
Handovers are an integral part of our knowledge transfer process. When a team member transitions into a new role or leaves the organization, a comprehensive handover takes place. This ensures that essential information, responsibilities, and ongoing projects are effectively communicated to the relevant individuals. By conducting thorough handovers, we minimize disruptions and maintain continuity within our operations.
Our mentorship program is another avenue for knowledge transfer and professional growth. Experienced members of our management team are paired with newer or less experienced team members to provide guidance, support, and share their expertise. This program fosters a culture of learning and collaboration, allowing individuals to develop their skills and knowledge in a supportive environment.

Additionally, we have an exiting program in place to ensure a smooth transition when a team member leaves the organization. This program includes knowledge sharing sessions, where departing employees can share their insights, best practices, and lessons learned with their colleagues. By capturing this valuable knowledge before it leaves, we can preserve institutional knowledge and facilitate a seamless transition for incoming team members.
Through these initiatives, Small World Nursery ECC actively promotes knowledge transfer, professional development, and continuous learning within our management team. By leveraging handovers, mentorship, and exiting programs, we ensure that valuable expertise is shared, retained, and utilized to enhance the overall effectiveness of our team.

Decision making: A comprehensive and informed decision-making process is prioritized. This involves active engagement with the management team to ensure that decisions are well-considered and aligned with the best interests of the children.

During discussions with the management team, we place a strong emphasis on the well-being and safety of the children. Their needs and interests are at the forefront of every decision we make, ensuring that our actions are in line with our commitment to providing a nurturing environment.

Decisions are made collaboratively within the management team, considering the values, beliefs, and code of conduct that define Small World Nursery ECC. We strive to maintain a culture of integrity, respect, and professionalism, which guides our decision-making process.

Additionally, we remain mindful of the nursery's vision and mission. Our vision serves as a guiding principle, outlining our aspirations for the future, while our mission statement outlines our purpose and the steps, we take to achieve it. These serve as important guiding factors when making decisions, ensuring that they align with our long-term goals and objectives.

By involving the management team, considering our core values, and keeping our vision and mission in mind, we establish a professional and inclusive decision-making process at Small World Nursery ECC. This approach ensures that our decisions are well-informed, reflective of our values, and ultimately benefit the children and families we serve.

UAE Regulations: At Small World Nursery ECC, we prioritize staying informed and up-to-date with all UAE and Dubai regulations that impact the field of early years education. We achieve this by actively engaging with official channels, maintaining connections with relevant governing bodies such as the Knowledge and Human Development Authority (KHDA), and fostering relationships with other nursery and Early Childhood Care (ECC) managers and owners.

To ensure compliance with regulations, we regularly monitor and access information from official channels. This includes staying updated with announcements, guidelines, and policies issued by the relevant authorities. By proactively seeking out and reviewing this information, we ensure that our nursery operates in accordance with the latest regulations and standards set by the UAE and Dubai educational bodies.

Additionally, we maintain open lines of communication with the KHDA and other governing bodies. This allows us to seek clarification, ask questions, and receive guidance on any regulatory matters that may arise. By staying connected and actively engaging with these authorities, we ensure that we are well-informed and able to implement any necessary changes or updates to our policies and procedures.

building blocks
nursery

Code of Conduct:
Small World Nursery ECC has outlined guidance for all staff to make ethical decisions related to:

- Confidentiality
- Recruitment
- Duty of care
- Record keeping
- Professional relationships
- Appropriate use of resources within the service

Ethical practise at Small World Nursery, ECC includes:
Respectful behaviour: Encouraging everyone to treat each other with respect, kindness, and empathy, fostering a positive and inclusive environment.
Professionalism: Setting expectations for staff to maintain professionalism in their interactions with parents, children, and colleagues, including appropriate dress code and communication.
Confidentiality: Ensuring that sensitive information shared by parents or staff is kept confidential and not shared without proper authorization.
Health and safety: Outlining guidelines for maintaining a safe and healthy environment, including procedures for illness, hygiene, emergency preparedness, and medication administration.
Communication: Establishing clear channels of communication between staff and parents, encouraging regular updates, and addressing any concerns or grievances in a timely and respectful manner.
Child protection: Outlining procedures for safeguarding children from harm, including reporting and responding to any signs of abuse or neglect.
Inclusion and diversity: Promoting an inclusive environment that respects and celebrates diversity, ensuring that all children and families are treated equally and with dignity.
Ethical conduct: Encouraging ethical behaviour, including honesty, integrity, and fairness in all interactions.
Attendance & punctuality: Setting expectations for staff and parents regarding attendance and punctuality to ensure the smooth running of the nursery.
Compliance with regulations: Adhering to all relevant legal and regulatory requirements, including licensing, health, and safety standards.

Job Descriptions: Clearly Defined Roles and Responsibilities for Every Position:
Area Manager The Area Manager's primary objective is to ensure that all Small World Nurseries are recognised by parents, practitioners and other industry insiders alike for delivering the highest quality of childcare and early education across the region. The role requires a business mindset, combined with a passion for childcare and a bias for action. The Area Manager will deliver efficiency, consistency and quality in all aspects of the nurseries.

The area manager also conducts internal training for the assistant TA's and Teachers as she herself is a certified trainer.

Nursery Manager

Deputy Manager:

• To support the Nursery Manager in the day-to-day operations and responsibilities of Small World Nursery ECC, undertaking designated duties as assigned.
• Ensure that all Policies & Procedures are consistently followed by staff members.
• Take responsibility for the welfare of the children and staff members in the absence of the Nursery Manager.
• Foster a strong team spirit within the nursery and collaborate with other Small World Nursery ECC locations and their teams.
• Act as an active member of the senior leadership team.
• Maintain and develop the nursery's ethos, values, and overall purpose.
• Formulate the aims and objectives of the nursery, as well as the policies for their implementation.
• Translate the nursery's aims and policies into effective action plans and monitor their progress.
• Efficiently organize, manage, and supervise daily routines within the nursery.
• Ensure the maintenance and cleanliness of the nursery premises.
• Play a major role, under the guidance of the Nursery Manager and Business Support Managers, in formulating and reviewing the School Improvement Plan and the nursery's aims and objectives by:
  - Assisting in establishing the policies necessary to achieve these goals.
  - Leading and managing staff and resources to that end.
  - Monitoring progress towards their achievement.
• Take responsibility for the daily running and administration of the nursery, adhering to the Policies & Procedures of Small World Nursery ECC when the Nursery Manager is absent.
• Be available for on-call responsibilities one Saturday per month and during holiday breaks.
• Ensure confidentiality is maintained within the nursery.
• Hold key-holder responsibility.
• Ensure effective staff recruitment following Small World Nursery ECC recruitment procedures.
• Supervise staff and students, conduct regular staff meetings, and provide in-service training.
• Provide weekly reports on the nursery to the Nursery Manager.
• In some instances, Deputies may teach their own class of children to demonstrate excellence and mentor staff.
• Monitor the use of resources.
• Ensure the preparation, care, cleanliness, and maintenance of the nursery, outdoor areas, kitchen, and equipment align with Policies & Procedures.
• Supervise the planning and preparation of activities that promote the child's individual development in a stimulating atmosphere, ensuring developmental records are kept.

building blocks
nursery

• Arrange regular children's outings, special days, and effectively market the nursery.
• Fulfil any other duties as directed by the Nursery Manager and Operations Manager.
• Be responsible for progress and support in the Early Years Foundation Stage Framework.
• Contribute to:
  - The development, organization, and implementation of the nursery's curriculum.
  - School policies on curriculum, teaching and learning, assessment, recording, and reporting.
  - Ensuring that information on children's progress is used to improve teaching and learning, inform and motivate children and parents, provide necessary references for other educational institutions and employers, and aid the Support Managers, Managing Director, and Nursery Managers in their management of the nursery.
  - Ensuring continuity of learning and effective progression of achievement for every child.

Care of children:

• Offer all children equal opportunities regardless of their religious persuasion, racial origins, gender, disabilities, cultural or linguistic background, and challenge situations where racism or discrimination is displayed.
• Provide care and supervision to meet the physical, emotional, and intellectual needs of the children.
• Ensure that only designated staff administer medication as recorded in the Policy documents.
• Oversee bump records, accident, and incident books, and maintain monitoring records.
• Contribute to the development, organization, and implementation of the nursery's policies for safeguarding, health and safety, well-being, and personal and social development of every child.
• Support children during Settling in and Transition stages.
• Organize appropriate class groups.
• Promote positive behaviour and conduct among children.
• Foster a culture of independent learning.
• Handle individual cases of behaviour management.
• Work within the Code of Practice relating to Special Educational Needs.

Staff Management:

• Implement coaching and mentoring systems to support and develop all staff within the nursery.
• Make effective use of staff expertise and assist the Nursery Manager in staff performance management and development.
• Lead groups and support colleagues in staff development activities, evaluating outcomes.
• Coach all staff members to recognize and fulfil their responsibilities to pupils.
• Coordinate staff within the nursery to cover absences, holidays, and emergencies.
• Ensure a tier system of management is in place and delegate duties fairly.
• Maintain staff ratios and deploy staff effectively for bottle preparation, feeding, nappy changes, laundry duties, and meal supervision.
• Appraise teachers and teaching assistants through planned observations and feedback.
• Participate in the recruitment and development of teaching and non-teaching staff.
• Contribute to good management practices by ensuring positive staff participation, effective communication, and procedures.

• Provide professional advice, support, and identify training needs.
• Act as the first point of contact for visitors to the nursery, evaluate the effectiveness of visits, and follow up on any arising matters in consultation with the Nursery Manager.
• Develop training programs with the training coordinator to support the skills of Early Years teaching staff.
• Coordinate and support volunteers.
• Prepare resources and materials.
• Prepare reports as necessary, such as evaluation and assessment.

Relationships:

• Contribute to references and reports to outside agencies in consultation with colleagues.
• Liaise with parents and foster effective communication within the nursery team.
• Foster positive relationships within the nursery community.
• Advise and assist the Nursery Manager as required, attending meetings, and making reports.
• Maintain effective communication and links with parents, addressing concerns and problems regarding their children's education and well-being.
• Liaise with other educational establishments to promote continuity of learning, progression, and curriculum development.
• Provide guidance and support to parents regarding future school applications.
• Develop and maintain positive relationships within the local and wider community.

Nurse:

Teachers:

Working under the direction of the Nursery Manager, the Deputy Nursery Manager is responsible for:

• Developing schemes of work and lesson plans in line with curriculum objectives.
• Establishing a positive relationship with pupils and families to facilitate learning.
• Organizing the learning resources and creating a welcoming, warm, and stimulating learning environment.
• Supporting the development of children's skills and social abilities according to their age, ability, and aptitude.
• Ensuring the safety of children within the class at all times and identifying any unsafe practices within the nursery.
• Assessing and recording progress, preparing children for the next stage within the nursery or their desired primary school.
• Linking children's knowledge to earlier learning and finding ways to encourage further development.
• Challenging and inspiring children to deepen their knowledge and understanding.
• Teaching all areas of the curriculum daily.
• Maintaining discipline and creating a positive behaviour environment.
• Preparing and marking assignments to facilitate children's development.
• Meeting requirements for the assessment and recording of children's progress.
• Coordinating activities and resources within a specific area of the curriculum and supporting colleagues in the delivery of this specialist area.
• Planning and coordinating work and use of school facilities with other staff members.

• Staying up to date with changes and developments in the curriculum structure.
• Participating in school events and activities that may occur outside of regular school hours.
• Promoting equal opportunities for all children.
• Contributing to the preparation of teaching resources and materials.
• Providing feedback to children and parents.
• Attending and participating in relevant meetings and training sessions as required.

Monitoring and Assessments

• Evaluating children's progress and monitoring their responses to learning.
• Maintaining records of children's progress and writing reports, assessment tick sheets, progress reports for the "Big School," baseline assessments, and other required documents.
• Maintaining and developing parent-teacher partnerships and sharing knowledge and information regarding the child's development from home to school and vice versa.
• Planning and organizing the display of children's work.
• Communicating effectively and sensitively with children during learning activities.
• Promoting and supporting the inclusion of all children in learning activities.
• Encouraging good behaviour in line with the nursery's policies and procedures.
• Safely managing the learning activities, teaching space, and resources in the nursery.
• Helping to raise standards of achievement for all children.
• Following the nursery's policies and procedures at all times.

Professional Values and Practises

• Having high expectations of all children and promoting their self-esteem.
• Respecting children's social, cultural, linguistic, religious, and ethnic backgrounds.
• Being committed to raising the educational achievement of children.
• Building and maintaining successful relationships with children, treating them with respect and consideration, and being concerned for their development as learners.
• Demonstrating and promoting positive values, attitudes, and behaviour.
• Taking good care of nursery equipment and maintaining a safe environment.
• Collaborating with colleagues, parents, and outside bodies to meet the needs of all children, including those with special educational needs.
• Carrying out all aspects of the role effectively and seeking help, advice, or guidance when necessary.

General:

• Maintaining a safe environment for children, staff, and visitors to the nursery.
• Supervising children off-site during school trips and external visits.
• Planning and being responsible for all activities required to deliver the curriculum.
• Managing budgets and expenditure, ensuring proper approval and reimbursement processes are followed.
• Reporting accidents or incidents in a thorough and timely manner.
• Reporting children's absences to the administration team.

Additional Duties:

Any other duties that reasonably fall within the purpose of the post, including but not limited to:
• Contacting parents to ascertain reasons for absences and preparing class lists.

• Record-keeping and filing.
• Supporting teaching assistants and teacher support staff.
• Providing guidance and mentorship to support staff.
• Maintaining attendance figures.
• Writing children's observations and maintaining their profiles.
• Any other duties as directed by the Nursery Manager or the Managing Director that are commensurate with the responsibilities of the role.

Teaching Assistants:

• To support the Teacher in ensuring the smooth and effective running of the class at Small World Nursery ECC.
• To consistently promote positive values, attitudes, and behaviour among the children.
• To support children in their learning and development, either in small groups or individually, treating them with respect and consideration.
• To encourage the social and emotional development of children.
• To contribute to raising standards of achievement for all children.
• To encourage all children to participate in all aspects of nursery life.
• To help children become more independent.
• To promote the inclusion and acceptance of all children.

Designation of Post and Position within Departmental Structure:

• To report to the Classroom Teacher for day-to-day activities.
• To report to the Head Teacher and for the overall pattern of work.
• To be responsible to the Branch Manager, Deputy Manager, and Managing Director.

Main Duties and Responsibilities:

Working under the direction and supervision of a qualified teacher, Teaching Assistant Coordinator, or Head Teacher:
Planning and Expectations:
Working within the nursery's policies and procedures to:
• Promote equal opportunities for all children.
• Contribute to discussions with the teacher and Teaching Assistant Coordinator on the development of work programs, activities, and support programs for children.
• Assist in the preparation of teaching resources and materials.
• Provide feedback to children and the teacher.
• Attend and participate in relevant meetings as required.

Monitoring and Assessment:

• Support teachers in evaluating children's progress.
• Monitor children's responses to learning and provide feedback.
• Contribute to maintaining records of children's progress.

Teaching and Learning Activities:

• Prepare the classroom as directed for lessons and ensure it is cleared afterward.
• Assist in the display of children's work.

building blocks
nursery

• Communicate effectively and sensitively with children to support their learning.
• Promote and support the inclusion of all children in the learning activities.
• Encourage good behaviour in line with the nursery's policies and procedures.
• Assist in the supervision of children and encourage good behaviour.
• Safely manage the learning activities, teaching space, and resources in the nursery.
• Work with individuals or small groups under the supervision of the teacher, either in the classroom or outside the main teaching area.
• Help raise standards of achievement for all children.
• Follow the nursery's policies and procedures at all times.

Professional Values and Practice:
• Have high expectations of all children and assist in promoting their self-esteem.
• Respect children's social, cultural, linguistic, religious, and ethnic backgrounds.
• Be committed to raising the educational achievement of children.
• Build and maintain successful relationships with children, treating them consistently with respect and consideration, and being concerned for their development as learners.
• Demonstrate and promote positive values, attitudes, and behavior expected from children.
• Collaborate with colleagues to meet the needs of all children, including those with special educational needs.
• Carry out all aspects of the role effectively and seek help, advice, or guidance when necessary.
• Work with individuals or small groups under the supervision of the teacher.

General:
• Maintain a safe environment for children, staff, and visitors to the nursery.
• Assist children with personal cleanliness, dressing, and undressing as appropriate.
• Supervise children off-site during school trips and external visits.
• Prepare all planned activities and models required by the teacher.
• Keep personal working space, such as the classroom and bathroom, clean and tidy.

Additional Duties:
Any other duties that reasonably fall within the purpose of the post and may be allocated by the teacher or Teaching Assistant Coordinator. This may include:
Teaching Assistant:
• Chasing absences.
• Record-keeping and filing.
• Producing classroom displays.
• Stocktaking.
• Maintaining attendance figures.
• Assisting the teacher in collating pupil reports.
• Participating in and helping to organize concerts, celebrations, and promotional events.
• Any other duties as directed by the teacher or Teaching Assistant Coordinator that are commensurate with the responsibilities of the role.

building blocks
nursery

Bus Monitor:

Job Purpose:

The School Bus Monitor at Small World Nursery ECC is responsible for safely collecting and returning students home on the school bus on a regular daily schedule.

Main Duties and Responsibilities:

Working under the direction of the Branch Manager, Deputy Branch Manager, or Chief Executive Officer:

- Collect and return children from their parents using the school bus.
- Use the bus mobile phone to make calls to parents to inform them of the collection time.
- Fill in attendance records from inside the bus.
- After disembarking children from the bus, check that the bus is empty and display a sign indicating that there are no children on board.
- Ensure that all seats and safety belts are in safe working order.
- Inform the Branch Manager or Deputy Branch Manager of any maintenance or repair requirements.
- Report any delays, accidents, or other traffic and transportation situations to the branch manager.
- Ensure that all RTA cards are valid and updated for all bus monitors.
- Have teachers sign the 'sign in and sign out' form when receiving children from the bus.
- Deal with residents and members of the public in a courteous and respectful manner.
- Hand over all children's bags to the teacher, along with any comments from the parents.

Professional Values and Practices:

- Maintain a well-groomed and professional appearance.
- Respect the social, cultural, linguistic, religious, and ethnic backgrounds of pupils, parents, and co-workers.
- Build and maintain successful relationships with co-workers, parents, and children.
- Demonstrate and promote positive values, attitudes, and behaviour expected from co-workers, parents, and children.
- Take good care of school equipment.
- Ensure that the bus is kept clean and neat.
- Carry out all aspects of the role effectively and seek help, advice, or guidance when necessary.

General:

- Maintain a safe environment for children and staff.
- Be flexible and show willingness to adapt.
- Take initiative and contribute ideas.

Additional Duties:

Any other duties as directed by the Branch Manager or Deputy Branch Manager that are commensurate with the responsibilities of the role. This may include tasks delegated by senior managers outside of the regular pick-up and drop-off timings.

Cleaner:

The Cleaner is responsible for maintaining high standards of cleanliness throughout the nursery. The cleaner will be responsible for cleanliness of all areas and will be expected to clean to the frequency and standard set out.

The Branch Manager will delegate the monitoring of the cleaning and it is her responsibility to ensure that high standards of cleanliness are reached and maintained. From time to time the Branch Manager or Deputy Branch Manager also will carry out spot checks on any aspect of cleanliness they feels is appropriate.

Reporting to: Branch Manager, Deputy Branch Manager

Job descriptions

– Toilet Areas:
- Clean basins with appropriate cleaner provided.
- Clean inside and outside surrounds of sinks
- Clean taps
- Refill toilet dispensers in all cubicles
- Refill paper towels in each dispenser
- Wipe tiles
- Polish mirrors
- Wipe paintwork
- Empty black sacks/rubbish bins
- Clean and mop floor with appropriate cleaner and bleach as instructed

Classrooms and Office
- Brush/Vacuum (spot clean where necessary)
- Hard flooring – dust control sweep or vacuum, damp mop
- Furniture/ desks–damp dust (all removable furniture e.g. trolleys must be pulled out and cleaned under)
- Fixtures & fittings–dust and damp wipe
- Bins– empty daily and damp wipe monthly
- Clean inside and outsides and round sinks
- Doors–remove marks from glass, doors and walls
- Clean telephones

Corridors:
- Hard flooring–dust control sweep or vacuum, damp mop
- Furniture/ desks–damp dust (all removable furniture e.g. trolleys must be pulled out and cleaned under)
- Polish brass door handles(weekly)
- Doors–remove marks from glass, doors, and walls. Clinic and Pantry:
- Clean and disinfects inks inside and outside with appropriate cleaner
- wipe and disinfect work all surfaces, kitchen units and tiles

- polish mirrors
- wipe windows
- clean lavatory basin with appropriate cleaner provided
- clean and mop floor
- clean telephones

Any other appropriate duties as required by the Teachers Skills/Abilities/Knowledge

- Ability to carry out general cleaning duties
- Is punctual and reliable.
- Ability to manage time effectively to complete tasks to a high level.
- Ability to prioritise work.
- Able to work with minimum supervision.
- Be flexible to changing demands of the post. Take pride in a job well done.
- Ability to respect and value the different experiences, ideas and background.
- Have an awareness of and display a commitment to the relevant legislation and guidance in working practices in relation to the safeguarding of children and young people. To undertake any training relevant to your role.

Qualifications/Experience

- Able to communicate clearly, understand and follow instructions.
- Experience of undertaking general cleaning duties.

Evaluating Employee Performance to Ensure Compliance and Efficiency:

At Small World Nursery ECC, we conduct performance appraisals on an annual basis to comprehensively evaluate the work habits and performance of our employees. These appraisals cover various aspects, including general work habits, interactions with children, management or roles and responsibilities, relationships with parents, personal attitude, and adherence to policies and procedures.

During the appraisal process, we maintain a record of any disciplinary actions taken, if necessary, to ensure a fair and transparent evaluation. Additionally, we identify any training needs that may arise from the appraisal, as ongoing professional development is crucial for our staff's growth and success.

Performance Appraisal:

At Small World Nursery ECC, performance appraisals are conducted for every designation to ensure that the roles and responsibilities of our employees are evaluated effectively. These appraisals are based on a template provided by our Human Resources department and are frequently updated to align with any changes in job descriptions.

Performance appraisals serve as a platform to identify any training needs that may arise from the evaluation. We believe in providing ongoing professional development opportunities to our staff, and these appraisals help us pinpoint specific areas where additional training or support may be required.

By conducting performance appraisals for every designation, we ensure that our evaluation process accurately reflects the expectations and responsibilities associated with each role.

This approach allows us to effectively monitor and improve the performance of our employees, ultimately contributing to the overall success of Small World Nursery ECC.
Performance appraisals, monitoring, and development are integral to Small World Nursery's commitment to excellence. By regularly assessing our employees' performance, we can identify areas of improvement, provide necessary training, and create a roadmap for their professional growth. This process ensures that our staff consistently delivers high-quality care and education to the children entrusted to us, while also fostering a positive and supportive work environment. Through performance appraisals, we strive to continuously enhance our nursery's standards and maintain our reputation as a leading institution in the field of early childhood education.

Performance Development Plan:
To facilitate the growth and advancement of our employees, we create a performance development plan based on the appraisal results. This plan outlines potential position movements and roles that employees envision for themselves in the future. It also highlights their strengths, areas of improvement, and specific training needs.
Moreover, the performance development plan includes a timeline for meeting these training needs, ensuring that employees receive the necessary support and resources to enhance their skills and knowledge. By aligning their professional goals with the nursery's objectives, we foster a culture of continuous learning and improvement within our organization.

KPIs (Key Performance Indicators): Measuring Success and Progress
Key Performance Indicators (KPIs) for Small World Nursery ECC:
Child Development: we continuously monitor and assess the developmental progress of children in key areas such as cognitive, social-emotional, physical, and language development. This is done through regular observations, assessments, and milestone tracking based on EYFS models of observations.
School Readiness: we evaluate the readiness of children to transition to big school by assessing their skills in literacy, numeracy, problem-solving, and self-regulation. This helps ensure that our children are well-prepared for their educational journey.
Parent Satisfaction: we measure the satisfaction levels of parents/guardians through surveys and feedback forms to understand their perception of the nursery's quality of care, communication, and overall experience. This feedback helps us improve our services and meet the needs of our families.
Staff Qualifications and Training: we monitor and track the qualifications and ongoing professional development of our dedicated staff members to ensure they meet the required standards and possess the necessary skills to provide exceptional education and care.
Health and Safety Compliance: A safe and secure environment is maintained by monitoring compliance with health and safety regulations, including hygiene practices, safety protocols, government guidelines and licensing requirements. This ensures the well-being of our children and staff.

Staff-Child Ratio: we maintain the recommended staff-child ratios to ensure individualized attention and support for each child, promoting their well-being and fostering optimal learning experiences.
Attendance and Retention: Attendance rates of children and staff are monitored daily, as well as retention rates of families and employees, to gauge satisfaction levels and engagement within our nursery community. This helps us create a positive and supportive environment.
Inclusion and Diversity: we promote inclusion and celebrate diversity by tracking the enrolment and participation of children from various backgrounds. Implement inclusive practices and provide support for children with diverse needs, ensuring equal opportunities for all.
Community Engagement: we foster strong connections with the local community through partnerships, events, and active parent/community involvement. This helps create a nurturing and collaborative environment for our children.
Compliance with Government Policies: we ensure strict adherence to government policies and regulations related to early childhood education, including curriculum frameworks, health and safety guidelines, and licensing requirements. This demonstrates our commitment to providing high-quality education within the parameters set by the authorities.
Under compliance with government policies, Small World Nursery ECC also diligently monitors and tracks government feedback through inspections conducted to review and monitor the learning provision. This ensures that we stay updated with any recommendations or requirements outlined by the government, allowing us to continuously improve our practices and maintain the highest standards of early childhood education.
By regularly monitoring these KPIs, Small World Nursery ECC can assess its progress, identify areas for improvement, and make data-driven decisions to enhance the quality of early childhood education provided to our children.

Parent Feedback: Engaging and Incorporating Input from Stakeholders for Continuous Improvement:
Small World Nursery ECC actively seeks and values parental feedback to ensure open communication and continuous improvement. We employ various methods to gather feedback from parents:
Manager Presence: During drop-off and pick-up times, our manager is present to engage in open and friendly communication with parents. This allows for direct and immediate feedback, addressing any concerns or suggestions that parents may have.
Written Feedback Service: We provide written feedback forms on a timely basis to parents, allowing them to share their thoughts and experiences. This structured approach ensures that we receive feedback from a diverse range of parents and enables us to track trends and areas for improvement.
Suggestion Box: At our reception area, we have a suggestion box where parents can drop in anonymous suggestions for improvement. This encourages open and honest feedback, providing a safe space for parents to voice their opinions.
Open Door Policy: We have an open-door policy that encourages continuous communication throughout the nursery. Parents are always welcome to approach our management and

teaching staff with any concerns, suggestions, or questions they may have. This fosters a collaborative and supportive environment where parental input is valued.
Nursery Application: We utilize a nursery application that allows parents to directly communicate with the management or teaching staff to share feedback. This digital platform ensures convenience and efficiency in addressing parental concerns and suggestions.
Parent-Teacher Meetings: We organize regular parent-teacher meetings to discuss the progress and development of each child. These meetings provide an opportunity for parents to share their feedback, ask questions, and actively participate in their child's educational journey.
Parent Surveys: Periodically, we conduct parent surveys to gather comprehensive feedback on various aspects of our nursery, including curriculum, communication, facilities, and overall satisfaction. These surveys help us identify areas of strength and areas that require improvement.
Saturday Availability: We understand that parents who both work may find it challenging to visit the nursery during weekdays to discuss concerns and share feedback. To address this, we have designated Saturdays from 9 AM to 5 PM as a time when one staff member is present at the nursery branch. This ensures that working parents can schedule appointments and have meaningful conversations with us, allowing for open communication and the opportunity to address any queries or feedback they may have.
By offering Saturday availability, Small World Nursery ECC demonstrates our commitment to being accessible and responsive to the needs of all parents, irrespective of their work schedules. We prioritize creating a supportive environment where parents feel heard, valued, and actively involved in their child's early education journey.
By actively seeking and incorporating parental feedback, we ensure that we are responsive to the needs and preferences of our parents, creating a collaborative partnership in providing the best possible early childhood education experience for our children.

Internal Inspections: Rigorous Monitoring and Evaluation to Maintain High Standards of Compliance and Efficiency:
Small World Nursery ECC places a strong emphasis on maintaining high standards of hygiene and care. To ensure that these standards are consistently met, we have implemented an internal inspection process:

Randomized Internal Inspections: Our manager conducts internal inspections on a weekly basis, at random times and on random days. This approach ensures that staff members are always prepared and motivated to maintain the highest standards of cleanliness, hygiene, and overall nursery quality.
Comprehensive Inspection Checklist: Our internal inspection checklist covers every area of the nursery, including classrooms, play areas, restrooms, kitchen facilities, and administrative spaces. This checklist serves as a guide to ensure that all policies, procedures, and standards are being met consistently.
Timely Action and Improvement: During the inspection, if any areas require attention or improvements, staff members are given specific timelines to address and rectify the issues.

This proactive approach ensures that necessary actions are taken promptly, preventing any potential lapses in quality or care.
Continuous Quality Improvement: The internal inspection process is not only focused on identifying areas that need immediate attention but also serves as a tool for continuous quality improvement. By regularly assessing and monitoring our nursery's performance, we are able to identify trends, implement necessary changes, and enhance the overall quality and care provided to our children.

By conducting randomized internal inspections and utilizing a comprehensive checklist, Small World Nursery ECC ensures that our hygiene standards, policies, and procedures are consistently met. This commitment to excellence guarantees a safe, clean, and nurturing environment for our children, fostering their overall well-being and development.

building blocks
nursery

Annual Schedule Topics

September	
Week 1	**Settling in week- Heart Rules**
Week 2	**Owl babies- being away from home**
Week 3	**Colour Monster- Week 1 understanding emotions**
Week 4	**Colour Monster- Week 2- expressing emotions**
October	
Week 5	***Monkey Puzzle- Julia Donaldson-Exploring jungle animals***
Week 6	***Monkey Puzzle- Julia Donaldson-Exploring animal patterns***
16th - 20th October	***Half Term Break***
Week 7	***Dinosaur who roared for more- exploring dinosaurs***
Week 8	***Dinosaur who roared for more- exploring dinosaurs***
November	
Week 9	***World Science experiment week***
Week 10	***Nursery Rhyme week***
Week 11	***UAE heritage- The camel's Dubai adventure***
Week 12	***Exploring UAE culture***
December	
Week 13	***Winter Wonderland***
Week 14	***Winter Wonderland - Stick Man***
18th Dec - 1st January	***Winter Break***
January	
Week 1	**Oliver's Fruit Salad- Exploring Flavours**
Week 2	**Oliver's Fruit Salad- Exploring Textures**
Week 3	**The tiny seed- seed to plant**
Week 4	**Plant the tiny seed- understanding of the world**
Week 5	**How the plant grows- show and tell**
February	
Week 6	**See, touch and feel**
12th - 16th Feburary	***Half Term Break***
Week 7	**Mix it up- understanding prime colours**

Building Blocks Nursery LLC
G10 Apex Atrium Building, Motor City, P.O Box 2945 Dubai, UAE
T: 9714 453 4363 | E: hello@building-blocks.ae | W: building-blocks.ae

Week 8	**Mix it up- mixing of colours**
March	
Week 9	**Room on the broom- Book week**
Week 10	***The hungry catterpillar***
Week 11	***The Rainbow Fish***
Week 12	***The Gruffalo- Puppet Show***
25th March - 8th April	***Spring Break***
April	
Week 1	**Exploring under the sea- commotion in the ocean**
Week 2	**Kids who came from space-**
Week 3	**Things that go**
Week 4	**Road Safety**
Week 5	**Professions- show and tell- parent participation**
May	
Week 6	**Art week- exploring different mediums**
Week 7	**Art week- exploring 3D art- exhibition**
Week 8	**When I build with blocks**
Week 9	**Exploring shapes**
June	
Week 10	***Exploring numbers***
Week 11	***I wish you more- transitioning to rooms- schools- graduation***
Week 12	***Yay, you moving up and moving on- transitions***
Week 13	***Graduation week- The wonderful things you will be***
1st July - 23rd August	***Summer Break***

Building Blocks Nursery LLC
G10 Apex Atrium Building, Motor City, P.O Box 2945 Dubai, UAE
T: 9714 453 4363 | E: hello@building-blocks.ae | W: building-blocks.ae

building blocks
nursery

Annual Schedule Activities

Date	BUILDING BLOCKS NURSERY EVENTS – FALL TERM	Dates
24-29 Aug	Staff INSET Week	24-29 Aug
31st Aug	Teacher's Physical Meetings with Parent & Child	31 Aug
1	First Day of Class	1 Sep
SEPTEMBER	Hear Rules Week (Wellbeing)	5-9 Sep
	Children's Mental Health Day	5 Sep
	Recycling Week	19-23
	International Peace Day	28 Sep
	Prophet Mohammad's (PBUH) Birthday	29 Sep
OCTOBER	World Animal Day	4 Oct
	World Teachers Day	5 Oct
	Pajama Day	7 Oct
	Think Pink Breast Cancer	11 Oct
	Parent Teacher Meeting Week	11-18Oct
	Global Handwashing Day	18 Oct
	Crazy Hair Day	24 Oct
	Magical Pumpkin Day	31 Oct
	Half Term Break	16 – 21Oct
NOVEMBER	UAE Flag Day	3-Nov
	Diwali	6 Nov
	Nursery Rhymes Week	14-18 Nov
	Road Safety Day	17 Nov
	National Day Celebrations	29 Nov
DECEMBER	Commemoration Day	30 Nov
	UAE National Day	2-3 Dec
	Winter Festival	5-9 Dec
	Winter Term Continues Week 1	19-23 Dec

Building Blocks Nursery LLC
G10 Apex Atrium Building, Motor City, P.O Box 2945 Dubai, UAE
T: 9714 453 4363 | E: hello@building-blocks.ae | W: building-blocks.ae

	Winter Term Continues Week 2	26-30 Dec

Week Dates	BUILDING BLOCKS NURSERY EVENTS – WINTER TERM	Date
2-8 Jan	First Day of Term	2-Ja
JAN	Sports Day	23-2
	Dentist Visit	
	Healthy Eating Week	
FEB	International Number Day	3 Fe
	Chinese New Year	9 Fe
	International Day	23 F
	Pajama Day	27 F
MAR	World Book Dress Up Day	3 M
	Book Week	6 – Mar
	Mother Day	17 M
	Holi- Festival of Colours	21 M
	Parent Teacher Meeting	19 – Mar
	HALF TERM BREAK – Spring Break	
5th – 9th	HALF TERM BREAK – Spring Break	

Week Date	BUILDING BLOCKS NURSERY EVENTS – SPRING TERM	Date
8	First Day of Term	
9 – 12	EID BREAK	
24-28 April	Bunny Day	13 A
	Mark Making Day	24 A
	Odd Sock Day	30 A
8-12 May	World Nurse Day	10 M

Building Blocks Nursery LLC
G10 Apex Atrium Building, Motor City, P.O Box 2945 Dubai, UAE
T: 9714 453 4363 | E: hello@building-blocks.ae | W: building-blocks.ae

15-19 May	Stem Week	15-19May
	Parent – Teacher Meeting Week	5-9 June
17 – 18 June	Eid Al Adha	
19-23 June	Fathers Day	19-Jun
26- June - 30 June	Graduation Week	26-Jun
28th June	End of Term Celebration (Class Party)	28 June
3rd July – 26 Aug	Summer School	

Building Blocks Nursery LLC
G10 Apex Atrium Building, Motor City, P.O Box 2945 Dubai, UAE
T: 9714 453 4363 | E: hello@building-blocks.ae | W: building-blocks.ae