

**Welcome to**



# **Nursery Information for Parents**



## **We are delighted to welcome your child to our Nursery**

We hope that their time with us will be a happy and successful one.

As parents/carers you are your child's first educators and the home influence remains important throughout your child's schooling. We wish to work with you to make sure your child has the best possible start in school.

The aim of the Nursery is to nurture the development of each child as an individual, within a warm, caring, stimulating environment.

In this booklet you will find useful information about the Nursery here at Grosvenor Road Primary School. If you need any further information please do not hesitate to contact us.



### **This is what Ofsted have to say:**

*"Early Years staff ensure that children have a high-quality learning environment". (January 2019)*

*Early Years staff "know their children well and focus their work on developing children's vocabulary and providing a rich experience for children on entry to school". (January 2019)*

*"Pupils' behaviour is exemplary. They are caring, thoughtful and confident, and respond positively to high expectations". (January 2019).*

Our full Ofsted report can be found on our school website.



## Nursery Hours

Full time hours	
Day Starts	Day Ends
8.45am	3.05pm

At the start of the school year, the children will attend part time to enable them to adjust to the new environment and routine.

Details of attendance times for individual children will be given out separately.

If a child has difficulty settling we may continue the part time sessions for longer. Most children settle fairly quickly.



Please endeavour to bring and collect your child on time. Children who arrive after the start of the session often find it harder to settle.

Likewise, at the end of the day it is important that children are collected on time so that they don't become anxious when the other children have left.

It is important that you always let the Nursery staff or school office know if there are any changes to your child's collection arrangements. We will not hand over children to adults unless we have been informed of who they are going home with.

## Absences from Nursery

If your child is unwell and unable to attend Nursery we ask that you ring us and let us know. If your child is sick and has diarrhoea they need to stay at home until 48 hours after the last episode, to avoid the rapid spread of germs. If your child is taken ill while at Nursery we will contact you at home or work. Therefore we need at least two emergency contact numbers for each child and these must be kept up to date.

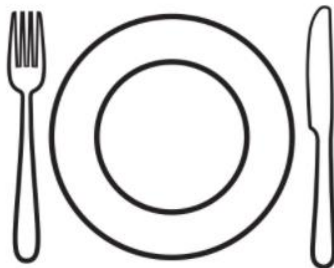
If your child has any medical needs and/or dietary requirements it is important that you inform us, to ensure your child's well-being in school. If your child has asthma they will need to have an inhaler in school at all times. Any other prescribed medicines can only be administered if brought in a single dose, i.e. in a syringe.

**A consent form will need to be signed before they can be given.**

## Lunchtimes

You can choose for your child to have a hot meal provided by our school kitchen or, if you prefer, you can send your child with a packed lunch from home. The cost of a school meal is £2.10 a day; this must be paid through **Evolve**.

If you think you may be entitled to free school meals please complete an online application.



## Nursery Fund

Milk and fruit are provided each day for the children, for which there is no charge. We kindly ask that you contribute 50p per week to Nursery Fund which pays towards special snacks, baking activities and other special treats for the children. If possible, we would also be grateful if you could provide a box of tissues per term.

# Uniform

All children are required to wear the school uniform which comprises of:

Boys	Girls
Grey trousers	Grey skirt/pinafore dress/trousers
Yellow/white polo shirt	Yellow/white polo shirt
School sweatshirt/cardigan	School sweatshirt/cardigan
Black shoes with Velcro fasteners	Black shoes with Velcro fasteners

(In Summer, boys may wear grey shorts & girls may wear pink/red checked dresses)

Please provide your child with a spare set of clothing in case of accidents **(these do not need to be items of uniform)**. They can be left in a bag on their peg to be used if needed. Please ensure all clothes are clearly labelled with your child's name as they often get confused and lost if they are not marked.

## All Weathers

Outdoors is an essential part of the Early Years learning environment and will be accessed on a daily basis by the children in all weathers. Please ensure that they have a pair of named wellington boots. It would be beneficial if you could leave them at school as we cannot predict the weather. However, feel free to take them home when they are needed.



## Sun Protection

On sunny days, particularly at the start and end of the school year, please put sun cream on your child before school and send in a hat to wear outside.

# How to help your child prepare for Nursery

It is important that you talk to your child about coming to Nursery before your child starts. Explain that there will be other children there and lots of exciting things to do and play with.

- Look at lots of books and read stories and nursery rhymes to your child.
- Encourage them to sit with you to play a game
- Talk about colours and count things together.
- Do jobs together and talk about what you are doing. (For example: tidying up, setting the table for dinner)
- Include them in adult conversations and talk encouragingly about school.
- Ask questions: When? Where? Why? How?
- Read together for a few minutes each day.
- Make sure they get enough sleep and finally **give your children lots of praise.**



## Key Person

Once your child has settled into nursery we will assign them to a member of staff who will be their 'Key Person'. The role of the Key Person is to build up a safe and secure relationship with your child to ensure that they can develop both socially and academically in our nursery. If you have any concerns about your child please speak to your child's Key Person. It is often possible to see them very briefly at the beginning or end of the day, but do make an appointment to be sure that they are available if you need more than a few minutes.

All staff plan together on a weekly basis. The planning is based on the Early Years Foundation Stage Curriculum.

# Nursery Curriculum

We aim to provide a broad, balanced, stimulating and supportive environment in which each child can grow and develop. One of our goals for the children is to help them become as independent as possible. This means giving them lots of opportunities to make choices, including freedom to access resources and the freedom to play inside and outside.



We follow the Early Years Foundation Stage (EYFS) Curriculum. It has seven areas of learning and we plan our activities carefully in order to meet the needs of the children. There are three 'prime areas' and four 'specific areas'. The prime areas develop quickly in response to relationships and experiences, and run through and support learning in the specific areas. The specific areas include essential skills and knowledge.

## Prime Areas

### **Communication and Language**

This area covers Listening, Attention & Understanding and Speaking

- We learn to communicate in a range of ways by listening to others and taking turns speaking
- We develop a wider vocabulary and descriptive language
- We learn to listen attentively to stories, songs, rhymes and poems and respond to what we hear.
- We learn to follow instructions and answer questions
- We learn to communicate our own ideas and stories

### **Physical Development**

This area covers Gross Motor Skills and Fine Motor Skills

- We enjoy climbing outside on the apparatus
- We use PE equipment like hoops, balls and beanbags to play games
- We develop our fine motor skills by learning to tear, cut, thread and manipulate objects.
- We handle tools and equipment effectively, including pens and pencils

### **Personal, Social and Emotional Development**

This area covers Self-Regulation, Managing Self and Building Relationships

- Building self-confidence and self esteem
- Making relationships, developing a sense of community and learning how to function in a group outside of their family.
- Developing behaviour and self-control
- Increasing independence in looking after themselves
- We learn the importance of physical exercise and a healthy diet and talk about ways to keep healthy and safe.
- We learn to manage our own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

**Young children's physical development is inseparable from all other aspects of development because they learn through being active and interactive.**



## Specific Areas

### **Literacy**

#### **Comprehension, Word Reading and Writing**

We help children take the first steps towards reading and writing. We aim to foster an enjoyment of books by sharing them with the children and making them readily available, as well as making other examples of writing available in the classroom, such as labels, signs and lists. We give children lots of opportunities to write. We also introduce children to the Letters and Sounds scheme to trigger an interest in the sounds letters make.

### **Mathematics**

This area covers helping the children to grow in confidence and competence in using key skills in maths. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.

### **Understanding the World**

In this area of learning children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. This includes helping children develop the skills of observing, predicting, exploring, investigating, interpreting, discussing, decision-making and using tools and materials appropriately. Through this they learn about themselves, other people and the broader world around them. It provides a foundation for historical, geographical, scientific and technological learning.

### **Expressive Arts and Design**

This focuses on the development of children's imagination and their ability to communicate and express ideas and feelings in creative ways through art, music and movement. We use paint, dough, material and many other media to give the children opportunity to develop creatively.

Creative development is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another and so extend their understanding. This area of learning includes art, music, dance, role-play and imaginative play.



## The Importance of Play

Play is a child's way of learning. It is the most natural way in which children make sense of the world around them, develop their skills and understanding of themselves and others.

During each session your child will have opportunities to play with sand, water, puzzles, construction materials, paints, scissors and glue. Imaginative role-play, music, movement and dance are also highly valued activities. Sometimes the children play on their own, sometimes alongside other children and at other times with their friends.

Play gives children opportunity to learn through first hand experiences, for example to discover capacity through pouring liquid from jug to jug in the water tray. They can explore their environment, be creative and experiment to see how things work.

It is vital that children have chance to direct their own play, without constant guidance from adults. We need to give them time to immerse themselves in their play, whether it is quiet and reflective play or more energetic.

Our role as adults is to provide an environment that stimulates children's play and to give your child the opportunity to explore and talk about what they are doing. We must support and scaffold their play. We can do this by observing and recognising what the child is attempting to do and interact to help them progress by suggesting, commenting, questioning and playing with the child.

*"Play that is well-planned and purposeful helps children to think, to increase their understanding and to improve their language competence. It allows children to be creative, to explore and to test their own conclusions".*

HMI – 'The Education of Children Under Five'

**We do hope that you have found this booklet useful. If you have any other queries or questions then please do not hesitate to come and talk to us.**

*The Nursery Team*