



**St. Margaret's Preparatory
School
Gosfield**



Welcome to Nursery 2017-2018

We are very pleased to welcome your child into Nursery. We look forward to the year ahead and to building a relationship with you that enables us to work together to further enhance your child's development. Once you join our Nursery, we consider that you are a part of our school and expect that the children will continue on through to Year 6. Please check details in your parent contract for notice of leaving.

At St. Margaret's we aim to provide:

- **Quality and consistency** in our early years settings, so that every child makes good progress and no child gets left behind;
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **Partnership working** between practitioners and with parents and/or carers;
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Key Person

On entry to the Nursery, your child is allocated a Key Person who has special responsibility for your child's development, giving them reassurance to feel safe and happy, and working alongside you to ensure that both you and your child feel a part of our school family. Your Key Person will be either Miss Carter or Mrs Irvine. The name of your Key Person is printed in the front of the Home/School Communication Book.

Your child may also be taught by Mrs Morgan for Music, Mr Clark and Mrs Weaver for PE/Games and Mme Bordoli for French and Music and Movement.

Uniform Requirements

All children that attend the Nursery wear an "easy washable" uniform, which is a compulsory requirement. Everyday they will need to bring in their puffa/blazer and hat. **ALL** clothing must be labelled with your child's name. We cannot be responsible for items that are not named. Nursery children are required to wear plimsoles or trainers for PE and games. All uniform can be obtained from the school uniform shop.

School Day

The school day starts with registration at **8.45am**. However, children can arrive from 8.30am onwards.

We like to encourage parents/carers to leave promptly in the mornings. If your child seems upset please allow us to take him/her from you. This may seem hard, but it is in the child's best interest. Please feel free to wait outside the classroom or telephone later to check that your child has settled.

Assemblies start at 8.50am. We do not attend all assemblies but if you are late and we are not in the classroom, please take your child to the Office for registration.

The morning session finishes at **1.00pm**. Children will be dismissed from the Reception play area. Please be prompt else it disturbs the afternoon session. The afternoon session starts at **1.00pm** and finishes at **3.30pm**. Children will be dismissed from the conservatory door.

Children may bring one small toy to school (named if possible), which they can play with at playtimes. These toys should be kept in the 'toy box' in their classroom.

Snacks

We are a **NUT FREE SCHOOL** so please check that all food and drink brought onto the premises contains no nuts. The school provide milk at lunch time. Children should also bring in a drink of water in a named drink bottle. Please send snacks in a named plastic bag or foil and not in a snack box. Please bring in two snacks. **The snack should be fruit, vegetables or plain crackers and cheese. NO CHOCOLATE, SWEETS OR CRISPS.** We would encourage children to have breakfast before coming to school as we have our snack later in the morning at 9.50 am. Lunch time is 12 pm and afternoon snack is at 2.30 pm.

School Lunch

Every day we aim to provide healthy choices for the children at lunch time. Please read our school website where you will find menus posted on a weekly basis. They are also included in the weekly newsletter. All of the meals are produced in the school kitchen using only the finest fresh ingredients sourced from local suppliers. We do not deep fry any food. Fresh and gluten free bread is available as an accompaniment where it is not provided as an integral part of the meal.

Health

Please can you ensure that your child has regular sight and hearing checkups to ensure early intervention.

Safeguarding - Child Protection

As a school, we take the Safeguarding very seriously. Our Safeguarding policy is on the school website for your perusal. The Early Years' Designated person (EYDSL) is Mrs L Laurie, Head of Early Years, and the Deputy DSL is Mrs Crallan. Further up the school, Mrs Moss is DSL and Mrs Howells and Mrs Griffiths are deputy DSL's.

Please ensure **NO MOBILE TELEPHONES OR CAMERAS ARE TO BE USED IN EARLY YEARS AREAS AND NO PICTURE OF ANOTHER CHILD IS ALLOWED TO BE UPLOADED ON TO SOCIAL MEDIA WITHOUT PERMISSION FROM THEIR PARENTS.** Please see the following policies on the website for more information: *Safeguarding: Photographic Images and Filming* and *Safeguarding: Use of Mobile Phones and Cameras in the Early Years.*

Compliments and Complaints Policy

St. Margaret's Prep School is committed to providing a quality service in the pursuit of teaching excellence. One of the ways in which we continue to improve our education service is by listening and responding to the views of the parents. We pride ourselves on quality of our provision for teaching and pastoral care, and on the strength of our relationships with parents. The first person to speak to is your child's class teacher

about any queries or concerns. The day-to-day running of the school is the responsibility of the Headmaster, Mr Callum Douglas. Governance is via Cognita Schools, and the Assistant Director of Education (ADE), who is Cognita's representative. Parents can also make other organisations aware of their concerns such as for Early Years, Ofsted at Piccadilly Gate, Store Street, Manchester, M1 2WD (Tel: 0300 123 4666) or the Department for Education on 0370 000 2288. For further details, please read the *Complaints Procedure* on the school website.

Hygiene

We allow the children to go to the toilet whenever they wish. If your child is in nappies please provide the right amount of nappies and wipes. By the time children reach the end of Nursery we expect them to be out of nappies.

Sessions

Once you have completed the booking form indicating which sessions you wish your child to attend, staffing is arranged. If you wish to add further sessions, or change a session, this will be charged separately as an additional session, so further staffing can be arranged. We strongly recommend that your child attends a minimum of 3 sessions per week.

Contact Details

Please ensure that the school office has up-to-date details throughout the year, particularly telephone numbers (home and work) and recent medical conditions, this is vital information. If your child is not attending school due to illness please contact the school office and inform us as soon as possible so that the register can be marked accordingly. If your child has been sick, please do not bring them into school for 48 hours as this helps control infections.

Any messages for parents will be either in your child's blue communication book, in a letter, via Parent Mail or email from the class teacher.

Please note that if children are to be collected by anyone other than you, permission must be given in writing.

Medicines

Medicines are not usually administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor). Medicine (both prescription and non-prescription) must only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. All medicines must be taken to the office with the written permission. We will not administer aspirin or ibuprofen based medicine without a prescription. Please see the *Administration of Medicine Policy* on the website.

OUR CURRICULUM

We base our curriculum on the four themes of Early Years Foundation Stage which are:

- **A Unique Child** – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** – Children learn to be strong and independent through positive relationships.
- **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- **Learning and development** – Children develop and learn in different ways. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities.

In the curriculum there are seven areas of learning and development that shape educational programmes in early years' settings. All areas of learning and development are important and inter-connected.

Three areas that are particularly crucial for igniting children's curiosity and enthusiasm for learning, and building their capacity to learn, form relationships and thrive are the **prime** areas:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

The four **specific** areas which grow out of the prime areas and provide important contexts for learning include essential skills and knowledge are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

Three characteristics of effective teaching and learning are:

- **Playing and exploring** - children investigate and experience situations, and 'have a go'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

THE PRIME AREAS

Communication and Language

This prime area of development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. (EYFS, 2014)

Listening and speaking skills include:

- Learning to listen and respond appropriately during lessons
- Nursery rhymes and songs
- Stories and poems
- Learning words and actions for school plays and assemblies
- Role play activities

The Early Years' goals for Communication and Language are:

- **Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- **Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- **Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Personal, Social and Emotional Development

This prime area involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. (EYFS, 2014)

The children will have the opportunities to:

- Participate in 'Show and tell' and 'Circle Time'
- Learn to select and use activities with confidence
- Show confidence in asking adults for help in all activities
- Manage their own personal hygiene by washing hands, blowing their noses and going to the lavatory
- Learn what is right and wrong through making classroom rules, discussions, stories and listening to others

- Respecting others through role-play, play, stories and assemblies

The Early Years' goals for Personal, Social and Emotional Development are:

- **Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- **Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- **Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Physical Development

This prime area involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. (EYFS, 2014)

The Early Years' goals for Physical Development are:

- **Moving and handling:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
- **Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

The children will have the opportunities to:

- Experience a wide variety of physical activities to include dance, games, gymnastic activities and indoor and outdoor play
- Become aware of the changes that happen to their bodies during exercise
- Develop strength, skill and co-ordination
- Practise and perform a range of simple skills
- Plan, practise, improve and perform a range of simple actions
- Use their bodies to express imaginative feeling

They are taught by specialist PE staff for games and PE lessons.

THE SPECIFIC AREAS

Literacy

This specific area of development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. (EYFS, 2014).

Writing skills include:

- Hand control activities
- Letter formation reinforced by using Jolly Phonics and 'Big Cat Phonics'
- Informative writing
- Poetry
- Lists and instructions
- Creative writing
- Spelling

Reading skills include:

- Looking at, listening to and reading library books
- Letter recognition reinforced by using Big Cat Phonics and Jolly Phonics
- Word building – blending sounds together phonically, using “look & say” method and using picture clues

The Early Years' goals for Literacy are:

- **Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
- **Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

This specific area involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures. (EYFS, 2014).

The Early Years' goals for Mathematics are:

- **Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and

objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

- **Shape, space and measures:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the World

This specific area involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. (EYFS, 2014).

The Early Years' goals for Understanding the World are:

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

- **The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
- **Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design

This specific area involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. (EYFS, 2014)

The Early Years' goals are for Expressive Arts and Design are:

- **Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- **Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Art

Through art children can explore and experiment with 2D and 3D materials. They will learn how to paint imaginatively, increase dexterity and discrimination, observe, talk

about and experience different styles of artwork and see their work displayed attractively.

In Nursery the children have the opportunity to:

- Experience making marks in different ways with a variety of media on different surfaces
- Mixing colours
- Develop, practise and refine their skills
- Build 2D and 3D models
- Use play dough and clay
- Look and talk about colours
- Use a variety of objects to print
- Talk about pattern, line and marks in pictures
- Collect and assemble objects to make patterns

Music/Music and Movement

In these lessons the children will have the opportunity to:

- Obtain fun and pleasure from musical experiences
- Listen and respond to music and songs of a variety of styles, time and cultures
- Enjoy singing a range of familiar, traditional and modern songs
- Echo and initiate short rhythm patterns
- Create and explore sounds from instruments, from the environment and their own voices and bodies
- Practise, rehearse and share their music-making with others
- Talk about sounds and music they have listened to

They have music lessons with Mrs Morgan, our Director of Music and Dr Fraser each week.

Drama/Role Play

The children in Nursery will have the opportunity to:

- Explore and improvise imaginary roles for their own pleasure or that of an audience
- Incorporate puppets, dressing up and other props, sound and music into dramatic and imaginative play
- Act out nursery stories
- Act out roles for assemblies and school plays, including dancing, speaking and singing

French

Children are actively involved throughout each lesson. The activities are short and varied. Plenty of colours, stories, finger rhymes, movements, songs and props are used. New pupils will become familiar with all the words and phrases quickly, as all the lessons start with a revision time. Their speaking and listening skills will be developed through lessons with Mme Bordoli, a native French speaker and qualified teacher.

Progress check at age two

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's

development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving other professionals (for example, the provider's Special Educational Needs Co-ordinator) as appropriate.

We will discuss with parents and/or carers how the summary of development can be used to support learning at home. We will also encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor, and/or a teacher (if a child moves to school-based provision at age three). Taking account of information from the progress check (which reflects ongoing, regular observation of children's development) should help ensure that health visitors can identify children's needs accurately and fully at the health review. Providers will ask for the consent of parents and/or carers to share information directly with other relevant professionals, if they consider this would be helpful.

If your child attends another setting, please let your Key Person know so we can contact them to ensure continuity in their development and have a two way flow of information.

For more information about the Early Years Foundation Stage, please look at www.foundationyears.org.uk

Finally, please check our school website, which is updated on regular basis, for school policies and procedures and school news and events on <http://www.stmargaretsprep.com>

Communication

We have an open door policy; the class teachers will be happy to help with any queries or questions you may have throughout the year and Mr Douglas would also be happy to discuss any aspect of your child's development or education and any aspect of educational provision at St Margaret's at any time.

